

BTEC

HIGHER NATIONALS

Early Childhood Education and Care

Specification

First Teaching from January 2019

First Certification from 2020



**Higher National
Certificate Lvl 4**

**Higher National
Diploma Lvl 5**

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This specification is Issue 3. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of changes in Pearson BTEC Higher Nationals in Early Childhood Education and Care Issue 3

Summary of changes made between previous issue and this current issue	Page number
<i>(Page numbers do not refer to pdf page numbers)</i>	
Typographical errors throughout	Throughout
Section and appendix number updated throughout	Throughout
Forest Schools – caveat added in relevant units. This qualification won't lead to endorsement as a Forest School Trainer. Resources added to relevant units.	Throughout
Guidance added to Section 1.8 about practice opportunities for students on placement	5
"allow" changed to "enable" in list of qualification objectives (Section 2.2)	9
"allowing for" changed to "enabling" in the aims of the qualification (Section 2.3)	10
"allows" changed to "enables". (Section 2.5)	12
Membership organisations added to bulleted list (Section 2.5)	12
Amendment of text relating to learners who complete the qualification outside of England or Northern Ireland (Section 2.5.3)	14
Reference to learners in Northern Ireland removed	15
"good qualifications" changed to "relevant qualification" (Section 2.7)	16
Membership organisations and regulator added to Practice Themes information (Section 2.8)	18
Entry requirements updated to add advice for tutors and learners about Early Years Foundation Stage English and maths requirements (Section 3.2)	20
English language requirements advice added for admissions tutors (end of Section 3.2.1)	21
Tutor and tutor-assessor requirements edited to include 'full and relevant' qualifications (Section 3.2.3)	23
Early Years Educator apprenticeship standard replaced in list with Early Years Lead Practitioner occupational standard (Section 3.2.9)	25
Dealing with malpractice in assessment updated to include PREP portfolio and to refer readers to latest guidance and requirements on Pearson website (Section 3.7)	28
Definition of student malpractice added, and Section updated to current HN wording (Section 3.7.2)	29

Definition of staff and centre malpractice added, and Section updated to current HN wording (3.7.3)	29
Additional working added about placement hours (Section 4.1)	31
Placement age range recommendations added (Section 4.2.2)	34
Heading edited to make level clear (Section 4.2.2)	34
Heading added for structure tables (Section 4.2.4)	36
(Structure tables; Links Section of Unit 1) Title of unit 4 corrected to "...Children's Development (Infants and Toddlers)"	From page 36 to 45
Heading edited to make level clear (Section 4.2.4)	36
Minor updating of wording to reflect latest standard HN wording (Section 4.2.5)	37
Heading added for structure tables (Section 4.2.8)	39
Minor edits to Pearson-set wording in structure table (Section 4.2.8)	39, 41, 43, 45
Removed reference to separate Pearson-set Assignment Guidance for the units. All guidance is now provided within the Pearson-set theme and topics release document (Section 4.3)	48
Minor edit in the Learning Outcomes and Assessment Criteria definition (Section 4.6)	52
Harvard referencing Section given a heading and example print and web resources added (Section 4.6.1 and 4.6.2)	54
Placement added to 'Teaching and learning' Section (Section 5)	56
Second bullet point expanded to include both campus and practice learning environments (Section 5.2)	58
Third bullet point expanded to include a wider range of individuals (Section 5.2)	58
Expert practitioners added to post-bullet paragraph (Section 5.2)	58
Teaching and learning on placement added to paragraph on programme planning forum (Section 5.4)	60
Placement planning added as the first paragraph in the delivery discussion (Section 5.4.2)	62
"syllabus" changed to "curriculum" in introductory paragraph and table (Section 5.4.3)	63
Expectation that all delivery will include a blend of techniques added to "blended learning" row of table (Section 5.4.3)	65

"syllabus" changed to "curriculum" in introductory paragraph and table (Section 5.4.3)	63
Placements added to "work-based learning" row of the table (Section 5.4.3)	64
Visiting lecturers, experts and employers added to "Guest speakers" row of the table (Section 5.4.3)	65
Formative assessment and feedback on placement paragraph added (Section 5.4.5)	67
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Instances of "allow" changed to "enable" (Section 6.2.3)	76
Requirements related to images and photographs included towards the end of the Section (Section 6.2.3)	76
New assessment sub-Section added: Dealing with breaches of confidentiality and unsafe practice (6.3.4)	78
Confirmation of completion of mandatory placement hours and placement age groups added to the duties of Assessment Boards (Section 6.3.8)	80
Addition of practice standards to Assessment Board monitoring (Section 6.3.8)	80
Portfolio added to the list of assessment plan considerations and records (Section 6.4)	81
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Centre and qualification approval list updated. Reference made to prospective centre checklist and fuller requirements in a previous section (Section 7.6)	87
Content overtly related to the use of specialist resources, equipment and aids to support children including those with special educational needs and disabilities, has been added to these units: Unit 2, LO4 Unit 4, LO3 Unit 5, LO1 Unit 8, LO4	114 139 151 196
Note added to unit 4 regarding the age group of children learners will be interacting with during the course of the unit and its assessment	134

Genetic factors added to heading and content under learning outcome one. "Congenital" and "genetic" are not the same. Conditions listed under this "congenital conditions..." heading are genetic not congenital but congenital conditions could be taught alongside genetic ones.	136
References added to resources lists for units 4 and 5	145 and 161
Learning outcome 2 heading "Methodology" changed to "methods". The methodology is stated in the unit title – action research. Data collection and sampling are methods that are part of the methodology and are components that need to be considered as part of the research design.	205
Equalities Act 2010 added to resource list for unit 8	200
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Title of appendix 6 updated to acknowledge that the Early years educator level 3 qualifications criteria will be superseded in September 2024	498
Table in appendix 2 updated to include TS18 programme outcomes TS = Transferable skills	486
Appendix added with new centre approval checklist (appendix 10)	525

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

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1 Introduction

BTEC is one of the world's most successful and best-loved applied learning brand, and it has been engaging students in practical, interpersonal and thinking skills for more than thirty years.

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employers' needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

When developing the Pearson BTEC Higher National qualifications in Early Childhood Education and Care, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. We also worked closely with relevant Professional Bodies, to ensure alignment with recognised professional standards and the correct level of learning.

There is now a greater emphasis on employer engagement and work readiness. The new Pearson BTEC Higher National qualifications in Early Childhood Education and Care are designed to reflect this increasing need for high quality professional and technical education pathways at Level 5, thereby providing students with a clear line of sight to employment and to progression to a degree at Level 6. This is never more evident than in the Childcare and Education Sector, where it is now the norm for students expecting to progress into employment in the sector or to a Level 6 vocational degree to already have meaningful work experience in the sector. The new Pearson BTEC Higher National qualifications in Early Childhood Education and Care embrace this development and enhance students' progression opportunities through mandatory work placement requirements that include assessment on placement to further embed meaningfulness.

1.1 The Student Voice

Students are at the heart of what we do. That is why, from the outset, we consulted with students in the development of these qualifications. We involved them in writing groups, sought their feedback, and added their voices and views to those of other stakeholders.

The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

1.2 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher Nationals are designed to help students secure the knowledge skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for work, for example by undertaking a group project, or responding to a client brief. A student may even achieve exemption from professional or vendor qualifications, or student membership of selected professional bodies, to help them on their journey to professional competence.

At the same time the BTEC Higher Nationals are intended to keep doors open for future study should a student wish to progress further in their education after their level 5 study. They do this by allowing space for the development of higher education study skills, such as the ability to research. Clear alignment of level of demand with the Framework for Higher Education qualification descriptors at level 4 and 5 means that students wishing to progress to level 6 study should feel better prepared. The Pearson BTEC Higher Nationals address these various requirements by providing:

- A range of core, optional and specialist units, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans.
- Fully revised content that is closely aligned with the needs of employers, professional bodies, vendors and higher education for a skilled future workforce.
- The opportunity to develop transferable skills useful for work and for higher education, including research skills, the ability to meet deadlines and communication skills.
- Learning Outcomes mapped against Professional Body standards and vendor accreditation requirements, where appropriate.
- Assessments and projects chosen to help students progress to the next stage (this means some are set by the centre to meet local needs, while others are set by Pearson). Students are required to apply their knowledge to a variety of assignments and activities, with a focus on the holistic development of practical, interpersonal and higher-level thinking skills.
- An approach to demand at level 4 and 5 which is aligned with the Framework for Higher Education Qualifications (FHEQ).
- Support for student and tutors including Schemes of Work and Example Assessment Briefs.

1.3 HN Global

Pearson BTEC Higher Nationals are supported by a specially designed range of digital resources, to ensure that tutors and students have the best possible experience during their course. These are available from the HN Global website <http://www.highernationals.com/>.

With HN Global, tutors can access programme specifications which contain useful information on programme planning and quality assurance processes. Tutors can also view Schemes of Work and Example Assessment Briefs, helping them create meaningful courses and assessments. HN Global also allows tutors to create and annotate reading lists for their students and also keep up-to-date on the latest news regarding HN programmes.

1.4 Qualification titles

Pearson BTEC Level 4 Higher National Certificate in Early Childhood Education and Care

Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care

Specialist pathways are included within brackets in the qualification title:

- Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care
- Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care (Leadership and Management)
- Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care (Education)
- Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care (Social and Community Care Practice)

1.5 Qualification codes

Regulated Qualifications Framework (RQF) Qualification number:

- Pearson BTEC Level 4 Higher National Certificate in Early Childhood Education and Care: 603/3899/4
- Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care: 603/3900/7

1.6 Awarding organisation

Pearson Education Ltd

1.7 Key features

Pearson BTEC Higher National qualifications in Early Childhood Education and Care offer:

- A stimulating and challenging programme of study that will be both engaging and memorable for students
- The essential subject knowledge that students need to progress successfully into further study or the world of work
- A simplified structure: students undertake a substantial core of learning required by all early childhood practitioners in the Level 4 Higher National Certificate, building on this in the Level 5 Higher National Diploma, with specialist and optional units linked to their specialist area of study
- Three specialist pathways in the Level 5 Higher National Diploma, and a general pathway at both levels, so there is something to suit each student's preference of study and future progression plans
- Refreshed content that is closely aligned with Professional Body, employer and higher education needs
- Assessments that consider cognitive skills (what students know) along with affective and applied skills (respectively how they behave and what they can do)
- Unit-specific grading and Pearson-set assignments
- A varied approach to assessment that supports progression to Level 6 and also allows Centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles
- Quality Assurance measures – as outlined in *Sections 6 and 7* of this Programme Specification – to ensure that all stakeholders (e.g. Professional Bodies, universities, employers, colleges and students) can feel confident in the integrity and value of the qualifications
- Two sets of available qualifications, designed to meet the needs and expectations of students aspiring to work in early education and care
- An assessed practice element in this qualification that is recognised as full and relevant by the Department for Education (DfE), which means students holding this qualification in England can count in the staff:child Level 3 ratios in an early years care or education setting as outlined in the Early Years Foundation Stage (EYFS) statutory framework.

- A thematic approach to learning in early education and care

The Pearson Higher Nationals in Early Years Education and Care recognise that there are underpinning sector-specific knowledge and skills required for effective practice and employability in the sector. These are embedded across units in the Higher National in Early Childhood Education and Care qualifications, and are referred to as the 'Practice Themes'. Further detail on these Practice Themes can be found in *Section 2.8*.

1.8 Work experience/placement requirements

The Total Qualification Time for the Pearson BTEC Level 4 Higher National Certificate in Early Childhood Education and Care includes a requirement of 375 hours' work placement or experience in early education and/or care settings and a Practical Reflective Evidence Portfolio (PREP), including reflective accounts, to be completed over the duration of the programme, usually a period of one year for a full-time programme. The mandatory elements of work placement/experience are set out in *Section 4.2* of this specification.

The Total Qualification Time for the Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care includes a requirement of 525 cumulative hours' work placement or experience in early education and/or care settings and a Practical Reflective Evidence Portfolio (PREP), including reflective accounts, to be completed over the duration of the programme, usually a period of two years for a full-time programme. The mandatory elements of work placement/experience are set out in *Section 4.2* of this specification.

Placements must be appropriate to the qualification and must enable students to meet the learning outcomes. Students must have the opportunity to practise and become consistently competent at the relevant occupational level. Occupational competence is recorded in the practice portfolio.

1.8.1 Supervision and assessment requirements on placement

Students are expected to be allocated a workplace supervisor in the workplace setting during each placement who will monitor and contribute to the continuous assessment of their progress; students are also required to be assessed during their practice on placement by a tutor/assessor from the Centre delivering the qualification. Further details of the placement supervision and assessment requirements are provided in the Practical and Reflective Evidence Portfolio (PREP) that accompanies this specification.

1.9 Qualification frameworks

Pearson BTEC Higher National qualifications are designated Higher Education qualifications in the UK. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Sector Benchmarks. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

1.10 Collaborative development

Students completing their Pearson BTEC Higher Nationals in Early Childhood Education and Care will be aiming to go on to employment or progress to the second or final year at university. Therefore, it was essential that we developed these qualifications in close collaboration with experts from professional bodies and universities, and with the providers who will be delivering the qualifications.

We are very grateful to the university and further education tutors, employers, Professional Body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications. These include:

- Chartered College of Teaching
- Childcare Partnership (Northern Ireland)
- Early Childhood Studies Degrees Network
- Early Education
- East Sussex County Council Early Years Improvement Team
- Guernsey College of Further Education
- Institute of Education, University of Reading
- Morningside Children's Centre
- North West Regional College
- Northern Ireland Social Care Council
- Northern Regional College
- Nottingham Trent University
- Rachel Trenchard Consulting
- Solihull College and University Centre
- South Gloucestershire and Stroud College
- Southern Regional College
- Southern Eastern Regional College
- Sunderland College
- The Best Practice Network

- The Centre for Research in Early Childhood
- The Open University
- University of East London
- University of Sunderland
- University of Wolverhampton

The content and level of the Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Early Childhood Education and Care have been written following advice from the professional bodies listed in Section 1.8 above and are intended to support articulation to Level 6 in early education and care-related degree courses, excepting degrees to regulated professions such as primary school teaching.

To support progression to Level 5 or Level 6 in early education and care-related degree courses through accreditation of prior learning or articulation, units in the Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care are referenced against national early childhood education and care standards in the UK.

2 Programme purpose and objectives

2.1 Purpose of the Pearson BTEC Higher Nationals in Early Childhood Education and Care

The purpose of Pearson BTEC Higher Nationals in Early Childhood Education and Care is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the early education and care sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

2.2 Objectives of the Pearson BTEC Higher Nationals in Early Childhood Education and Care

The objectives of the Pearson BTEC Higher Nationals in Early Childhood Education and Care are as follows:

- To equip students with the early education and care practice skills, knowledge and the understanding necessary to achieve high performance in the global early education and care environment.
- To provide education and training for entry to, or progression in, a range of careers in early education and care, including: family, social and community care/work support roles in a range of community-based settings; senior early years practitioner, supervision and management roles in children's nursery and other childcare settings; teaching assistant roles in early education or pre-school settings; care and education support for children with special education and development needs; children's community-based health support roles.
- To provide insight and understanding into the diversity of roles within the early education and care sector, recognising the importance of collaboration at all levels.
- To equip students with knowledge, understanding and behaviours that demonstrate the embedding of principles of equality and diversity in their practice, in working with diverse organisations, communities, families, children and other individuals.
- To provide opportunities for students to enter or progress in employment in early education and care, or to progress to higher education qualifications such as Honours degrees in Early Childhood Studies, Psychology and Child Development, Child and Youth Studies or related areas.
- To support students to understand the local, regional and global context of early education and care practice, and for those students with a global outlook, to aspire to international career pathways.

- To provide students with opportunities to address contemporary early education and care issues facing the sector, and society at large, with particular emphasis on partnership working and values-based care, and child-centred approaches to providing early education and care to babies and young children
- To provide opportunities for students to achieve a nationally-recognised qualification within their chosen area of specialisation
- To offer students the chance of career progression in their chosen field, with particular emphasis on achieving supervisory or management-level positions, professional recognition and beyond
- To enable flexibility of study and to meet local or specialist needs
- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations
- To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the sector.

We aim to meet these objectives by:

- Providing a thorough grounding in early education and care principles, knowledge and behaviours at Level 4 that lead the student to a range of specialist progression pathways at Level 5, relating to individual occupations within the early education and care sector
- Equipping individuals with the essential professional practice skills required to develop as early childhood practitioners, that can be applied a range of roles and responsibilities in the sector
- Enabling progression to a university degree by supporting the development of appropriate academic study skills and the selection of appropriate units for study at Level 4 and 5
- Enabling progression to further professional qualifications in early childhood education and care disciplines by mapping the units studied to the requirements of the professional bodies applicable to that discipline.
- Supporting a range of study modes and timeframes for completion of the qualifications.

2.2.1 Who is this qualification for?

The Pearson BTEC Higher National qualifications in Early Childhood Education and Care are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of the early education and care sector and are designed for students who wish to pursue or advance their career in early education and care practice or related fields. In addition to the knowledge, understanding and skills that underpin the study of the early education and care sector, Pearson BTEC Higher Nationals in Early Childhood Education and Care give students experience of the breadth and depth of the sector that will prepare them for employment, progression within employment or further study.

2.3 Aims of the Level 4 Higher National Certificate in Early Childhood Education and Care

The Pearson BTEC Level 4 Higher National Certificate in Early Childhood Education and Care offers students an in-depth introduction to the subject area via a mandatory core of learning, while enabling the acquisition of specific knowledge, skills and experience through specialist pathways and the selection of optional units across a range of occupationally-relevant subjects at Level 5. Students will gain a wide range of sector knowledge tied to practical skills gained in evidence-based practice, personal research, self-study, directed study and work-integrated learning and experience.

At Level 4, students develop a broad knowledge and awareness of key aspects of the early education and care sector through eight Core units, which includes one unit assessed by a Pearson-set assignment. The units are:

- Unit 1: Personal and Professional Development through Reflective Practice
- Unit 2: Protecting Children in Early Education and Care Environments
- Unit 3: Play and Learning in Early Childhood
- Unit 4: Supporting and Promoting Children's Development (Babies and Toddlers)
- Unit 5: Supporting and Promoting Children's Development (Young Children)
- Unit 6: Promoting Healthy Living
- Unit 7: Preparing for Research*
- Unit 8: Promoting Inclusive Early Education and Care Environments.

*('Unit 7: Preparing for Research' is also the Pearson-set assignment unit).

Graduates successfully completing the Pearson BTEC Higher National Certificate in Early Childhood Education and Care will be able to demonstrate a sound knowledge of the fundamental concepts, values and principles of early education and care practice, and the skills to perform effectively as a worker in a number of different settings in the early education and care sector. They will be able to communicate accurately and appropriately, and they will have the behaviours and qualities needed for employment that requires some degree of personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiative, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to work, showing resilience under pressure, and the ability to meet challenging targets within a given reasonable, pre-set timeframe. They will also demonstrate regard for the ethical responsibilities of the early childhood practitioner- and the importance of their role in supporting the development of happy, healthy children.

2.4 Aims of the Level 5 Higher National Diploma in Early Childhood Education and Care

The Level 5 Higher National Diploma in Early Childhood Education and Care offers students three specialist pathways designed to support progression into relevant occupational areas or on to degree-level study. These pathways are linked to Professional Body and apprenticeship Standards (where appropriate) and can provide apprenticeship or progression towards professional status or entry into the later stages of an appropriate degree.

Holders of the Level 5 Higher National Diploma will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

Students successfully completing the Pearson BTEC Level 5 HND will ordinarily be able to progress to a related degree in early childhood education, and work towards gaining Qualified Teacher Status if appropriate.

The Level 5 Higher National Diploma offers the following specialist pathways for students who wish to concentrate on a particular aspect of early education and care practice:

- Education
- Leadership and Management
- Social and Community Care Practice.

There is also a non-specialist pathway, which allows students to complete a Level 5 Higher National Diploma without committing to a particular professional specialism. This offers additional flexibility to providers and students and supports progression into a range of early education and care-related degrees.

At Level 5 students continue to build on the essential skills, knowledge and behaviours necessary for all early childhood practitioners whilst working through a number of subject-specific specialist and optional units. The two mandatory core units at Level 5 are:

- Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners*
- Unit 10: Improving Quality in Children’s Early Education and Care Environments.
*(‘Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners’ is also the Pearson-set assignment unit)
- For the Leadership and Management pathway, students take the two mandatory core units, three specialist units and an additional two optional units.
- For the Social and Community Care Practice pathway, students take the two mandatory core units, three specialist units and an additional two optional units.
- For the Education pathway, students take the two mandatory core units, two specialist units and an additional two optional units.
- For the General pathway, students take the two mandatory core units, one specialist unit and an additional three optional units.
- (See *Section 4.2* for a full list of the mandatory core, specialist and optional units for each pathway.)

2.5 What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding in early education and care practice, which students can build on should they decide to continue their studies beyond the Certificate stage. The Level 5 Higher National Diploma enables students to specialise by committing to specific career paths and progression routes to degree-level study.

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the early education and care sector through:

- Entering employment
- Continuing existing employment or seeking alternative employment or promotion
- Completing a higher apprenticeship programme
- Joining an appropriate professional body or membership organisation
- Committing to continuing professional development (CPD)
- Progressing to university.

2.5.1 Progression to university

The Pearson BTEC Level 5 Higher National Diploma is recognised by Higher Education providers as meeting admission requirements to many relevant Early Childhood Education and Care degree programmes in subject specialisms such as:

- BA (Hons) in Early Childhood Studies
- BA (Hons) in Early Education and Care
- BA/BSc (Hons) in Child Psychology
- BA (Hons) in Child and Family Studies
- BA/BSc (Hons) Child Health and Wellbeing
- BA (Hons) in Child and Youth Studies
- BA (Hons) in Primary Education

Details of entry requirements for BTEC Higher National graduates into degree programmes at institutions in the UK and internationally can be found on the Pearson Degree Course Finder website. Students should always check the entry requirements for degree programmes at specific higher education providers.

University recognition and articulations

We work with a range of higher education institutions around the world that recognise and accept BTEC Higher Nationals as a qualification for entry onto an undergraduate degree. Many universities allow advanced entry onto the second or third year of a degree, and agreements can include credit transfer, articulation and case-by-case admission. Students should be aware that university admission criteria are always subject to change and remain at the discretion of the institution. Students should take time to understand the course entry requirements for subject, year and grade before applying. For more information on entry requirements, including 2+1 articulations, please visit: <https://www.highernationals.com/degree-finder>.

2.5.2 Employment

After completing a Pearson BTEC Level 4 Higher National Certificate or Pearson BTEC Level 5 Higher National Diploma, students can also progress directly into employment.

The skills offered as part of the Pearson BTEC Level 5 Higher National Diploma can provide graduates with the opportunity to work in many different areas of the early education and care sector. Below are some examples of job roles each qualification could lead to.

Pathway	Job Roles
General	Advanced Practitioner in nursery and pre-school settings, Playgroup Leader, Nursery Nurse, further education practice assessor (additional assessor award required)
Education	Advanced Practitioner in nursery and pre-school settings, Trainee Teacher/Classroom Assistant With additional training, specialist roles in early education-related environments, for example: Special Education Needs Co-ordinator (SENCO), Safeguarding Lead, Special Education Needs and Disability Lead (SEND), Physical Activity and Nutrition Co-ordinator (PANCO), Literacy or Maths Leader. Further Education Early Years Level 2 or 3 tutor/assessor
Leadership and Management	Manager/Deputy Manager in nursery and pre-school settings, Nursery Owner, Childminder, other leadership and management roles in a range of early childhood environments
Social and Community Care Practice	Social and community care support roles in statutory and other community-based early education and care and children and young people's residential care settings, Family Support Worker, Early Years Intervention Support Worker With additional training, specialist roles in local authorities and in community-based organisations, for example: Special Education Needs Co-ordinator (SENCO), Safeguarding Lead, Special Education Needs and Disability Lead (SEND), Physical Activity and Nutrition Co-ordinator (PANCO), Literacy or Maths Leader.

2.5.3 Full and relevant practitioner status

Recognition of the qualification

England only

These qualifications are confirmed by the Department for Education (DfE) as a full and relevant Early Years Educator (EYE) qualification as the core level 4 units meet the EYE 2024 requirements.

The DfE is responsible for defining the full and relevant qualifications that staff included in the specified ratios must hold. To count in the ratios at level 3, practitioners holding this qualification must also have achieved a suitable level 2 qualification in English as defined by the Department for Education on the Early Years Qualifications List published on GOV.UK. This recognition is applicable only to students taking this qualification in England.

Students completing this qualification outside of England who want to count at level 3 in the EYFS staff:child ratios must ensure they that they research fully any additional requirements that DfE may have. It may be helpful to refer to the DfE pages on the UK Government website for further details: www.gov.uk.

2.6 Use of maths and English within the curriculum

Those working within the early education and care sector cannot just rely on their technical skills and must ensure they develop all relevant employability skills to increase employment opportunities. For example, they will be required to communicate appropriately with stakeholders throughout their career, so the ability to use maths and English in a professional context is an essential employability skill that must be developed at all levels of study.

Development of essential maths and English skills are embedded throughout these qualifications in accordance with industry requirements and below are some examples of how these skills are developed in the Pearson BTEC Higher National curriculum:

- Written reports
- Formal presentations
- Informal conversations with a range of audiences including children and their families, other professionals and other people accessing education or care services
- Use of professional, sector-specific language
- Use of mathematics in developing the skills to support children's progress in their numeracy skills
- Use of mathematical methods to accurately record and present data in an education or care context
- Use of analytical and computational methods to solve problems, and assist with audits and research projects as required.

Many aspects of early education and care practice require good maths skills and we strongly recommend all students complete diagnostic maths assessments preferably before beginning a Higher National course, as well as having an A* to C or 9 to 4 grade in GCSE Maths (or equivalent) prior to starting the course (see Entry requirements in *Section 3.2*).

Throughout the programme, students are expected to develop their maths and English language skills within the curriculum, to enable them to be more effective in supporting children's progress in maths, language and communication. It is vital that all students taking a BTEC Higher National in Early Childhood Education and Care are aware of this, and that the development of these skills is included as an integral part of learning activities and assessments to ensure their skills are in line with current sector standards.

2.7 How Pearson BTEC Higher Nationals in Early Childhood Education and Care provide both transferable employability skills and academic study skills

Students need both relevant qualifications and employability skills to enhance their career prospects and personal development. Pearson BTEC Higher National Early Childhood Education and Care qualifications embed throughout the programme, the development of key skills, attributes and strengths required by 21st century employers.

Where employability skills are referred to in this specification, this generally refers to skills in three main categories:

- **Cognitive and problem-solving skills:** critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- **Intra-personal skills:** self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.
- **Interpersonal skills:** effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.

Pearson Example Assessment Briefs make recommendations for a range of real or simulated assessment activities, for example, group work where appropriate, to encourage development of collaborative and interpersonal skills or a solution focused case study to provide the opportunity to develop cognitive skills. There are specific requirements for the assessment of these skills, as relevant, within the assessment grids for each unit. Example Assessment Briefs are for guidance and support only and **must** be customised and amended according to localised needs and requirements. All assignments must still be verified as per the internal verification process.

Students can also benefit from opportunities for deeper learning, where they are able to make connections between units and select areas of interest for detailed study. In this way, BTEC Higher Nationals provide a vocational context in which students can develop the knowledge and academic study skills required for particular degree courses and progression to university, including:

- Active personal research skills
- Effective writing skills
- Analytical and critical thinking skills
- Evidence-based and reflective practice
- Creative problem-solving
- Decision-making
- Team building

- Exam preparation skills
- Digital literacy
- Competence and capability in practice-based skills in the workplace
- Competence in assessment methods used in higher education.

To support you in developing these skills in your students, we have developed a map of higher education-relevant transferable and academic study skills, available in *Appendix 3*.

2.8 Sector-specific knowledge and skills: Themes for effective practice in early education and care

The Pearson BTEC Higher Nationals in Early Childhood Education and Care also embed a range of employability-related knowledge and skills specific to the early education and care sector. These are embedded throughout the units in the qualification, and are referred to as the 'Practice Themes'. The Practice Themes that are mapped into, and assessed throughout, units in the qualification are:

- a Professional Identity:** This covers the values, attitudes and behaviour and refer to adopting a professional, knowledgeable and skilled approach to practice, particularly when interacting with children and others in early education and care. These include skills such as adopting an ethical and reflective approach to practice (including confidentiality), leadership, effective verbal, written, electronic and non-verbal communication, professional presentation and self- and time management; values such as care, compassion, courage and commitment to ensuring the welfare of the child is paramount; attitudes such as valuing and promoting the resilience and emotional wellbeing of themselves and the children in their care; and behaviours such as demonstrating competence in practice, and working within the limits of own knowledge and skills whilst remaining committed to engaging in relevant, career-long professional learning. Students are expected to reflect these values, attitudes and behaviours throughout their learning, in the classroom and the workplace. The values, attitudes and behaviours identified reflect the requirements of codes of conduct, ethics and professional principles as set out by regulators, professional bodies and sector membership organisations, including Early Education, PACEY and the Northern Ireland Social Care Council.
- b Relationships with Others:** This not only refers to respectful and non-discriminatory approaches including working with others regardless of their personal characteristics, but also includes taking positive action to support participation and democratic practice, as well as a diverse and inclusive care and learning environment. Students are expected to be champions of equality, diversity and inclusive practice including meeting the needs of all children regardless of their personal characteristics and taking into account their specific needs. Students will evidence their understanding that these approaches underpin much of the work they do in their roles as part of an early education and care workforce throughout their study.

- c Best Outcomes for the Child:** This is about adopting a child-centred focus and recognising own role as an advocate of the child. Included in this is the requirement to protect the children in their care, and prioritise their health, safety and wellbeing. Students are expected to consider and apply appropriate measures, strategies and approaches to support the health, safety and protection of the children they work with and demonstrate this application as appropriate throughout their learning. Students will also develop their understanding of the interrelationship between physical and mental health and emotional wellbeing. Throughout their learning, they will develop skills in adopting a holistic approach to caring for children, taking into consideration physical and mental and emotional aspects of their health and emotional wellbeing, recognising the value of mental health and emotional wellbeing in supporting a child's overall health. Other priorities in this theme include empowerment, advocacy and engagement and taking an evidence-based approach to practice.
- d Global, National and Local Policy:** This refers to the legal, regulatory and other statutory frameworks that govern practice in early education and care. On an ongoing basis, students are expected to consider and apply relevant law, guidance and regulation and demonstrate an understanding of how these relate to ethical practice in early education and care.

The employability-related knowledge and skills selected for the Practice Themes were identified through a rigorous process of research and consultation with a range of stakeholders, including the following professional and regulatory bodies:

- Best Practice Network
- Chartered College of Teaching
- Early Childhood Studies Degrees Network
- Early Education
- Northern Ireland Social Care Council.

They reflect the approach taken by a number of professional standards in the sector and are in line with the expectations for professional practice in early education and care.

The Practice Themes are referred to throughout the units studied in this programme and students are expected to demonstrate application of Practice Themes consistently as a feature of their learning.

3 Planning your programme

3.1 Delivering the Higher National qualifications

You play a central role in helping your students to choose the right BTEC Higher National qualification.

You should assess your students very carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage. You should check the qualification structures and unit combinations carefully when advising students.

You will need to ensure that your students have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When students are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

3.2 Entry requirements and admissions

Although Pearson does not specify formal entry requirements, as a centre it is your responsibility to ensure that the students you recruit have a reasonable expectation of success on the programme.

For students who have recently been in education, the entry profile is likely to include one of the following:

- A BTEC Level 3 Early Years Educator (or related subject) qualification
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades A* to C and/or 9 to 4 (or equivalent) in subjects such as maths and English
- A* to C grades and/or 9 to 4 in English Language and GCSE Maths (or equivalent) are strongly recommended.
- BTEC International Level 3 in Health and Social Care
- Other related Level 3 qualifications
- An Access to Higher Education Diploma awarded by an approved further education institution
- Related work experience
- An international equivalent of the above.

Centres may wish to consider applicants' prior learning when considering their acceptance on a BTEC Higher Nationals, through Recognition of Prior Learning. (For further information please refer to *Section 8* of this document.)

If students are intending to use this qualification to count within the Early Years Foundation Stage staff:child ratios at Level 3, admission tutors are strongly advised to ensure students understand the English and maths qualification requirements.

Lists of qualifications that meet the Department for Education's criteria are listed: <https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england/early-years-qualifications-achieved-in-england>.

3.2.1 English language requirements for Higher Nationals

Pearson's mission is to help people make more of their lives through learning. In order for students to be successful on Pearson BTEC Higher National qualifications which are **both** taught and assessed in English, it is critical that they have an appropriate level of English language skills.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications.

All centres delivering the new Pearson BTEC Higher National qualifications must ensure that all students who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the levels identified below, before being recruited to the programme **where the programme is both taught and assessed in English:**

- Common European Framework of Reference (CEFR) level B2
- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications which are taught in a language other than English, but are assessed in English.

All centres delivering the new Pearson BTEC Higher National qualifications **wholly or partially** in a language other than English, but who are assessed in English, must ensure that all students can demonstrate capability in English at a standard equivalent to the levels identified below, on completion of the programme:

- Common European Framework of Reference (CEFR) level B2
- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

If students are intending to use this qualification to support employment or entry to a bachelor's qualification, admission tutors are strongly advised to ensure students understand that the English language employment or entry requirements may be higher than those given above.

3.2.2 Centre approval

To ensure that centres are ready to assess students and that we can provide the support that is needed all centres must be approved before they can offer these qualifications. For more information about becoming a centre and seeking approval to run our qualifications please visit the support section on our website (<http://qualifications.pearson.com/>).

Centre requirements list

This qualification has mandatory placements so there are some approval requirements specific to it:

- Centres need to have a robust tracking system to record placement hours and methods of reporting these to Assessment Boards.
- A named tutor/individual based in the Centre to act as **placement coordinator**. The placement coordinator will have responsibility for working with placement providers to ensure effective communication between Centres, placement providers and students. The placement coordinator will ensure that students are enabled to find and access suitable placements. They should also ensure that placements are able to support students. Where students are not employed by the placement provider, they'll also ensure that the Centre has appropriate insurance in place for learner and that health and safety, and safeguarding requirements are met.
- A named **tutor-assessor** who is a member of the programme team within the centre who:
 - holds a qualification that is 'full and relevant' for working with children in the early years education and care sector
 - holds a recognised work-based learning assessor qualification, or achieves one within 12 months of starting to assess work-based evidence
 - has considerable experience of working in the early education and care sector.
- A **work-based supervisor** who is based in the placement setting and supports students when in placement. This individual will be named to students. They will facilitate students' learning from their placement experiences through reflective discussion and enable sufficient opportunity for the student to meet the practice requirements of the qualification. In some instances the placement manager will be the work-based supervisor and will delegate the assessment of practice to the class teacher or room leader where the student is working.

The work-based supervisor will be responsible for ensuring that the student's practice skills are assessed by an experienced early childhood practitioner holding a 'full and relevant' early childhood care qualification and ideally a work-based learning assessor qualification and/or a higher education qualification.

- There should be an agreement with placement providers that makes clear the duties, rights and responsibilities of the Centre, placement providers and students. It is good practice for this agreement to include Health and Safety, Disclosure and Barring Service (DBS) checks (or similar country-specific checks) and safeguarding arrangements or other appropriate checks. The agreement should also include an overview of the placement quality assurance/audit process(s). Pearson does not provide a template because agreements will be dependent on the placement provider and Centre needs. Quality assurance processes/audits should be tripartite – placement provider, Centre and student representatives.
- There needs to be a supervision policy for students and practice supervisors while they are in practice. This refers to both professional supervision and the way students are supported to learn in practice.
- Centres must have appropriate insurance in place for students on placement.
 - When students are practising as part of placement that crosses regional/national/international boundaries where safeguarding, legislation and insurance requirements differ from the education provider's home area, Centres must ensure that students are appropriately supervised by a practitioner who has the relevant knowledge and experience in the regional/national/international areas.
 - Insurance provision must cover students wherever they practise.
- Risk assessments must be in place in all placements to ensure that students' safety and wellbeing is maintained.

See also Section 7.6.

Prospective Centres may find the checklist in *Appendix 8* useful. Centres should also ensure that they can meet the unit-specific requirements.

3.2.3 Level of sector knowledge required

We do not set any requirements for tutors, but we do recommend that centres assess the overall skills and knowledge of the teaching team, which should be relevant, up to date and at the appropriate level. Relevant skills and knowledge could be demonstrated by tutors holding:

- a qualification that meets the approved 'full and relevant' criteria for early years (England)

For evidence assessed in the workplace, tutor-assessors must have experience working in the early education and care sector (a 'full and relevant' qualification) and hold, or be working towards, a recognised assessor qualification within 12 months of starting to assess work-based evidence.

3.2.4 Resources required

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC Higher Nationals. For some units, specific resources are required, this is clearly indicated in the unit descriptors.

3.2.5 HN Global support

HN Global is an online resource that supports centre planning and delivery of BTEC Higher Nationals by providing appropriate teaching and learning resources. For further information see *sections 5 and 6* of this Programme Specification.

3.2.6 Modes of delivery

Subject to approval by Pearson, centres are free to deliver BTEC Higher Nationals using modes of delivery that meet the needs of their students. We recommend making use of a wide variety of modes, including:

- Full-time
- Part-time
- Blended learning
- Distance learning.

3.2.7 Recommendations for employer engagement

BTEC Higher Nationals are vocational qualifications and as an approved centre you are encouraged to work with employers on the design, delivery and assessment of the course. This will ensure that students enjoy a programme of study that is engaging and relevant, and which equips them for progression. There are suggestions in *Section 5.2* about how employers could become involved in delivery and/or assessment, but these are not intended to be exhaustive and there will be other possibilities at a local level.

3.2.8 Support from Pearson

We provide a range of support materials, including Schemes of Work and Example Assessment Briefs, with supporting templates. You will be allocated an External Examiner early in the planning stage, to support you with planning your assessments, and there will be training events and support from our Subject Leads.

3.2.9 Student employability

All Pearson BTEC Higher Nationals have been designed and developed with consideration of National Occupational Standards where relevant and have been aligned to professional body and the occupational standards held by the Institute for Apprenticeships and Technical Education (see Section 1.9).

This qualification has been mapped to:

- Early Years Lead Practitioner occupational standard (*Appendix 6*)
- Links to the Minimum Standards for Childminding and Daycare for Children under age 12, mapped in *Appendix 7*
- Children's Care, Learning and Development (CCLD) Management Standards, against requirements for Core and Specialist units in the Level 5 HND Leadership and Management pathway, are included in the *Practical and Reflective Evidence Portfolio (PREP)* that accompanies this specification.
- Early Years Teacher Standard, against requirements for Core and Specialist units in the Level 5 HND Education pathway, are included in the *Practical and Reflective Evidence Portfolio (PREP)* that accompanies this specification

Employability skills such as team working and entrepreneurialism as well as practical hands-on skills have been built into the design of the learning outcomes and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable students to develop a portfolio of evidence demonstrating the breadth of their skills and knowledge in a way that equips them for employment.

3.3 Access to study

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

Our 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. We refer Centres to our Pearson *Equality and Diversity Policy*, which can be found in the support section of our website (<http://qualifications.pearson.com/>).

Centres are required to recruit students to Higher National programmes with integrity. They will need to make sure that applicants have 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 to consider whether this profile shows that they have the potential to achieve the qualification. For students with disabilities and specific needs, this review will need to take account of the support available to the student during the teaching and assessment of the qualification. For further guidance and advice please refer to *Section 9* on reasonable adjustments.

3.4 Student registration and entry

All students should be registered for the qualification, and appropriate arrangements made for internal and external verification. For information on making registrations for the qualification, you will need to refer to the information manual available in the support section of our website (<http://qualifications.pearson.com/>).

Students can be formally assessed only for a qualification on which they are registered. If students' intended qualifications change (for example, if a student decides to choose a different specialist pathway), then the Centre must transfer the student to the chosen pathway appropriately. Please note that student work cannot be sampled if the student is not registered or is registered on an incorrect pathway.

3.5 Access to assessment

Assessments need to be administered carefully, to ensure that all students are treated fairly, and that results and certification are issued on time, to allow students to move on to chosen progression opportunities.

Our equality policy requires that all students should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student. We are committed to making sure that:

- Students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- All students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found on the Joint Council for Qualifications website (<http://www.jcq.org.uk/>)

3.6 Administrative arrangements for internal assessment

3.6.1 Records

You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information on quality and assessment can be found in our UK and international guides available in the support section on our website (<http://qualifications.pearson.com/>).

We may ask to audit your records, so they must be retained as specified. All student work must be retained for a **minimum of 12 weeks** after certification has taken place.

3.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment, to ensure that he or she has fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual students. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments, if necessary.

Further details on how to make adjustments for students with protected characteristics are available on the support section of our website (<http://qualifications.pearson.com/>).

3.6.3 Special consideration

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

Please note that your centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which has resulted in non-submission or a late submission of assessment.

3.6.4 Appeals against assessment

Your Centre must have a policy for dealing with appeals from students. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed.

Further details of our policy on enquiries and appeals is available on the support section of our website (<http://qualifications.pearson.com/>).

If your Centre is located in England or Wales and you are still dissatisfied with the final outcome of your appeal you can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: enquiries@oiahe.org.uk. In Northern Ireland a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: nipso@nipso.org.uk.

3.7 Dealing with malpractice in assessment

'Malpractice' means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification. Malpractice may arise, or be suspected, in relation to any unit or type of assessment within the qualification, including the PREP portfolio.

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

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

3.7.1 Internally assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the Centre. Full information on dealing with malpractice and the actions we expect you to take is available on the support section of our website (<http://qualifications.pearson.com/>).

Pearson may conduct investigations if it is believed that a Centre is failing to conduct internal assessment according to Pearson policies. The above document gives further information, provides examples, and details the penalties and sanctions that may be imposed.

3.7.2 Student malpractice

Student malpractice refers to any act by a student that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Heads of Centres are required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Team at candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

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

Failure to report malpractice constitutes staff or centre malpractice.

3.7.3 Staff and centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2 Form* (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

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

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

3.7.4 Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

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

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals booklet* (<https://www.jcq.org.uk/exams-office/appeals>).

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email (pqsmalpractice@pearson.com), and they will inform you of the next steps.

4 Programme structure

4.1 Units, Credits, Total Qualification Time (TQT) and Guided Learning (GL)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Students will not be awarded the HNC unless they have completed 375 placement hours.

Students will not be awarded the HND unless they have completed 525 placement hours (375 at Level 4, 150 at Level 5).

Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC if their credit achievement permits.

Pearson BTEC Higher Nationals consist of Core units, Specialist units and Optional units.

- Core units are mandatory.
- Specialist units are designed to provide a specific occupational focus to the qualification and are aligned to Professional Body and/or higher apprenticeship Standards.
- Required combinations of units are clearly set out in the tables below.

All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a TQT of 150 hours and 60 hours of Guided Learning.

Total Qualification Time (TQT) Higher National Certificate (HNC) = 1,200 hours

Total Qualification Time (TQT) Higher National Diploma (HND) = 2,400 hours

Examples of activities which can contribute to TQT include:

- Guided Learning in the classroom or workplace
- Independent and unsupervised research/learning
- Mandatory placements
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

Guided Learning (GL) is defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Total Guided Learning (GL) Higher National Certificate (HNC) = 480 hours

Total Guided Learning (GL) Higher National Diploma (HND) = 960 hours

Some examples of activities which can contribute to GL include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Mandatory placements
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Programme structures

The programme structures specify:

- The total credit value of the qualification
- The minimum credit to be achieved at the level of the qualification
- The Core units
- The Specialist units
- The Optional units
- The maximum credit value in units that can be centre commissioned.

When combining units for a Pearson BTEC Higher National qualification, it is the Centre's responsibility to make sure that the correct combinations are followed.

At Level 4, all units are core, which means they are mandatory and cannot be substituted. At Level 5, each pathway has a core of units, which are mandatory and cannot be changed or substituted.

Each pathway at Level 5 also has a number of specialist units which are mandatory and cannot be substituted within the named pathway. These units are selected and recommended to provide an appropriate amount of subject specific content for that pathway title and level.

All specialist units are also available for selection as optional units in all other pathways.

4.2.1 Pearson BTEC Level 4 Higher National Certificate in Early Childhood Education and Care

- Qualification credit value: a minimum of 120 credits. This is made up of eight units, each with a value of 15 credits.
- **Total Qualification Time (TQT)** Higher National Certificate (HNC) = 1,200 hours
- **Total Guided Learning Hours (GLH)** Higher National Certificate (HNC) = 480 hours
- All units in the qualification (listed in the structure table overleaf) are core mandatory units and are at Level 4.
- In some qualifications, a maximum of 30 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the centre and approved by Pearson. Core units may **not** be substituted and are **mandatory**. For more information please refer to Higher National Commissioned Qualifications.

4.2.2 Work placement/experience requirements at Level 4

The Total Qualification Time for the **Pearson BTEC Level 4 Higher National Certificate in Early Childhood Education and Care** includes a minimum requirement of 375 hours' work placement or experience in early education and/or care settings.

The mandatory elements of work placement/experience are as follows.

A minimum of **two** different settings is required

A minimum of 75 practice hours with each of the following age ranges:

- From birth to one year, 11 months
- From two years to four years, 11 months
- Five years to seven years, 11 months.

If a student undertakes work placement/experience in two settings only, at least one of these settings must enable the student to meet the practice hours requirements for at least two of the age ranges specified above.

Pearson strongly recommends that students gain work placement/experience in an age range both above and below that range they normally work with.

The age requirements for work placement in the Higher National Certificate are waived for students who provide evidence of recognised occupational competence, such as holding Early Years Educator status. Students with certificated evidence of occupational competence will still need to undertake a period of observation, or work shadowing, of a practitioner working with an age group different to the student's area of practice during their study.

Students can undertake placement in more than the minimum requirement of different individual settings, providing they meet the minimum requirement for setting hours as indicated above.

4.2.3 Supervision and assessment requirements on placement

Students are expected to be allocated a workplace supervisor in the workplace setting during each placement who will monitor and contribute to the continuous assessment of their progress; students are also required to be assessed during their practice on placement by a tutor/assessor from the Centre delivering the qualification. Further details of the placement supervision and assessment requirements are provided in the *Practical and Reflective Evidence Portfolio (PREP)* that accompanies this specification.

4.2.4 Level 4 structure

The units in the qualification at Level 4 are as follows:

Pearson BTEC Level 4 Higher National Certificate in Early Childhood Education and Care		Unit credit	Level
Core unit <i>Mandatory</i>	1 Personal and Professional Development through Reflective Practice	15	4
Core unit <i>Mandatory</i>	2 Protecting Children in Early Education and Care Environments	15	4
Core unit <i>Mandatory</i>	3 Play and Learning in Early Childhood	15	4
Core unit <i>Mandatory</i>	4 Supporting and Promoting Children's Development (Infants and Toddlers)	15	4
Core unit <i>Mandatory</i>	5 Supporting and Promoting Children's Development (Young Children)	15	4
Core unit <i>Mandatory</i>	6 Promoting Healthy Living	15	4
Core unit <i>Mandatory</i>	7 Preparing for Research (Pearson-set)	15	4
Core unit <i>Mandatory</i>	8 Promoting Inclusive Early Education and Care Environments	15	4

4.2.5 Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care

The Level 5 Higher National Diploma consists of the Level 4 Higher National Certificate (above) plus an additional 120 credits at Level 5 delivered via one of three specialist pathways:

- Education
- Leadership and Management
- Social and Community Care Practice

Or a general pathway.

- Qualification credit value: a minimum of 240 credits of which 120 credits are at Level 5, and 120 credits are at Level 4 and usually attained via the HNC
- **Total Qualification Time (TQT)** Higher National Diploma (HND) = 2,400 hours
- **Total Guided Learning Hours (GLH)** Higher National Diploma (HND) = 960 hours
- There is a required mix of Core, Specialist and Optional units for each pathway. The core units required for each Level 5 pathway (in addition to the specialist units) are *Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners (Pearson-set)* which is weighted at 30 credits, and *Unit 10: Improving Quality in Early Education and Care Environments*, weighted at 15 credits.
- In some cases a maximum of 30 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the centre and approved by Pearson. Core units and specialist units may **not** be substituted.
- Please note that some Specialist units are available as Optional units and some Optional units are available as Specialist units.
- The requirements of the HNC have to be met.

4.2.6 Work placement/experience requirements at Level 5

The Total Qualification Time for the Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care includes a requirement of 525 cumulative hours' work placement or experience in early education and/care settings over the two-year period of the qualification.

The mandatory elements of work placement/experience are as follows.

A minimum of **two** different settings is required.

A minimum of 75 practice hours with each of the following age ranges:

- From birth to 1 year, 11 months
- From 2 years to 4 years, 11 months
- 5 years to 7 years, 11 months.

If a student undertakes work placement/experience in two settings only, at least one of these settings must enable the student to meet the practice hours requirements for at least two of the age ranges specified above.

Pearson strongly recommends that students gain work placement/experience in an age range both above and below that range they normally work with.

The age requirements for work placement in the Higher National Diploma are waived for students who provide evidence of recognised occupational competence, such as holding Early Years Educator status. Students with certificated evidence of occupational competence will still need to undertake a period of observation, or work shadowing, of a practitioner working with an age group different to the student's area of practice during their study.

Students can undertake placement in more than the minimum requirement of different individual settings, providing they meet the minimum requirement for setting hours as indicated above.

4.2.7 Supervision and assessment requirements on placement

Students are expected to be allocated a workplace supervisor in their workplace setting during each placement who will monitor and contribute to the continuous assessment of their progress; students are also required to be assessed during their practice on placement by a tutor/assessor from the Centre delivering the qualification. Further details of the placement supervision and assessment requirements are provided in the *Practical and Reflective Evidence Portfolio (PREP)* that accompanies this specification.

4.2.8 Level 5 structure

The pathways and unit combinations are as follows (for the list of optional units for all pathways at Level 5, please see pages that follow):

Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care		Unit credit	Level
Level 4 units:			
Core Unit <i>Mandatory</i>	1 Personal and Professional Development through Reflective Practice	15	4
Core Unit <i>Mandatory</i>	2 Protecting Children in Early Childhood Education and Care Environments	15	4
Core Unit <i>Mandatory</i>	3 Play and Learning in Early Childhood	15	4
Core Unit <i>Mandatory</i>	4 Supporting and Promoting Children's Development (Infants and Toddlers)	15	4
Core Unit <i>Mandatory</i>	5 Supporting and Promoting Children's Development (Young Children)	15	4
Core Unit <i>Mandatory</i>	6 Promoting Healthy Living	15	4
Core Unit <i>Mandatory</i>	7 Preparing for Research (Pearson-set)	15	4
Core Unit <i>Mandatory</i>	8 Promoting Inclusive Early Childhood Education and Care Environments	15	4
Level 5 units:			
Core Unit <i>Mandatory</i>	9 Investigating Childhood: Action Research for Early Childhood Practitioners (Pearson-set)	30	5
Core Unit <i>Mandatory</i>	10 Improving Quality in Early Childhood Education and Care Environments	15	5
Specialist Unit <i>Mandatory</i>	29 Innovative Approaches to Children's Play and Learning in Practice	30	5
<p>Plus an additional 45 Credits which can be selected from the specialist and optional units given below. *Please note that only one specialist unit can be selected from each pathway group.</p>			

Group: Leadership and Management			
Specialist unit	23 Managing and Leading People in Children's Early Education and Care Environments	15	5
Specialist unit	24 Managing Children's Early Education and Care Environments	15	5
Specialist unit	25 Mentoring and Supervision in Early Education and Care Practice	15	5
Group: Social and Community Care Practice			
Specialist unit	12 Child-centred Practice with Children, Families and Communities	15	5
Specialist unit	13 Supporting Social Work with Children, Young People and Families	15	5
Specialist unit	18 Social Policy: Influences on Practice and Provision	15	5
Optional Units			
Optional Unit	11 Current & Emerging Pedagogies in Early Childhood Education and Care	15	5
Optional unit	15 Approaches to Entrepreneurship in Early Childhood Education and Care	15	5
Optional unit	16 The Impact of Contemporary Global Issues on Children's Health and Wellbeing	15	5
Optional unit	17 Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner	15	5
Optional unit	19 Supporting Children in Home-based Childcare Environments	15	5
Optional unit	20 Health Education and Promotion in Action: Developing the Healthy Child	15	5
Optional unit	21 Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing	15	5
Optional unit	22 Supporting Children's Medical Needs	15	5
Optional unit	26 Healthcare Play	15	5
Optional unit	27 Outdoor Play and Learning	15	5
Optional unit	28 Comparative Education Systems: International Perspectives	15	5
Optional unit	30 Working in Partnership across Health, Education and Care Services	15	5

Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care (Education)		Unit credit	Level
Level 4 units:			
Core Unit <i>Mandatory</i>	1 Personal and Professional Development through Reflective Practice	15	4
Core Unit <i>Mandatory</i>	2 Protecting Children in Early Childhood Education and Care Environments	15	4
Core Unit <i>Mandatory</i>	3 Play and Learning in Early Childhood	15	4
Core Unit <i>Mandatory</i>	4 Supporting and Promoting Children's Development (Infants and Toddlers)	15	4
Core Unit <i>Mandatory</i>	5 Supporting and Promoting Children's Development (Young Children)	15	4
Core Unit <i>Mandatory</i>	6 Promoting Healthy Living	15	4
Core Unit <i>Mandatory</i>	7 Preparing for Research (Pearson-set)	15	4
Core Unit <i>Mandatory</i>	8 Promoting Inclusive Early Childhood Education and Care Environments	15	4
Level 5 units:			
Core Unit <i>Mandatory</i>	9 Investigating Childhood: Action Research for Early Childhood Practitioners (Pearson-set)	30	5
Core Unit <i>Mandatory</i>	10 Improving Quality in Early Childhood Education and Care Environments	15	5
Specialist Unit <i>Mandatory</i>	14 Impact of Curriculum on Early Childhood Education and Care	15	5
Specialist Unit <i>Mandatory</i>	29 Innovative Approaches to Children's Play and Learning in Practice	30	5
<p>Plus an additional 30 Credits which can be selected from the specialist and optional units given below.</p> <p>*Please note that only one specialist unit can be selected from each pathway group.</p>			

Group: Leadership and Management			
Specialist unit	23 Managing and Leading People in Children's Early Education and Care Environments	15	5
Specialist unit	24 Managing Children's Early Education and Care Environments	15	5
Specialist unit	25 Mentoring and Supervision in Early Education and Care Practice	15	5
Group: Social and Community Care Practice			
Specialist unit	12 Child-centred Practice with Children, Families and Communities	15	5
Specialist unit	13 Supporting Social Work with Children, Young People and Families	15	5
Specialist unit	18 Social Policy: Influences on Practice and Provision	15	5
Optional Units			
Optional Unit	11 Current & Emerging Pedagogies in Early Childhood Education and Care	15	5
Optional unit	15 Approaches to Entrepreneurship in Early Childhood Education and Care	15	5
Optional unit	16 The Impact of Contemporary Global Issues on Children's Health and Wellbeing	15	5
Optional unit	17 Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner	15	5
Optional unit	19 Supporting Children in Home-based Childcare Environments	15	5
Optional unit	20 Health Education and Promotion in Action: Developing the Healthy Child	15	5
Optional unit	21 Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing	15	5
Optional unit	22 Supporting Children's Medical Needs	15	5
Optional unit	26 Healthcare Play	15	5
Optional unit	27 Outdoor Play and Learning	15	5
Optional unit	28 Comparative Education Systems: International Perspectives	15	5
Optional unit	30 Working in Partnership across Health, Education and Care Services	15	5

Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care (Leadership and Management)		Unit credit	Level
Level 4 units:			
Core Unit <i>Mandatory</i>	1 Personal and Professional Development through Reflective Practice	15	4
Core Unit <i>Mandatory</i>	2 Protecting Children in Early Childhood Education and Care Environments	15	4
Core Unit <i>Mandatory</i>	3 Play and Learning in Early Childhood	15	4
Core Unit <i>Mandatory</i>	4 Supporting and Promoting Children's Development (Infants and Toddlers)	15	4
Core Unit <i>Mandatory</i>	5 Supporting and Promoting Children's Development (Young Children)	15	4
Core Unit <i>Mandatory</i>	6 Promoting Healthy Living	15	4
Core Unit <i>Mandatory</i>	7 Preparing for Research (Pearson-set)	15	4
Core Unit <i>Mandatory</i>	8 Promoting Inclusive Early Childhood Education and Care Environments	15	4
Level 5 units:			
Core Unit <i>Mandatory</i>	9 Investigating Childhood: Action Research for Early Childhood Practitioners (Pearson-set)	30	5
Core Unit <i>Mandatory</i>	10 Improving Quality in Early Childhood Education and Care Environments	15	5
Specialist unit	23 Managing and Leading People in Children's Early Education and Care Environments	15	5
Specialist unit	24 Managing Children's Early Education and Care Environments	15	5
Specialist unit	25 Mentoring and Supervision in Early Education and Care Practice	15	5
<p>Plus an additional 30 Credits which can be selected from the specialist and optional units given below.</p> <p>*Please note that only one specialist unit can be selected from each pathway group.</p>			

Group: Education			
Specialist unit	14 Impact of Curriculum on Early Childhood Education and Care	15	5
Specialist unit	29 Innovative Approaches to Children's Play and Learning in Practice	30	5
Group: Social and Community Care Practice			
Specialist unit	12 Child-centred Practice with Children, Families and Communities	15	5
Specialist unit	13 Supporting Social Work with Children, Young People and Families	15	5
Specialist unit	18 Social Policy: Influences on Practice and Provision	15	5
Optional Units			
Optional Unit	11 Current & Emerging Pedagogies in Early Childhood Education and Care	15	5
Optional unit	15 Approaches to Entrepreneurship in Early Childhood Education and Care	15	5
Optional unit	16 The Impact of Contemporary Global Issues on Children's Health and Wellbeing	15	5
Optional unit	17 Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner	15	5
Optional unit	19 Supporting Children in Home-based Childcare Environments	15	5
Optional unit	20 Health Education and Promotion in Action: Developing the Healthy Child	15	5
Optional unit	21 Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing	15	5
Optional unit	22 Supporting Children's Medical Needs	15	5
Optional unit	26 Healthcare Play	15	5
Optional unit	27 Outdoor Play and Learning	15	5
Optional unit	28 Comparative Education Systems: International Perspectives	15	5
Optional unit	30 Working in Partnership across Health, Education and Care Services	15	5

Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care (Social and Community Care Practice)		Unit credit	Level
Level 4 units:			
Core Unit <i>Mandatory</i>	1 Personal and Professional Development through Reflective Practice	15	4
Core Unit <i>Mandatory</i>	2 Protecting Children in Early Childhood Education and Care Environments	15	4
Core Unit <i>Mandatory</i>	3 Play and Learning in Early Childhood	15	4
Core Unit <i>Mandatory</i>	4 Supporting and Promoting Children's Development (Infants and Toddlers)	15	4
Core Unit <i>Mandatory</i>	5 Supporting and Promoting Children's Development (Young Children)	15	4
Core Unit <i>Mandatory</i>	6 Promoting Healthy Living	15	4
Core Unit <i>Mandatory</i>	7 Preparing for Research (Pearson-set)	15	4
Core Unit <i>Mandatory</i>	8 Promoting Inclusive Early Childhood Education and Care Environments	15	4
Level 5 units:			
Core Unit <i>Mandatory</i>	9 Investigating Childhood: Action Research for Early Childhood Practitioners (Pearson-set)	30	5
Core Unit <i>Mandatory</i>	10 Improving Quality in Early Childhood Education and Care Environments	15	5
Specialist unit	12 Child-centred Practice with Children, Families and Communities	15	5
Specialist unit	13 Supporting Social Work with Children, Young People and Families	15	5
Specialist unit	18 Social Policy: Influences on Practice and Provision	15	5
<p>Plus an additional 30 credits which can be selected from the specialist and optional units given below.</p> <p>*Please note that only one specialist unit can be selected from each pathway group.</p>			

Group: Education			
Specialist unit	14 Impact of Curriculum on Early Childhood Education and Care	15	5
Specialist unit	29 Innovative Approaches to Children's Play and Learning in Practice	30	5
Group: Leadership and Management			
Specialist unit	23 Managing People in Children's Early Education and Care Environments	15	5
Specialist unit	24 Managing Children's Early Education and Care Environments	15	5
Specialist unit	25 Mentoring and Supervision in Early Education and Care Practice	15	5
Optional Units			
Optional Unit	11 Current & Emerging Pedagogies in Early Childhood Education and Care	15	5
Optional unit	15 Approaches to Entrepreneurship in Early Childhood Education and Care	15	5
Optional unit	16 The Impact of Contemporary Global Issues on Children's Health and Wellbeing	15	5
Optional unit	17 Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner	15	5
Optional unit	19 Supporting Children in Home-based Childcare Environments	15	5
Optional unit	20 Health Education and Promotion in Action: Developing the Healthy Child	15	5
Optional unit	21 Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing	15	5
Optional unit	22 Supporting Children's Medical Needs	15	5
Optional unit	26 Healthcare Play	15	5
Optional unit	27 Outdoor Play and Learning	15	5
Optional unit	28 Comparative Education Systems: International Perspectives	15	5
Optional unit	30 Working in Partnership across Health, Education and Care Services	15	5

4.2.9 Meeting local needs (MLN)

Centres should note that Pearson BTEC Higher National qualifications have been developed in consultation with centres, employers and relevant professional organisations. The units were designed to meet the skill needs of the sector and thereby allow coverage of the full range of employment within the sector. Centres should make maximum use of the choices available to them within the specialist pathways to meet the needs of their students, as well as the local skills and training needs.

Where centres identify a specific need that cannot be addressed using the units in this specification, centres can seek approval to use units from other RQF Pearson BTEC Higher National qualifications, through the MLN process (refer to *Commissioned qualification design and validation service* of our website

<http://qualifications.pearson.com> or get in touch your Pearson regional contact for application details. Centres will need to justify the rationale for importing units from other RQF Pearson BTEC Higher National specifications. **Meeting local need applications must be made in advance of delivery and before 31 January in the year of student registration.**

The flexibility to import standard units from other RQF Pearson BTEC Higher National specifications is **limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits in a BTEC HND qualification (30 credits at Level 4 and 30 credits at Level 5)**. This is an overall maximum of units that can be imported. MLN units cannot be used at the expense of the mandatory units in any qualification nor can the qualification's rules of combination, as detailed in the specification, be compromised. It is the responsibility of the centre requesting the MLN to ensure that approved units are used only in eligible combinations.

For the **Pearson BTEC Level 4 Higher National Certificate in Early Childhood Education and Care** and **Pearson BTEC Level 5 Higher Diploma in Early Childhood Education and Care**, the maximum number of credits that can be imported is as follows:

Qualification	Pathway	Import at Level 4	Import at Level 5
HNC Early Childhood Education and Care	None	0	0
HND Early Childhood Education and Care	General	0	30
	Education	0	30
	Leadership and Management	0	30
	Social and Community Care Practice	0	30

4.2.10 Pearson BTEC Higher National Commissioned Development

Where MLN does not provide enough flexibility in terms of qualification structure, centres can request design and development of units by Pearson to meet their specific needs. This is offered by the following types of developments; full commission or partial commission.

We would be pleased to discuss your ideas for a Pearson BTEC Higher National Commissioned Development. For more information please refer to the *Commissioned qualification design and validation service* on our website <http://qualifications.pearson.com>

Once the centre is ready to proceed with a commissioned development, an application must be made, which provides a clear rationale for the development request. Pearson will review the application and may confirm or deny the request. The commissioned unit(s) will be authored by Pearson, in full consultation within the commissioning centre. Applications must be made one year in advance of the first year of commissioned unit(s) delivery.

4.3 Pearson-Set Assignments

There are Pearson-set assignments, as part of the Core units. Each year, Pearson will issue a Theme and (for Level 4) a set of related Topics. Centres will develop an assignment, to be internally assessed, to engage students in work related to the Pearson-set Theme.

At Level 4, tutors will select a Topic to further define their approach to the Theme and assignment. At Level 5, it is expected that students will define their own Topic, in negotiation with tutors, based on the Pearson-set Theme.

For example, from the Higher Nationals in Social and Community Work:

Theme: 'Professional Values, Attitudes and Behaviour in Health and Social Care Practice'.

Level 4 topics:

- Communication skills in practice: the influence of communication skills and techniques on outcomes for service users in a health and/or social care service, or other related public sector or community-based organisation
- The courageous practitioner: the value of courageous leadership in providing effective and person-centred care and protection in health, social care and other related public and community services
- The compassionate practitioner: examining approaches to embedding dignity and respect in providing effective support to individual service users in health, social care or other related public and community services

Centres can find relevant support in the Theme and Topic release documentation which will be provided for each level.

The aim of the Pearson-set assignments is to provide a common framework for Centres to develop work that will allow cross-sector benchmarking, through the standardisation of student work, and identification and sharing of 'best practice' in higher education teaching and learning. Pearson will share the 'best practice' results with all Centres. For further information about Pearson-set Assignments and assessment, see *Section 6.0 Assessment* of this document.

4.4 Practice-based assessments

A key feature of the Higher Nationals in Early Childhood Education and Care is the inclusion of practice-based assessment-criteria at Level 4 and Level 5. These criteria are intended to provide a framework in which necessary work-based learning can take place, be delivered and assessed, relative to the pathway the student is on. These assessments are embedded through the assessment criteria across a number of units in the qualification. These support students in developing a greater depth of learning, embedding the skills-based requirements critical in their professional development, and enabling students to engage meaningfully with the employers they are placed with.

The aim of these practice-based assessment criteria is to enable Centres to effectively adopt a work-integrated model of delivery and enable the development of programmes of study and course offers that are unique to their particular locale, sector characteristics, and student cohort.

A framework for the holistic assessment of practice-based elements for Core units is included in the PREP, to support Centres in developing appropriate programmes of study. Additional 'blank' templates are provided for Centres to integrate the assessment of practice-based elements of Specialist and Optional units into a programme that incorporates holistic practice-based assessment.

For practice-based-assessment in this qualification, please see assessor requirements in *Section 3.2*.

4.5 Optional units

The Optional units available in the Higher Nationals in Early Childhood Education and Care are intended to provide Centres with a range of units that may be applicable to any pathway. These units have been written to provide scope for a Centre to tailor their course offer to include areas of additional content that provide a unique student experience.

As an example, at Level 5, a standard approach to Leadership and Management might see the following units offered.

Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners	Core
Unit 10: Improving Quality in Children's Early Education and Care Environments	Core
Unit 23: Managing and Leading People in Children's Early Education and Care Environments	Specialist
Unit 24: Managing Children's Early Education and Care Environments	Specialist

Unit 25: Mentoring and Supervision in Early Education and Care Practice	Specialist
Unit 30: Working in Partnership across Health, Education and Care Services	Optional
Unit 18: Social Policy: Influences on Practice and Provision	Specialist Unit from Social and Community Care Practice Pathway

However, a Centre may choose to develop a more 'specialised' programme; with greater emphasis on management related to education provision and offer the following.

Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners	Core
Unit 10: Improving Quality in Children's Early Education and Care Environments	Core
Unit 23: Managing and Leading People in Children's Early Education and Care Environments	Specialist
Unit 24: Managing Children's Early Education and Care Environments	Specialist
Unit 25: Mentoring and Supervision in Early Education and Care Practice	Specialist
Unit 29: Innovative Approaches to Children's Play and Learning in Practice	30 credit Specialist Unit from Education Pathway

In each example students would have the key skills for Leadership and Management but will have a unique experience based on the combination of Optional units offered by the Centre.

In addition to the designated Optional units, a Centre may also choose to include one of the Specialist units from another pathway; thereby, further expanding the scope of units that may be combined to form the qualification.

4.6 The unit descriptor

The Unit Descriptor is how we define the individual units of study that make up a Higher National qualification. Students will study and complete the units included in the programme offered at your centre.

We have described each part of the unit, as below. You may refer to any of the Unit Descriptors in *Section 10* of this programme specification.

Unit Title	A broad statement of what the unit will cover.
Unit Code	The Ofqual unit designation
Unit Type	There are three unit types: core (mandatory to all pathways); specialist (mandatory to specific pathways); and optional (available to most pathways)
Unit level	All Pearson BTEC Higher National units are at Level 4 or Level 5
Credit value	The credit value is related to total qualification time (TQT) and unit learning hours (ULH), and is easy to calculate. 1 credit is equal to 10 ULH, so 15 credits are equal to 150 ULH. To complete a Higher National Certificate or Diploma students are expected to achieve the appropriate number of credits
Introduction	Some general notes on the unit, setting the scene, stating the purpose, outlining the topics and skills gained on completion of the unit
Learning Outcomes	The Learning Outcomes are explicit statements that clearly express what students will be able to do after the completion of the unit. There are, typically, four Learning Outcomes for each unit.
Essential Content	This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.

Learning Outcomes and Assessment Criteria

Each unit sets out the 'Pass', 'Merit' and 'Distinction' criteria for each Learning Outcome. When assignments are graded, a tutor will refer to this table, which connects the unit's

Learning Outcomes with the student's work. This assignment may be graded at 'Pass', 'Merit' or 'Distinction' level, depending on the quality of the student's work.

Recommended Resources

Lists the resources appropriate to support the study of this unit. This includes books, journals and online material to support learning. The programme tutor may suggest alternatives and additions, usually with a local application or relevance.

4.6.1 Print resources – referencing

Books, journals, magazines, etc. are presented using the Harvard Referencing Style.

For example:

Barr, R. (2022) 'Building Equitable Access and Inclusion for Children Growing up in the Digital Age', *Policy Insights from the Behavioral and Brain Sciences*, 9(1), pp. 73-80.

Creswell, J. W. (2019) *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*. 6th edn. New York: Pearson.

Department for Education (2022) *Evaluation of the Assistive Technology Training Pilot* [report]. Available at: <https://www.gov.uk/government/publications/assistive-technology-training-pilot-evaluation>.

Vidal-Hall, C., Flewitt, R. and Wyse, D. (2020) 'Early childhood practitioner beliefs about digital media: integrating technology into a child-centred classroom environment', *European Early Childhood Education Research Journal*, 28(2), pp. 167-181, Available: Routledge. DOI: 10.1080/1350293X.2020.1735727

4.6.2 Web resources – referencing

Some units have web resources as part of their recommended resources lists.

Hyperlinking to these resources directly can be problematic as locations and addresses of resources can change over time. To combat this we have referenced web resources as follows:

[1] A link to the main page of the website

[2] The title of the site

[3] The name of the section or element of the website where the resource can be found

[4] The type of resource it is, which may be one of the following –

- research
- general reference
- tutorials
- training
- e-books
- report
- wiki
- article
- datasets
- development tool
- discussion forum

Web

- [1] ec.europa.eu [2] Official website of the European Commission
- [3] Provides information on EU health and social care legislation and policy
- [4] (General Reference)
- [1] ifsw.org [2] Website of the International Federation of Social Workers
- [3] The Role of Social Work in Social Protection Systems: The Universal Right to Social Protection
- [4] (Report)

Where learners are looking to progress their education to Level 6 and beyond tutors should ensure they are aware how to reference web resources using the Harvard system. For example:

British Broadcasting Corporation (n.d.) *Listen with Mother* [online]. Available at: <https://www.bbc.com/historyofthebbc/anniversaries/january/listen-with-mother/> (Accessed: 25th April 2023).

Department of Education (n.d.) *Guiding Principles for Use of Technology with Early Learners* [online]. Available at: <https://tech.ed.gov/earlylearning/principles/> (Accessed: 25th April 2023).

Pearson UK (2019) *Training Video for the RQF BTEC Higher Nationals Pearson-set Assignments* [video]. Available at: https://www.youtube.com/watch?v=FkQi_l78_tw (Accessed: 25th April 2023).

Consistency of referencing format is more important than the version of Harvard that learners use.

5 Teaching and learning

The aim of this section is to provide guidance to Centres so that they can engage students in a dynamic, interactive and reflective learning experience. This experience should effectively prepare students to successfully engage in the assessments, which will measure depth, as well as breadth, of knowledge. Teaching, both on campus and placement, should stimulate academic engagement, develop challenging yet constructive discourse and encourage students to reflect on their own performance in preparation for a professional career. Additionally, Centres are encouraged to expose students to autonomous and independent learning, which will facilitate the development of the academic skills, experiences and techniques required as they progress from one level of study to the next.

Centres are encouraged to develop programmes that have a distinctive focus on entry into work, delivering a curriculum that embeds employability, has a strong commitment to ethics and diversity, and introduces students to contemporary as well as seminal research. All teaching and learning should reflect the expectations of employers and society and be informed and guided by external benchmarks such as professional and statutory bodies. In so doing, students completing a Pearson BTEC Higher National in Early Childhood Education and Care will have the attributes, skills, principles and behaviours that will enable them to make a valuable contribution to local, national and international early education and care service provision.

The contributions students make to their own experiences, alongside the experience of their peers, is invaluable. Student engagement and the student voice should form a significant aspect of a student's life. Centres are encouraged to gather student opinions on a range of teaching and learning matters, which would be used to inform and enhance future practice within a programme of study and within a Centre.

5.1 Delivering quality and depth

A high-quality teaching and learning experience should include qualified and experienced tutors, an interactive and engaging curriculum, motivated and inspired students, and a support system that caters for the pastoral as well as academic interests of students.

In addition to delivering a quality learning experience, Centres must also encourage students to have a deeper understanding of the subject where they are able to go beyond the fundamentals of explaining and describing. Students are expected to show they can analyse data and information, make sense of this and then reach evaluative judgements. At the higher levels of study, there is an expectation that students will be able to apply a degree of criticality to their synthesis of knowledge. This criticality would come from exposure to appropriate and relevant theories, concepts and models.

One of the reasons for delivering a quality learning experience, which has depth as well as breadth, is the accreditation of the Higher Nationals in Early Childhood Education and Care on Ofqual's qualification framework (RQF) and the benchmarking of the qualification to the Framework for Higher Education Qualifications (FHEQ). It also meets requirements set by the Regulated Qualifications Framework (RQF).

The first stage of a Pearson BTEC Higher National in Early Childhood Education and Care is the Higher National Certificate (HNC), which is aligned with Level 4 of both frameworks; with the Higher National Diploma (HND) aligned with Level 5. This means that the HNC has the same level of demand and expectations as the first year of a degree programme, with the HND having the same level of demand and expectations as the second year of a degree programme.

Centres are expected to provide a broadly similar experience for students to that which they would have if they attended a similar programme at a university. This could mean:

- Providing access to library facilities which have, as a minimum, available copies (physically and/or electronically) of all required reading material
- Access to research papers and journals
- Utilising a virtual learning environment (VLE) to support teaching
- Working with local employers (see below) to present real-life case studies
- Creating schemes of work that embrace a range of teaching and learning techniques
- Listening to the student voice.

Irrespective of the type of programme on which a student is enrolled, it is highly advisable that students are inducted onto their Higher National programme. This induction should include an introduction to the course programme and academic study skills that will be essential in supporting their research and studies and, therefore, enhance the learning experience.

An induction programme should consist of the following:

- A course programme overview, including an introduction to the Practice Themes, work placement requirements and the PREP
- Preparing for lessons
- Effective engagement in lectures and seminars
- Making the most of the tutor
- Assignment requirements
- Referencing and plagiarism
- Centre policies
- Academic study skills.

Pearson offers Higher National Global Study Skills to all students – an online toolkit that supports the delivery, assessment and Quality Assurance of BTECs in Centres. This is available on the HN Global website www.highernationals.com. HN Global provides a wealth of support to ensure that tutors and students have the best possible experience during their course.

In addition, there is a wide range of free-to-access websites that can be used to support students in developing their learning and academic study skills.

5.2 Engaging with employers

Just as the student voice is important, so too is the employer's. Employers play a significant role in the design and development of all regulated qualifications, including the Higher Nationals in Early Childhood Education and Care. This input should extend into the learning experience, where engagement with employers will add value to students, particularly in transferring theory into practice, and learning through practice.

Work placement is a mandatory and essential element of the students' programme and development and is integrated throughout the qualification. Centres are encouraged to actively engage employers in the delivery and assessment of aspects of the programme as relevant to further embed the work-relatedness of the qualification.

Centres should consider a range of employer engagement activities beyond the mandatory work placement. These could include:

- Field trips to local early education and care settings, including community-based provision
- Inviting local early education and care employers, allied service providers, practitioners and professionals to engage with students in the campus learning environment as guest lecturers as well as in the practice learning environment
- Using specialists, experts, employers and active researchers to work alongside the academic team to judge the quality of assessed presentations and/or products
- (For the more entrepreneurial) establishing a panel of experts to whom students can present their research and recommendations for service improvement.

While detailed guidance on assessment has been provided in this specification (see *Section 6*), it is worth considering the involvement of employers when determining assessment strategies and the use of different assessment methods. This enables Centres to design assessments that are more closely related to what students would be doing in the workplace. Employers and expert practitioners can comment on relevance and content, as well as the challenge presented by an assessment. Notwithstanding this, ultimately it is the Centre's responsibility to judge the extent to which any employer contributes to teaching and learning.

5.3 Engaging with students

Students are integral to teaching and learning. As such, it is important that they are involved as much as possible with most aspects of the programme onto which they are enrolled. This input could include taking into account their views on how teaching and learning will take place, their role in helping to design a curriculum, or on the assessment strategy that will test their knowledge and understanding.

There are many ways in which to capture the student voice and student feedback, both formal and informal. Formal mechanisms include the nomination of student representatives to act as the collective student voice for each student cohort, student representation at course team meetings, and an elected Higher Education representative as part of the students' union. Student forums should also take place periodically throughout the year with minutes and action plans updated and informing the overall annual course monitoring process. Unit-specific feedback can also be collated through students completing unit feedback forms, end-of-year course evaluations, and scheduled performance review meetings with their tutor.

However, this should not be the only time when feedback from students is sought. Discourse with students should be constant, whereby tutors adopt a 'reflection on action' approach to adjust teaching, so that students are presented with an environment that is most supportive of their learning styles. Just as employers could have an input into assessment design, so too could students. This will support the development of assignments that are exciting and dynamic, and fully engage students in meaningful and informative assessment.

The biggest advantage of consulting students on their teaching, learning and assessment is securing their engagement in their own learning. Students are likely to feel empowered and develop a sense of ownership of all matters related to teaching, learning and assessment, not just their own experiences. Students could also view themselves as more accountable to their lecturers, ideally seeing themselves as partners in their own learning and not just part of a process.

5.4 Planning and structuring a programme

Learning should be challenging yet exciting; teaching should be motivating and inspirational. Consequently, both teaching and learning should form part of a programme structure that is active, flexible and progressive, and has an industry/sector focus wherever possible.

It is important for a programme structure to be effectively planned, taking into account the nature of the student cohort, the primary mode of delivery (face-to-face or distance learning) and the level of study. It is also advisable to consider the student voice (whether that voice is heard through end-of-programme feedback, or through ongoing dialogue) when planning how and when students will be exposed to a particular subject. One other vital source of information that Centres would do well to embrace is the feedback from tutors who have been and/or will be delivering learning.

It is recommended that Centres establish a programme planning forum where various stakeholders are represented. This forum could consider different perspectives of teaching and learning, including while students are on placement/in the workplace, and how these are planned into an effective programme structure. Consideration could be given to, for example, the holistic and consistent use of Virtual Learning Environments (VLEs), a programme of field trips, a strategy for work placement and engaging with employers, and how and when to assess learning.

Consideration should be given to a number of factors when planning a programme structure. These include:

- the sequencing of units
- whether to have condensed or expanded delivery
- teaching and learning techniques
- work placement requirements

5.4.1 Sequencing units

The level of demand embedded within a unit is benchmarked to recognised standards. This applies to all units within a level of study, and this means that all Level 4 units have similar demands, as do all Level 5 units. However, this does not mean that units can, or should, be delivered in any order. It is strongly advised that Level 4 units are delivered, and achieved by students before progression to Level 5. However, students are able to progress to Level 5 with a minimum of 90 credits at Level 4.

Within each level it is advisable to sequence units so that those providing fundamental knowledge and understanding are scheduled early in the programme. It may also be advisable to schedule the assessment of units requiring the practice and application of more advanced skills later in the programme.

For example, at Level 4, Unit 1 and Unit 2 could be the first two units that Higher National Certificate students are exposed to. The former provides students with an opportunity to gain an understanding of the fundamentals of professional practice in early education and care, ensuring students are well-equipped for placement and the professional expectations they need to have and behaviours they should exemplify. The latter familiarises students with essential child protection, health and safety requirements and considerations when working in the sector.

At Level 5, Centres could sequence, for example, Unit 14 before Unit 29. The former provides a broader understanding of the impact of curriculum and early learning frameworks on children’s progress, with the latter using this knowledge to develop strategies to assess and plan the opportunities to support children’s learning and progress in an early education and care setting.

5.4.2 Condensed, expanded and mixed delivery

The next consideration is whether to deliver a unit in a condensed format alongside other units, or to deliver units over an extended period. The following tables provide examples of this, based on four units being delivered in one teaching block.

Condensed version:

Weeks 1 to 6	Week 7	Weeks 8 to 13	Week 14
Unit 1	Assessment	Unit 3	Assessment
Unit 2		Unit 4	

Expanded version:

Weeks 1 to 12	Weeks 13 and 14
Unit 1	Assessment
Unit 2	
Unit 3	
Unit 4	

Mixed version:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit 1													Assessment
Unit 2					Assessment	Unit 3							
Unit 4													

It is essential that centres consider where placement blocks or time will fall within the academic year and it will be helpful to structure the campus portion of the programme around these.

The decision to deliver a condensed, expanded or mixed programme would depend on a number of factors, including availability of resources, the subjects to be taught and the requirements of students. Each version has advantages: the condensed version would provide an opportunity for students to gain early success and achievement. This will enhance their self-efficacy, the sense of one's belief in one's ability to succeed, and self-confidence, with tutors being able to identify and respond to less able students early in the teaching and learning cycle. The advantages of the expanded version include providing a longer timescale for students to absorb new knowledge and therefore, potentially, improve success, and giving tutors an opportunity to coach and support less able students over a longer period of time. The mixed version, with some units spanning over the entire period and others lasting for shorter periods, provides opportunities for learning in some units to support development in others. This format may be particularly suited to a combination of practical and theoretical units. In all cases, the choice of which type of unit sequence must consider student opportunities as well as staff and physical resources of the Centre.

As there are pros and cons to both approaches, the use of a planning forum would help to ensure the most suitable approach is taken. For example, Centres could choose to deliver the first teaching block using the expanded version, with the subsequent teaching block being delivered through a condensed approach.

It should be noted that the above consideration would apply equally to programmes that are being delivered face-to-face or through distance learning.

Planning delivery to incorporate placements can be a very complex task, taking into account Guided Learning both in the Centre and on placement including assessment of learning in both. *Appendix 8* contains an example of how a Centre could deliver the programme within requirements.

5.4.3 Drawing on a wide range of delivery techniques

As part of planning the range of delivery techniques that will be used to deliver the curriculum, centres should also consider an appropriate combination of techniques for the subject.

The table below lists, with explanation, some techniques that centres could introduce into a planned programme structure.

Technique	Face-to-face	Distance learning
Lectures and seminars	These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of students, where the focus is on sharing knowledge through the use of presentations.	Delivery would be through video conferencing and/or pre-recorded audio and/or visual material, available through an online platform. Synchronous discussion forums could also be used.
Workshops	These are used to build on knowledge shared via tutors and seminars. Teaching can be more in-depth where knowledge is applied, for example to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study.	While more challenging to organise than for face-to-face delivery, workshops should not be dismissed. Smaller groups of three or four students could access a forum simultaneously and engage in the same type of activity as for face-to-face.

Technique	Face-to-face	Distance learning
Work-based learning and placements	Work-based learning is an integral part of this curriculum. This develops students' practice and provides students with an opportunity to link theory to practice in a way in which case studies do not. Centres must ensure their programme meets the placement requirements of the qualification. It is worth noting that many full-time students are involved in some form of employment in the sector, either paid or voluntary, which can be used as part of their learning, providing the employment provides the opportunity for students to meet the practice-based requirements of units in the qualification.	It is likely that the majority of distance-learning students would be employed and possibly classed as mature students. Bringing theory to life through a curriculum, which requires work-based application of knowledge, would make learning for these students more relevant and meaningful. Perhaps more importantly, assessment should be grounded in a student's place of work, wherever possible.
Tutorials	These present an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run-up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment.	Other than not necessarily being in the same room as a student, tutors could still provide effective tutorials. Video conferencing tools provide the means to see a student, which makes any conversation more personal.
Virtual Learning Environments (VLEs)	These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable.	A VLE is a must if students are engaged with online delivery through distance or blended learning, as this would be the primary or the key source of learning. Where distance learning is primarily delivered through hard copies of workbooks, etc., the same principle would apply as for face-to-face learning.

Technique	Face-to-face	Distance learning
Blended learning	The combination of traditional face-to-face learning and online learning. This can enable students to gain personalised support, instruction and guidance while completing assigned activities and tasks remotely. All delivery should contain a blend of techniques.	Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints.
Guest speakers, visiting lecturers, experts and employers	These could be experts from the sector or visiting academics in the subject area that is being studied. They could be used to present a lecture/seminar, a workshop or to contribute to assessment. The objective is to make the most effective use of an expert's knowledge and skill by adding value to the teaching and learning experience.	As long as the expert has access to the same platform as the students then the value-added contribution would still be very high. Consideration would need to be given to timings and logistics, but with some innovative management this technique would still have a place in distance learning programmes.
Field trips	Effectively planned field trips, which have a direct relevance to the curriculum, would add value to the learning experience. Through these trips students could relate theory to practice, have an opportunity to experience organisations in action, and potentially open their minds to different career routes.	The use of field trips could be included as part of a distance learning programme. They will add the same value and require the same planning. One additional benefit of field trips for distance learning is that they provide an opportunity for all students in a cohort to meet, which is a rare occurrence for distance-learning students.

5.4.4 Assessment considerations

Centres should embrace the concept of assessment for learning. This is where an assessment strategy requires students to engage with a variety of assessment tools that are accessible, appropriately challenging, and support the development of student self-efficacy and self-confidence. To ensure that assignments are valid and reliable, Centres must implement robust Quality Assurance measures and monitor the effectiveness of their implementation (see *Section 6* of this Programme Specification). This includes ensuring that all students engage in assessment positively and honestly.

Assessment also provides a learning opportunity for all stakeholders of the assessment to have access to feedback that is both individual to each student and holistic to the cohort. Feedback to students should be supportive and constructive. Student self-efficacy (and, therefore, self-confidence) can be significantly enhanced where feedback not only focuses on areas for improvement but recognises the strengths a student has. At the cohort level, similar trends could be identified that inform future approaches to assessments and teaching. Assessment is an integral part of the overall learning process and assessment strategy must be developed to support effective, reflective, thinking early education and care practitioners for the future. Assessment can be either formative, summative or both.

When Centres are designing assessment instruments, Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for students 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.

The Practical and Reflective Evidence Portfolio (PREP)

Work experience is fundamental in the development of effective professional practice, learning and progression in this sector, therefore the assessment of learning on, or through, work placement/experience is an essential requirement of this qualification. To support this assessment, a Practical and Reflective Evidence Portfolio (PREP) has been devised. This will support students and assessors in gathering, monitoring and evaluating learning through placement and in assessing the reflective practice criteria embedded in the units. The PREP is not graded; it forms the basis of decisions regarding the achievement of reflective practice criteria within units.

Content of the PREP

- Guidance on the PREP, placement expectations, reflective practice requirements and personal and professional development skills.
- Reflective practice logs and tracking documents students should use to provide evidence of having met the reflective practice evidence requirements of mandatory units.
- Tutor/supervisor/assessor observation and assessment records.
- Mapping forms identifying where mandatory reflective criteria meet elements of Sector Occupational Standards and the professional practice requirements of the *Practice Themes*. This serves to further support and embed an holistic approach to the development of sector-specific learning and skills.
- Additional (optional) exemplar forms to support practice, e.g. observation, assessment and activity plans/records.

The PREP also serves as evidence of the development of students' professional skills and attributes to support progression in the sector to higher levels of education and/or wider employment prospects.

5.4.5 Formative assessment

Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards.

Through formative assessment tutors can identify students' differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback, otherwise some students may feel that others are being given more than their share of verbal feedback.

Tutors must ensure that formative assessment and feedback by placement supervisors is high quality, constructive, supportive, developmental, equitable and transparent. It is recommended that the course team support placement partners to provide high quality feedback by providing regular training and updates.

5.4.6 Summative assessment

Summative assessment is where students are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective it should also give students additional formative feedback to support ongoing development and improvement in subsequent assessments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations on which students develop the necessary knowledge and skills required for the summative assessment.

5.4.7 Assessment feedback

Effective assessment feedback is part of continuous guided learning which promotes learning and enables improvement. It also allows students to reflect on their performance and helps them understand how to make effective use of feedback. Constructive and useful feedback should enable students to understand the strengths and limitations of their performance, providing positive comments where possible as well as explicit comments on how improvements can be made. Feedback should reflect the learning outcomes and assessment criteria to further help students understand how these inform the process of judging the overall grade.

The timing of the provision of feedback and of the returned assessed work also contributes to making feedback effective. Specific turnaround time for feedback should be agreed and communicated with both tutors and students. Timing should allow students the opportunity to reflect on the feedback and consider how to make use of it in forthcoming assessments, taking into account the tutor's workload and ability to provide effective feedback.

5.4.8 Designing valid and reliable assessments

To help ensure valid and reliable assignments are designed and are consistent across all units, Centres could consider a number of actions.

Use of language

The first aspect of an assignment that a Centre could focus on is ensuring that language makes tasks/questions more accessible to students.

Due consideration must be given to the command verbs (i.e. the verbs used in unit assessment criteria) when considering the learning outcomes of a unit. Assignments must use appropriate command verbs that equate to the demand of the learning outcome. If the outcome requires 'analysis' then 'evaluative' requirements within the assignment must not be set when testing that outcome. This would be viewed as over-assessing. Similarly, it is possible to under-assess where analytical demands are tested using, for example, explanatory command verbs.

The following can be used as a guide to support assignment design.

- Ensure there is a holistic understanding (by tutors and students) and use of command verbs.
- Set Assignment Briefs that use a single command verb, focusing on the highest level of demand expected for the learning outcome(s) that is (are) being tested.
- Assignments should be supported by additional guidance that helps students to interpret the demand of the assessment criteria.
- Time-constrained assessments should utilise the full range of command verbs (or acceptable equivalents) appropriate to the academic level. Modes of time-constrained assessments include in-class tests and examinations that could be both open- or closed-book. Centres should pay close consideration to ensuring tests and exams are not replicated during the course of the year.

Consistency

This relates to the consistency of presentation and structure, the consistent use of appropriate assessment language, and the consistent application of grading criteria. Where assignments are consistent, reliability is enhanced. Where validity is present in assignments this will result in assignments that are fit for purpose and provide a fair and equitable opportunity for all students to engage with the assignment requirements.

Employing a range of assessment tools

Just as variation in teaching methods used is important to the planning of a programme structure, so too is the use of a range of assessment tools appropriate to the unit and its content. Centres should consider taking a holistic view of assessment, ensuring a balanced assessment approach with consideration given to the subject being tested and what is in the best interests of students. As mentioned above, consultation with employers could add a sense of realism to an assessment strategy.

(A comprehensive list of assessment tools is provided in *Section 6.2 Setting effective assignments*).

No matter what tool is used, assignments should have a sector focus (whether this is in a workplace context or through a case study), and be explicitly clear in their instructions. In the absence of a case study a scenario should be used to provide some context. Finally, students should be clear on the purpose of the assignment and which elements of the unit it is targeting.

6 Assessment

Pearson BTEC Higher Nationals in Early Childhood Education and Care are assessed using a combination of internally assessed Centre-devised internal assignments (which are set and marked by Centres) and internally assessed Pearson-set assignments (which are set by Pearson and marked by Centres). Pearson-set assignments are mandatory and target particular sector-specific skills. The number and value of these units are dependent on qualification size.

- For the HNC, one Core, 15 credit, unit at Level 4 will be assessed by a mandatory Pearson-set assignment targeted at particular skills.
- For the HND, two Core units: one Core, 15 credit, unit at Level 4 and one Core, 30 credit, unit at Level 5, will be assessed by a mandatory Pearson-set assignment targeted at particular skills.
- All other units are assessed by Centre-devised internal assignments.

The purpose and rationale of having units assessed through a Pearson-set assignment on Higher Nationals is as follows.

Standardisation of student work – Assessing the quality of student work, that it is meeting the level and the requirements of the unit across all Centres, that grade decisions and assessor feedback are justified, and that internal verification and moderation processes are picking up any discrepancies and issues.

Sharing of good practice – We will share good practice in relation to themes such as innovative approaches to delivery, the use of digital literacy, enhancement of student employability skills and employer engagement.

An appointed External Examiner (EE) for the Centre will ask to sample the Pearson-set Assignment Briefs in advance of the external examination visit. Although this is not a mandatory requirement for Centres we strongly advise that Centres seek guidance and support from their EE on the Pearson-set assignment. The EE may also include the units using the Pearson-set assignment in the Centre visit sample of student work.

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

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

6.0.1 Example Assessment Briefs

Each unit has supporting Example Assessment Briefs that are available to download from the course materials section on HN Global (<https://hnglobal.highernationals.com>). The Example Assessment Briefs are there to give you an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The Example Assessment Briefs, with the exception of the mandatory assignment for the Pearson-set unit, provide tutors with suggested types of assignment and structure that can be adopted and, if so, **must be** adapted accordingly.

6.1 Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you, as an Approved Centre, can offer it effectively. The full requirements and operational information are given in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com/>). All of the assessment team will need to refer to this document.

For Pearson BTEC Higher Nationals it is important that you can meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and should use links with local employers and the wider early childhood and education sector.

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

6.1.1 Assessment through assignments

For internally assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been fully delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by students (either alone or in a team). An assignment is separate from teaching, practice, exploration and other activities that students complete with direction from, and formative assessment by, tutors.

An assignment is issued to students as an **Assignment Brief** with an issue date, a completion date and clear requirements for the evidence that students are expected to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

6.1.2 Assessment decisions through applying unit-based criteria

Assessment decisions for Pearson BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the student to show 'analysis' and the related P criterion requires the student to 'explain', then to satisfy the M criterion a student will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the student's evidence at the same time. In *Appendix 1* we have set out a definition of terms that assessors need to understand.

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

- To achieve a **Pass**, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and, therefore, attainment at Level 4 or 5 of the National Framework
- To achieve a **Merit**, a student must have satisfied all the Merit criteria (and, therefore, the Pass criteria) through high performance in each learning outcome
- To achieve a **Distinction**, a student must have satisfied all the Distinction criteria (and, therefore, the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

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

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your Centre, each with different interrelated responsibilities, and these roles are listed below. Full information is given in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com/>).

- **The Programme Leader** has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record-keeping and liaison with the EE. The Programme Leader registers annually with Pearson and acts as an assessor, supports the rest of the assessment team, makes sure they have the information they need about our assessment requirements, and organises training, making use of our guidance and support materials.
- **Internal Verifiers (IVs)** oversee all assessment activity in consultation with the Programme Leader. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Programme Leader. Normally, IVs are also assessors, but they do not verify their own assessments.
- **Assessors** set or use assignments to assess students to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Programme Leader. They work with the Programme Leader and IVs to ensure that the assessment is planned and carried out in line with our requirements. Placement Assessments must be carried out by appropriately qualified assessors.
- Your **External Examiner (EE)** will sample student work across assessors. Your EE will also want to see evidence of internal verification of assignments and assessed decisions.

6.1.4 Effective organisation

Internal assessment needs to be well organised so that student progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you in this through, for example, providing training materials and sample documentation. Our online HN Global service can also help support you in planning and record-keeping.

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

6.1.5 Student preparation

To ensure that you provide effective assessment for your students, you need to make sure that they understand their responsibilities for assessment and the Centre's arrangements. From induction onwards, you will want to ensure that students are motivated to work consistently and independently to achieve the requirements of the qualifications. They need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give your students a guide that explains:

- How assignments are used for assessment
- How assignments relate to the teaching programme
- How they should use and reference source materials, including what would constitute plagiarism.

The guide should also set out your Centre's approach to operating assessments, such as how students must submit assignments/work and the consequences of submitting late work, and the procedure for requesting extensions for mitigating circumstances.

6.2 Setting effective assignments

6.2.1 Setting the number and structure of assignments

In setting your assessments you need to work with the structure of assessments shown in the relevant section of a unit. This shows the learning aims and outcomes and the criteria that you are expected to follow.

Pearson provide online EABs for each unit to support you in developing and designing your own assessments, if you wish to do so you can find these materials with the specification on our website.

In designing your own Assignment Briefs you should bear in mind the following points:

- The number of assignments for a unit must not exceed the number of learning outcomes shown in the unit descriptor. However, you may choose to combine assignments, e.g. to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning outcomes are fully addressed in the programme overall. If you choose to take this approach you need to make sure that students are fully prepared, so that they can provide all the required evidence for assessment, and that you are able to track achievement in assessment records.
- A learning outcome must always be assessed as a whole and must not be split into two or more elements.
- The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

You do not have to follow the order of the learning outcomes of a unit in setting assignments, but later Learning Outcomes often require students to apply the content of earlier learning outcomes, and they may require students to draw their learning together.

Assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. Students need to be treated fairly by being given the opportunity to achieve a higher grade, if they have the ability.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning outcomes. **The specified unit content must be taught/delivered.** The evidence for assessment need not cover every aspect of the teaching content, as students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

6.2.2 Providing an assignment brief

A good Assignment Brief is one that, through providing challenging and authentic sector/work-related tasks, motivates students to provide appropriate evidence of what they have learned.

An Assignment Brief should have:

- A vocational scenario: this could be a simple situation or a full, detailed set of vocational requirements that motivates the student to apply their learning through the assignment;
- Clear instructions to the student about what they are required to do, normally set out through a series of tasks;
- An audience or purpose for which the evidence is being provided;
- An explanation of how the assignment relates to the unit(s) being assessed.

6.2.3 Forms of evidence

- Pearson BTEC Higher Nationals have always allowed for a variety of forms of assessment evidence to be used, provided they are suited to the type of learning outcomes being assessed. For many units, the practical demonstration of skills is necessary and, for others, students will need to carry out their own research and analysis, working independently or as part of a team.

The Example Assessment Briefs give you information on what would be suitable forms of evidence to give students the opportunity to apply a range of employability or transferable skills.

Centres may choose to use different suitable forms of evidence to those proposed. Overall, students should be assessed using varied forms of evidence.

These are some of the main types of assessment:

- Written reports, essays
- In-class tests or examinations
- Creation of planning documents
- Work-based projects and portfolios
- Academic posters, displays, leaflets
- PowerPoint (or similar) presentations
- Recordings of interviews/role plays
- Work placement logbooks and reflective journals
- Workplace observation of practice and assessment records
- Presentations with assessor questioning
- Professional discussions
- Time-constrained assessment.

(Full definitions of different types of assessment are given in *Appendix 2*.)

The form(s) of evidence selected must:

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

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

If students include images or photographs within assessment (formative or summative), classwork or their PREP portfolio they must not contain images of real children, families, placement/workplace locations, placement/workplace colleagues or other students.

Inclusion of images within assessment that breach confidentiality may have a detrimental effect on the student's unit grade. Centres must apply their 'breach of confidentiality' regulations where learners have included real images within summative assessment.

Stock images must be accurately referenced and must not breach copyright legislation.

Centres need to take particular care that students are enabled to produce independent work. For example, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a number of examples that can be used in varied combinations.

6.3 Making valid assessment decisions

6.3.1 Authenticity of student work

An assessor must assess only student work that is authentic, i.e. students' own independent work. Students must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. A student declaration must state that:

- Evidence submitted for that assignment is the students own
- The student understands that false declaration is a form of malpractice.

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

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

During assessment an assessor may suspect that some or all of the evidence from a student is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. (See *Section 3.7* in this Programme Specification for further information.)

6.3.2 Making assessment decisions using criteria

judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

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

- The explanation of key terms in *Appendix 4* of this document
- Examples of verified assessed work
- Your Programme Leader and assessment team's collective experience.

6.3.3 Dealing with late completion of assignments

Students must have a clear understanding of the centre's policy on completing assignments by the deadlines that you give them. Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in line with your centre policies (see also *Section 3.6 "Administrative arrangements for internal assessment"*).

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not advantaged by having additional time or the opportunity to learn from others. Centres should develop and publish their own regulations on late submission; and, this should make clear the relationship between late submission and the centre's mitigating circumstances policy.

Centres may apply a penalty to assignments that are submitted beyond the published deadline. However, if a late submission is accepted, then the assignment should be assessed normally, when it is submitted, using the relevant assessment criteria; with any penalty or cap applied after the assessment. Where the result of assessment may be capped, due to late submission of the assignment, the student should be given an indication of their uncapped grade; in order to recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement.

As with all assessment results, both the uncapped and capped grades should be recorded and ratified by an appropriate assessment board; taking into account any mitigating circumstances that may have been submitted.

6.3.4 Dealing with breaches of confidentiality and unsafe practice

Students are inexperienced practitioners and may inadvertently disclose confidential information or display/describe concerning behaviours in assessments. However, confidentiality and safe practice are themes present throughout the qualification units. Disclosures of confidential information in descriptions or images of actual or simulated practice carried out by the student are not acceptable in assessments. Centres are expected to have robust policies and procedures in place to deal with breaches.

Students may also rarely witness and detail unsafe practice and breaches of confidentiality while on placement. Again, Centres should have processes in place for learners to refer to.

Breaches of confidentiality in assessments

Students are expected to remove all child and family, colleague and placement identifiable information from their portfolios and any work they submit for formative or summative assessment of placement or course work. This includes, but is not limited to:

- child and family, work colleague/supervisor and placement provider names
- dates of birth
- numbers applied to child and family records by the placement organisation
- child and family, and placement provider addresses and other contact details
- appointment dates and times.

It should be made clear to students what the consequences are for their unit grade if they breach confidentiality. This should be made clear in both assessment briefs and in the Centre's assessment regulations.

Unsafe practice in assessments

Students may write or present information about early years practice that would be detrimental to the welfare of the child were it actually carried out, or was carried out. Tutors have a professional duty to highlight unsafe practice to students.

It should be made clear to students what the consequences are for their unit grade if they include unsafe practice in a summative assessment. This should be made clear in both assessment briefs and in the Centre's assessment regulations.

6.3.5 Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded and reported to students. The information given to the student:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met;
- may show why attainment against criteria has not been demonstrated;
- must not provide feedback on how to improve evidence but how to improve in the future.

6.3.6 Resubmission opportunity

An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification **shall be expected to undertake a reassessment.**

- Only one opportunity for reassessment of the unit will be permitted
- Reassessment for coursework, project or portfolio-based assessments shall normally involve the reworking of the original task
- For examinations, reassessment shall involve completion of a new task
- A student who undertakes a reassessment will have their grade capped at a pass for that unit
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

6.3.7 Repeat Units

A student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:

- At Centre discretion and Assessment Board, decisions can be made to permit a repeat of a unit.
- The student must study the unit again with full attendance and payment of the unit fee.
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.
- Units can only be repeated once.

6.3.8 Assessment Boards

Each Centre is expected by Pearson to hold Assessment Boards for all of its Pearson BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- The grades achieved by students on the individual units
- The confirmation of completion of mandatory placement hours – confirmation must be included in Assessment Board minutes
- The confirmation that mandatory placements have been completed with the required child age groups – confirmation must be included in Assessment Board minutes
- Extenuating circumstances
- Cases of cheating and plagiarism
- Progression of students on to the next stage of the programme
- The awards to be made to students
- Referrals and deferrals.

Assessment Boards may also monitor academic and practice standards. The main boards are normally held at the end of the session, although if your centre operates on a semester system there may be (intermediate) boards at the end of the first semester. There may also be separate boards to deal with referrals.

Where a Centre does not currently have such a process then the EE should discuss this with the Quality Nominee and Programme Leader, stressing the requirement for Assessment Boards by both Pearson and QAA.

6.4 Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The Centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Programme Leader should have an assessment plan. When producing a plan the assessment team will wish to consider:

- the time required for training and standardisation of the assessment team;
- the time available to undertake teaching and carrying out of assessment, taking account of when students may complete external assessments and when quality assurance will take place;
- the completion dates for different assignments;
- how and when the practice placement portfolio will be assessed;
- who is acting as IV for each assignment and the date by which the assignment needs to be verified;
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of students;
- how to manage the assessment and verification of students' work so that they can be given formal decisions promptly;
- how resubmission opportunities can be scheduled;
- timing of placements during the academic year, especially where placement experience is necessary for the learning outcomes and assessment criteria.

The Programme Leader will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- student authentication declarations
- assessor decisions on assignments, with feedback given to students
- verification of assessment decisions
- practice placement portfolio decisions.

Examples of records and further information are available in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com>).

6.5 Calculation of the final qualification grade

6.5.1 Conditions for the award

Conditions for the award of the HND

To achieve a Pearson BTEC Level 5 Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5
- achieved at least a pass in 105 credits at level 5
- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4
- completed the mandatory placement hours at level 4
- completed the mandatory placements with required age groups at level 4
- completed the mandatory placement hours at level 5
- completed the mandatory placements with required age groups at level 5.

Conditions for the award of the HNC

To achieve a Pearson BTEC Level 4 Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4
- completed the mandatory placement hours at level 4
- completed the mandatory placements with required age groups at level 4.

6.5.2 Compensation provisions

Compensation provisions for the HND

Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15-credit units completed at level 4, and similarly if they have attempted but not achieved a Pass in one of the 15-credit units at level 5. However, they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

If compensation is used at Level 4 or Level 5 occupational standards, and Department for Education Early Years Educator requirements may not be met. Compensation should be used as a last resort.

Compensation provisions for the HNC

Students can still be awarded an HNC if they have attempted but not achieved a Pass in one of the 15-credit units completed, but have completed and passed the remaining units.

If compensation is used at Level 4 HTQ, occupational standards, and Department for Education Early Years Educator requirements may not be met. Compensation should be used as a last resort.

6.5.3 Calculation of the overall qualification grade

The calculation of the **overall qualification grade** is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade, using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified', i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

Points per credit

Grade	Points
Pass	4
Merit	6
Distinction	8

Point boundaries

Grade	Point boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

6.5.4 Modelled student outcomes

Pearson BTEC Level 4 Higher National Certificate

				STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	4	P	60	P	60	P	60	D	120	D	120
Core 2	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 3	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 4	15	4	4	P	60	P	60	M	90	M	90	M	90
Core 5	15	4	6	M	90	P	60	M	90	M	90	M	90
Core 6	15	4	6	M	90	P	60	M	90	M	90	M	90
Opt 1	15	4	6	M	90	M	90	D	120	D	120	D	120
Opt 2	15	4	6	M	90	M	90	D	120	D	120	D	120
TOTAL	120				600		540		690		870		810
GRADE					M		P		M		D		M

Pearson BTEC Level 5 Higher National Diploma

				STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	0	P	0	P	0	P	0	D	0	P	0
Core 2	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 3	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 4	15	4	0	P	0	P	0	M	0	M	0	M	0
Core 5	15	4	0	M	0	P	0	M	0	M	0	P	0
Core 6	15	4	0	M	0	P	0	M	0	D	0	U	0
Opt 1	15	4	0	M	0	P	0	D	0	D	0	D	0
Opt 2	15	4	0	M	0	P	0	D	0	D	0	D	0
Core 7	30	5	6	M	180	M	180	M	180	P	120	D	240
Core 8	15	5	6	M	90	M	90	M	90	P	60	D	120
Opt 3	15	5	6	M	90	M	90	D	120	P	60	D	120
Opt 4	15	5	6	M	90	P	60	D	120	P	60	D	120
Opt 5	15	5	6	M	90	P	60	D	120	M	90	M	90
Opt 6	15	5	6	M	90	P	60	M	90	M	90	P	60
Opt 7	15	5	6	M	90	P	60	M	90	M	90	M	90
TOTAL	240				720		600		810		570		840
GRADE					M		M		M		P		D

Opt = Optional

The table above is provided as a general example of using unit grades to calculate qualification grades. It does not reflect the specifics of this qualification.

7 Quality assurance

Pearson's quality assurance system for all Pearson BTEC Higher National programmes is benchmarked to Level 4 and Level 5 on the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This 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 Pearson BTEC Higher National programmes comprise five key components:

- 1 The approval process
- 2 Monitoring of internal centre systems
- 3 Independent assessment review
- 4 Annual programme monitoring report
- 5 Annual student survey.

7.1 The approval process

Centres new to the delivery of Pearson programmes will be required to seek approval initially through the existing centre approval process and then through the programme approval process. Programme approval for new centres can be considered in one of two ways:

- Desk-based approval review
- Review and approval visit to the centre.

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.

Applications for approval must be supported by the head of the Centre (Principal or Chief Executive, etc.) and include a declaration that the Centre will operate the programmes strictly, as approved and in line with Pearson requirements.

Centres seeking to renew their programme approval upon expiry of their current approval period, may be eligible for the Automatic Approval process, subject to the

Centre meeting the eligibility criteria set out by Pearson. Centres should refer to the latest edition of the *Pearson BTEC Higher National Approval Guidance* available at <http://qualifications.pearson.com>). Automatic approval is subject to the centre meeting the eligibility criteria set out by Pearson.

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.

7.2 Monitoring of internal centre systems

Centres will be required to demonstrate on-going fulfilment of the centre approval criteria over time and across all Higher National programmes. The process that assures this is external examination, which is undertaken by EE. Centres will be given the opportunity to present evidence of the on-going suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting student 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 standards.

Pearson will affirm, or not, the on-going 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.

7.3 Independent assessment review

The internal assessment outcomes reached for all Pearson BTEC Higher National programmes benchmarked to Level 4 and Level 5 of the QAA's FHEQ are subject to an independent assessment review by a Pearson appointed EE. The outcomes of this process will be:

- to confirm that internal assessment is to national standards and allow certification, OR:
- to make recommendations to improve the quality of assessment outcomes before certification is released, OR:
- to make recommendations about the centre's ability to continue to be approved for the Pearson BTEC Higher National qualifications in question.

7.4 Annual programme monitoring report (APMR)

The APMR is a written annual review form that provides opportunity for centres to analyse and reflect on the most recent teaching year. By working in collaboration with centres, the information can be used by Pearson to further enhance the quality assurance of the Pearson BTEC Higher National programmes.

7.5 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. The purpose of the survey is to enable Pearson to evaluate the student experience as part of quality assurance process, by engaging with students studying on these programmes.

7.6 Centre and qualification approval

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

- Centres must have suitable and appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Specific resources required for individual units must be provided. Centres should refer to the individual unit descriptors to check for any specific resources required.
- Staff involved in the assessment process must have relevant skills, qualifications or occupational experience.
- Staff involved in assessing students' practice in the work-place should hold a sector-recognised practitioner qualification.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies for students and staff using equipment and accessing children, families and resources while on placement.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the individual unit descriptors to check for any specific resources required.

The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

See also *Section 3.2.2*. Prospective Centres may find the checklist in *Appendix 10* useful. Centres should also ensure they can meet the unit-specific requirements.

7.7 Continuing Quality Assurance and standards verification

We produce annually the latest version of the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com>). It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- A Centre delivering Pearson BTEC Higher National programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering.
- The Centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved Centres a range of materials and opportunities, through the assessment checking service. This is intended to exemplify the processes required for effective assessment and provide examples of effective standards. Approved Centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- An approved Centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support Centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support Centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Higher Nationals include:

- making sure that all Centres complete appropriate declarations at the time of approval;
- undertaking approval visits to Centres;
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment;
- assessment sampling and verification, through requested samples of assessments, completed assessed student work and associated documentation;
- an overarching review and assessment of a Centre's strategy for assessing and quality-assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting. Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC Higher National qualifications.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

8 Recognition of Prior Learning and Attainment

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether students 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 students' previous achievements and experiences whether at work, home and at leisure, 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. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance on RPL please refer to the Recognition of Prior Learning policy document available in the support section of our website (<https://qualifications.pearson.com>).

QCF Pearson BTEC Level 4 Higher National Certificate in Advanced Practice in Early Years Education mapped to the RQF Pearson BTEC Level 4 Higher National Certificate in Early Childhood Education and Care can be found in *Appendix 9* in this programme specification.

9 Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds consideration of equality and diversity as set out in the qualification regulators' General Conditions of Recognition. Promoting equality and diversity involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of students, and aims to ensure that all students have equal access to educational opportunities. Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, students with and without disabilities are offered learning opportunities that are equally accessible to them, by means of inclusive qualification design.

Pearson's equality policy requires all students to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be designed and awarded in a way that is fair to every student. We are committed to making sure that:

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

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

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

Centres are required to recruit students to Higher National qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications, and that the qualification will meet their needs. Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the student within the centre during their programme of study and any specific support that might be necessary to allow the student to access the assessment for the qualification. Centres should consult our policy on students with particular requirements.

Access to qualifications for students with disabilities or specific needs:

Students taking a qualification may be assessed in a recognised regional sign language, where it is permitted for the purpose of reasonable adjustments. Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Details on how to make adjustments for students with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. See the support section our website for both documents (<http://qualifications.pearson.com/>).

10 Higher Nationals Early Childhood Education and Care Units

This qualification is designed to promote best practice in promoting, protecting and safeguarding the rights, wellbeing, health and safety of children. There are specific units that require the delivery of legislation and guidelines with respect to these issues.

If your home nation does not have legislation that specifically enshrines the principles of children’s rights, wellbeing, health and safety, and reflects the following international legislation and guidelines, you are required to deliver the example legislation indicated in the content of the relevant unit.

International legislation and guidance with respect to the rights, wellbeing, health and safety of children:

- The United Nations Convention on the Rights of the Child 1989; articles as relevant to the content of the unit.
- The International Organization for Standardization ISO/IEC Guide 50:2014, Safety aspects – Guidelines for child safety in standards and other specifications; guidelines as relevant to the content of the unit.

Unit 1: Personal and Professional Development through Reflective Practice

Unit code	L/617/3632
Unit type	Core
Unit level	4
Credit value	15

Introduction

Holistic child-centred practice is embedded into the daily roles of early childhood practitioners working with children in the age ranges of 0–8 years. It is essential that practitioners within this arena take time to develop the skill of reflection and ensure they are able to do this in relation to their practice, encompassing different aspects of child development in the three age ranges of 0–2, 3–5 and 6–8. Engaging in a continuous cycle of reflection and improvement is critical to ensure the best outcomes for the child are paramount in decision-making.

In this unit, students will explore what it means to be a professional in early childhood education and care, and how this is evidenced through providing the best care possible for the children in their settings. Reflective practice is an excellent way to maintain and continuously improve the quality of practice and students will apply reflective skills during their learning in this unit. This will include taking a balanced view of their practice, recognising and celebrating their strengths and what works well, and demonstrating that they are able to work towards continuous improvement.

As part of this evaluation of their own practice, students will identify their professional development needs and begin to build the skills and behaviours of a confident and competent practitioner.

Students will be able to demonstrate their own skills in engaging with reflection, using a range of techniques and models to demonstrate this effectively. Finally, students will evaluate interactions they have with children, practitioners and parents to demonstrate how effective reflective practice can be and incorporate this into their continuing professional development towards the best outcomes for the child.

Completion of this unit gives the student an opportunity to embed reflective practice into their everyday role. It gives insight into management, change and holistic child-centred approaches, designed to facilitate progression in, and onto, advanced practice in early childhood education and care-related careers, as well as supporting continuing higher education in early childhood education and other related vocational degree programmes.

Learning Outcomes

By the end of this unit students will be able to:

1. Review key principles of reflective practice with reference to the role of early childhood practitioners
2. Explore purposes of engaging in reflective practice when working in early childhood education and care
3. Describe the skills and techniques needed for effective reflection on own practice
4. Implement a reflective approach to own practice through effective interactions with caregivers, colleagues and children in own workplace.

Essential Content

LO1 Review key principles of reflective practice with reference to the role of early childhood practitioners

Key definitions

Domain

Reflective practice

Professional practice

Professional development

Valuing difference

Inclusion

Informing practice

Key principles

The reflective cycle and implementation of theory to practice

The value of reflective practice when working with and observing children

Informing own and other practitioners' practice

Holistic versus domain focused approaches, i.e. approaches that take a global approach to supporting children's development versus approaches with targeted outcomes focused on one domain of development

Reflection as a personal and professional developmental tool

Professional development planning, self-assessment, evaluation and forward planning for improvement

Child-focused outcomes - developed through observations

Acknowledging areas that need development

Research skills to build on informing child-centred practice to enhance next steps for the practitioner and child

Role of the practitioner

Supporting the individual child's learning, growth and development

Impact of reflection and reflective activity on the experience of the child, on own practice, on others' practice, on the quality of service provision

LO2 **Explore purposes of engaging in reflective practice when working in early childhood education and care**

Purposes of engaging in reflective practice

Improved experience and outcomes for the child, family, caregivers and wider community

Developing the ability to inspire, change and motivate both children and colleagues

Developing effective problem-solving skills for best child-centred outcomes

Other purposes as relevant to own personal and professional progression and setting requirements

Theoretical models of reflection

e.g. Gibbs, 1988

Barriers to the process of reflective practice, e.g. time, motivation and evaluation practices (e.g. Schon, 1983)

Other applicable theoretical concepts, e.g. Kolb's theory (1984)

Key factors influencing the effectiveness of reflective practice

Recognising how to reflect on own knowledge, experience, skills and self-awareness

Social factors, e.g. working in partnership with others such as colleagues, children, families and/or caregivers, other professionals, interpersonal skills

Situational factors, e.g. time or space to reflect, workload, time management skills

Personal factors, e.g. self-awareness, confidence, integrity, critical thinking and analytical skills, resilience

Other factors, e.g. prior experience in work and with children

LO3 **Describe the skills and techniques needed for effective reflection on own practice**

Skills needed for effective reflective practice

Thinking back and thinking forwards

Thinking inwards and outwards, e.g. recognition of life patterns, positive and negative influences, greater self-awareness

Effective observations, e.g. listening, recording, being objective, thinking, questioning

Observing carefully and accurately using different types of observation techniques, e.g. Narrative, Time Sampling, Tracking

Reflective journaling, logging of practice

Communication and the art of listening

Reflective discussion

Supporting colleagues through a model of reflection

Constructing appropriate reflective logs

Content that includes analyses of interactions with a child, analyses of interactions with parents/caregivers, analyses of interactions with colleagues

Recording accurately and honestly

Discussions of barriers within the process of reflection

Acknowledging and accepting own needs for development

Acknowledging own learning, development and strengths and areas for improvement, need for development

Applying future development through an action plan

Techniques needed for reflective practice

Developing an awareness of how professionals come to hold their assumptions and reflecting on how this informs and shapes practice

Overcoming barriers to engage effectively, e.g. using positive reflection, next steps

Involving self and others in the evaluation of practice

Supporting effective reflective practice in settings

Promoting a self-reflective, holistic approach to the provision of care and education

Promoting professional development, including developmental needs outlined as a result of reflections on practice

Promoting and nurturing child participation, involvement and inclusion

Partnership and multidisciplinary approaches, including partnerships with family and the wider community

Approaches to staff supervision to support reflective practice

LO4 Implement a reflective approach to own practice through effective interactions with caregivers, colleagues and children in own workplace

Implementing a reflective approach

With children

With colleagues and other staff

With other professionals external to own setting

With the wider community

Towards effecting positive and improved outcomes for children

Towards developing own professional practice

Using multidisciplinary and partnership working strategies

Objectivity

Resilience

Adopting consistent, ethical and appropriate strategies

Valuing and promoting diversity, difference and inclusion

Building a warm and welcoming environment

Developing trusting relationships, the value of transparency

Prioritising the protection and safeguarding of children, including respecting confidentiality

Modelling and promoting positive behaviours expected of children in own practice

Assessing effectiveness of interactions

Evidence using feedback from children, colleagues, wider stakeholders

Evidence of involving family and/or caregivers in planning, implementing and/or assessing care

Evidence of involving colleagues and/or other staff in the planning, implementation and/or assessment care

Evidence of empowering the child

The practitioner as an agent for change

Sharing of knowledge

Supporting and promoting engagement

Benefits and challenges of a multi-agency approach

Resource considerations

The importance of adopting an ethical approach in analysing own interactions

The importance of respecting confidentiality in analysing own interactions

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Review key principles of reflective practice with reference to the role of early childhood practitioners		LO1 and LO2 D1 Reflect on how effectively the principles and purposes of reflective practice are evidenced in real case scenarios involving interactions with the child, colleagues and the wider community in own workplace
P1 Summarise key principles of reflective practice relevant to the role of an early childhood practitioner P2 Produce a clear and relevant personal and professional development plan to support own reflective practice in own workplace setting	M1 Analyse the need for reflective practice in early childhood education and care using examples from own workplace experience to illustrate key points	
LO2 Explore purposes of engaging in reflective practice when working in early childhood education and care		
P3 Explain the impact of the practitioner engaging with reflective practice on the experience of the child P4 Describe the impact of developing a reflective approach to practice on own personal and professional experience and development, using different models of reflection	M2 Review how the purposes of engaging in reflective practice are evidenced in real case scenarios in own workplace setting and their impact on the children in the scenarios provided	

Pass	Merit	Distinction
LO3 Describe the skills and techniques needed for effective reflection on own practice		LO3 and LO4
<p>P5 Describe own use of different skills and techniques for effective reflective practice</p> <p>P6 Explain how reflective practice is supported in own workplace setting</p>	M3 Apply different skills and techniques to support the effectiveness of own reflections on practice and that of others in own workplace setting	D2 Assess the effectiveness of own implementation of the skills needed for reflective practice in interactions with caregivers, colleagues and children in own workplace setting, forward planning to improve own professional development in supporting children's learning experiences
LO4 Implement a reflective approach to own practice through effective interactions with caregivers, colleagues and children in own workplace		
<p>P7 Engage in different planned and unplanned interactions that include holistic and focused observations of children of different ages in own workplace setting</p> <p>P8 Describe how own interactions with children, families and colleagues in own workplace setting demonstrate a reflective approach to own practice and the promotion of diversity, difference and inclusive practices</p>	M4 Review own interactions with children, families and colleagues in terms of their impact in supporting positive outcomes for children, taking into account individual characteristics, ethics and confidentiality	

Recommended Resources

Textbooks

BOLTON, G. (2014) *Reflective Practice: Writing and Professional Development*. London: Sage Publishers.

BROCK, A. (2014) *Early Years Reflective Practice Handbook*. Abingdon: Taylor & Francis Group.

BRODIE, K. (2013) *Observation, Assessment and Planning in the Early Years*. Berkshire: Open University Press.

JASPER, M. (2013) *Beginning Reflective Practice*. Andover: Cengage Learning EMEA.

THOMPSON, S. and THOMPSON, N. (2018) *The Critically Reflective Practitioner*. London: Palgrave Macmillan.

PAIGE SMITH, A. and CRAFT, A. (2011) *Developing Reflective Practice in the Early Years*. Berkshire: Open University Press.

PALAIOLOGOU, I. (2016) *The Early Years Foundation Stage: Theory and Practice* (3rd edn). London: Sage.

Publications

TREVARTHEN, C., BARR, I., DUNLOP, A.W., GJERSOE, N., MARWICK, H. and STEPHEN, C. (2003) 'Review of childcare and the development of children aged 0–3: research evidence and implications for out-of-home provision, supporting a young child's needs for care and affection, shared meaning and a social place,' *Insight* 6. Edinburgh: The Scottish Executive.

Journals

WATERS, J. and PAYLER, J. (2015) 'The professional development of early years educators – Achieving systemic, sustainable and transformative change', *Professional Development in Education*, vol. 41, no. 2, pp. 161–8.

Websites

annafreud.org	Anna Freud National Centre for Children and Families Early years staff wellbeing: a resource for managers and teams (Tools)
gtcni.org.uk	General Teaching Council Northern Ireland Teaching: The Reflective Profession (Report and guidance)
ncb.org.uk	National Children's Bureau Parents, Early Years and Learning Activities (Tools)
pacey.org.uk	Professional Association for Childcare and Early Years Developing Self Reflective Practice (Guidance)
pre-school.org.uk	Pre-school Learning Alliance Reflective Practice as a Way of Being (Article)
youtube.com	YouTube <ol style="list-style-type: none">1 The Australian Children's Education & Care Quality Authority Critical reflection – improving outcomes for children (Video clip)2 US Administration for Children and Families Learning in Partnership: Using Data and Reflective Practice in Programs (Video clip)

Links

This unit underpins and links to the following related units:

Unit 2: Protecting Children in Early Education and Care Environments

Unit 3: Play and Learning in Early Childhood

Unit 4: Supporting and Promoting Children's Development (Infants and Toddlers)

Unit 5: Supporting and Promoting Children's Development (Young Children)

Unit 6: Promoting Healthy Living

Unit 8: Promoting Inclusive Early Education and Care Environments

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO2 and LO4	P3, P4, P6, P7, M2, M4, D1, D2
THEME 2: PROFESSIONAL IDENTITY	LO1 and LO3	P1, P5, M1–M3, D1
THEME 3: RELATIONSHIPS WITH OTHERS	LO4	P6, P7, M4, D2
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	N/A	N/A

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early childhood education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early years care and education. Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 2: Protecting Children in Early Education and Care Environments

Unit code R/617/3633

Unit type Core

Unit level 4

Credit value 15

Introduction

This unit is for people working in the early childhood education and care sector, all of whom have a responsibility for safeguarding, protecting children and their health and safety through the development and implementation of policies and procedures in their settings in relation to practices for safeguarding and protecting children.

In this unit, students will review their home country's legislation, guidance, policies, practices and procedures that underpin the protection of children through the provision of a healthy and safe environment. Through this unit, students will apply the knowledge gained by demonstrating the skills needed across a range of technical or professional work activities for protecting children and encompassing the ongoing need for health and safety practices in an early childhood education and/or care setting.

This unit clarifies child protection principles, practices and opportunities for leadership of principled practice that positions people at the heart of safeguarding and child protection, rather than policy and procedure. It supports the student to see safeguarding as something to which they can each make a personal contribution, growing from their intrinsic motivation to work in the field of child development. It focuses on many aspects of the implementation of effective child protection policies through practices including reflection, ethical behaviour and collaboration with children, families, colleagues and the wider community.

Successful completion of this unit is a prerequisite for the delivery of all Level 5 units in this qualification.

Completion of this unit will develop students' understanding of their duty around protecting children as well as the role that they must play in leading practice, maintaining the safety and welfare of children, taking a child-centred approach and mentoring other colleagues through a cycle of multi-agency working.

This unit will enhance students' knowledge and skills to plan for their future career pathway and employment opportunities within early childhood education and care practice, and support continuing higher education in subjects such as early years education, childhood and care work, as well as social policy related subjects.

Learning Outcomes

By the end of this unit students will be able to:

1. Describe key guidance and legislation relating to safeguarding and child protection
2. Explore the roles and responsibilities of practitioners and organisations in the early education and care sector with regards to keeping children safe and protected
3. Examine the role of early childhood practitioners in relation to multi-agency working
4. Implement policies and procedures regarding safeguarding, child protection and health and safety and discuss their effectiveness.

Essential Content

LO1 Describe key guidance and legislation relating to safeguarding and child protection

Legislation and guidance

Definitions

Characteristics of national and international legislation and guidance, benefits and drawbacks

Distinction between legislation and guidance

Relationship between child protection, safeguarding and health and safety in early education and care environments

Definitions of child protection, safeguarding, health and safety

The practitioner's role

Management and review of policy and procedures

Taking a holistic approach to safeguarding or protecting children

Multi-agency working

Identification and management of risk

Purposes of legislation and guidance to safeguard and protect children

Promoting recognition and vigilance: signs and symptoms

Minimising and/or addressing the effects of abuse, including physical, emotional, sexual and neglect

Minimising risk of and/or addressing issues regarding safeguarding concerns e.g. child sexual exploitation and trafficking, domestic abuse, truancy, forced marriage and honour-based violence, online abuse and cyber-bullying

Prevention

Promoting children's equality and rights

Establishing and promoting practices that are inclusive and meet the needs of all children

Ensuring the environment is safe and stimulating

Principles and purposes of key legislation and guidance that covers children's rights across the board including health, safety, protection and security

Principles and purposes of own home country legislation regarding children's rights e.g. in the UK, the Children Act 1989, 2004; the Children (Northern Ireland) Order 1995

Comparison between own home country's legislation and principles and purposes of international legislation regarding children's rights

Roles and responsibilities of professionals within legislation and guidance

Appropriate risk assessment as identified in guidance

Risk management as identified in guidance

Legal and professional consequences as identified in legislation and guidance

Principles and purposes of key legislation and guidance with specific reference to the protection and safeguarding of children

Relationship between the principles and purposes of own home country legislation regarding Child Protection and Safeguarding e.g. in the UK, Working Together to Safeguard Children (2018), Keeping Children Safe in Education (2018), and principles of child protection and safeguarding enshrined in international legislation

Primacy of international legislative principles of child protection and safeguarding

Own home country's interpretation of international legislation, and impact on the protection and welfare of children in own setting

Principles and purposes of key health and safety legislation relevant to children's education and care environments

Overview of relevant international legislation and guidance e.g. the EU Strategic Framework on health and safety at work 2014-2020, ISO/IEC Guide 50:2014

Comparison between international and own home country legislation, e.g. in the UK, the Health and Safety at Work Act 1973, Food Safety Act 1990

Effectiveness of own home country legislation in reflecting the principles of international legislation and guidance

Examples of legislation addressing specific issues of protection affecting children relevant to own home country

Issues of significant concern in own home country, e.g. in the UK, female genital mutilation (FGM), domestic violence (DV), radicalisation

Legislation and mandatory professional requirements to address specific issues of concern, e.g. in the UK, Prevent Duty

Barriers to implementing legislation and guidance in early education and care settings

e.g. time, training, lack of knowledge, skills or confidence, lack of human and physical resources, human error, inappropriate staffing, information sharing between agencies

Other barriers as specific to own home nation, e.g. in the UK, Serious Case Reviews

Strategies to overcome barriers

Continuing Professional Development (CPD), supervision, training, sharing good practice

Serious Case Reviews and analysis

Peer observation, multidisciplinary working

Appropriate resource planning, budget planning and allocation i.e. taking into consideration purpose, necessity, relevance, accuracy, sustainability and efficaciousness

National strategies to support effective protection and safeguarding and evidence informed practice, e.g. in the UK, establishment of What Works Centres for children's social care to analyse and share lessons from local and national safeguarding reviews, Multi-agency Safeguarding Hubs, Early Intervention Strategies

LO2 Explore the roles and responsibilities of practitioners and organisations in the early education and care sector with regards to keeping children safe and protected

Key terms and their application to the roles and responsibilities of different practitioners and organisations in the early education and care sector

Abuse categories, signs and symptoms as defined in relevant international and national legislation and guidance, national e.g. in England and Wales, Working Together to Safeguard Children (2018)

Procedure

Early Intervention

Risk assessment

Other terminology practitioners should be familiar with as specific to own home region, e.g. in the UK, Multi-Agency Safeguarding Hub (MASH), Designated Safeguarding Lead, Designated Officer

Principles of international legislation regarding confidentiality and information sharing to include principles enshrined in the Human Rights Act (1988) and the General Data Protection Regulation (GDPR, 2018)

Influence of legislation and guidance on the work of practitioners i.e. organisational policy and procedures, ethics and ethical practice, best practice, early intervention, risk assessment

Policies

Relationship to legislation

Implementation in settings

Own workplace policies and procedures

Duties of the practitioner and own role including whistleblowing

How and when to refer

Procedures

Examples and purposes of key procedures including own workplace procedures

Relationship between legislation, policy and procedures

Duties of the practitioner and own role and responsibilities of others

Partnership with parents/caregivers

Benefits of having a robust procedure in place for children, parents/caregivers and practitioners

Enabling best practice

Theoretical frameworks for establishing best practice in early childhood education and care, e.g. early years curriculum frameworks, early years quality frameworks, established principles of best practice as applicable in own home nation

National reviews of practice and changes made as a result, e.g. in the UK, Munro Review of Child Protection (2011), the Wood Review (2016)

Following ethical guidelines

Effective leadership and planning, placing the child at the centre of practice, relevant to characteristics of the organisation, staff composition and need

Reviewing and analysing interactions with colleagues

Recording accurately and honestly

Observing carefully and accurately

Challenges in implementing child protection policy in early education and care settings

e.g. practitioner knowledge, experience, skills and confidence, moral and ethical dilemmas, skills associated with having difficult or challenging conversations

Addressing challenges, e.g. training, developing resilience, counselling and using support networks, timely and relevant referral, seeking help, working within the remit of own role, paramountcy of the welfare of the child

Safeguarding requirements in relation to adults accessing the setting

Staff, visitors, volunteers and contractors, process and procedures

Duty to maintain healthy and safe practices and keep children safe

Impact on children, practitioners, organisations, wider community

Consequences of poor or a lack of implementation of policy and procedures within the setting

LO3 Examine the role of early childhood practitioners in relation to multi-agency working

Multi-agency working

Models of multi-agency working, partnership working, early intervention

The role of self-reflection when working in a multi-agency team

Common goals and unique contributions

Minimising risk factors

Impact that a multi-agency approach can have for children and families

Appropriate information sharing i.e. necessary, proportionate, relevant, adequate, accurate, timely and secure

Supporting colleagues through a model of multi-agency working

National strategies to support multi-agency approaches to child protection, e.g. in the UK, child safeguarding practice review panel partners, consisting of local authorities, clinical commissioning groups and local area police

Minimising risk for children

Vigilance

The role of nurturing in the approach to safeguarding and protecting children

Principles, models and practices in formal risk assessments

Risk assessments and current policies and procedures in own home country

Improving long-term outcomes for children through minimisation of risk

Promoting a holistic approach to child development and wellbeing

Establishing clear values for child participation, involvement and inclusion

LO4 Implement policies and procedures regarding safeguarding, child protection and health and safety and discuss their effectiveness

Implementation of policies and procedures

Multi-agency practice

Practitioner resilience

The role of supervision

Ethical practice, including respecting and maintaining confidentiality, information sharing

Reflecting on practice

Remaining objective

Reviewing the effectiveness of current policies and procedures

Child-centred practice including ensuring the child remains the priority

Holistic development and key outcomes for the child

Demonstrating compliance with health, safety and risk management procedures, including the prevention and control of infection

Standard infection control precautions including, personal hygiene, food and kitchen safety and hygiene, waste control and management, personal and protective equipment, dealing with spillages of blood and bodily fluids, cleaning of linens and laundry

Control of substances hazardous to health

Safe use of learning and development resources, specialist equipment and aids to support children, including those with special educational needs and disabilities

Completing accurate records and reports regarding health, safety and risk management issues

Actions to take when health, safety and risk management practices and procedures are not being complied with

Supporting other staff to comply with legislative and organisational health, safety and risk management policies, procedures and practices in work

Key features of effective child protection

Following procedures and accurate recording of information and evidence

Identification of possible abuse and issues of health and safety

Effective risk assessment procedures and documentation

Sharing concerns

Referral to appropriate agencies i.e. keeping the child's wellbeing at the centre of decision-making, taking into account necessity, relevance, proportionality, adequacy, accuracy, timeliness and security

Professional and transparent interactions between the practitioner, the child, parents or caregivers and colleagues

Working in partnership

Practitioner as an agent for change.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe key guidance and legislation relating to safeguarding and child protection		LO1 and LO2 D1 Evaluate the effectiveness of existing and current national and international legislation, policy and procedures in enabling the practitioner to take a child-centred approach to keeping children protected and safe in early education and care settings
P1 Summarise key guidance and legislation related to child protection and health and safety in own national region P2 Describe the role of international legislation and guidance in ensuring a global standard for the protection and safeguarding of children	M1 Analyse the effectiveness of international and national examples of legislation and guidance in enabling the protection, safeguarding and safety of children	
LO2 Explore the roles and responsibilities of practitioners and organisations in the early education and care sector with regards to keeping children safe and protected		
P3 Describe practice in own setting with regards to protecting and keeping children safe including key policies and procedures P4 Compare and contrast roles and responsibilities of organisations versus the roles and responsibilities of early childhood practitioners in keeping children safe and protected	M2 Discuss the effectiveness of current practice in own setting for protecting and keeping children safe within the context of the roles and responsibilities of practitioners and the organisations involved in the protection and safety of children in own local area	

Pass	Merit	Distinction
<p>L03 Examine the role of early childhood practitioners in relation to multi-agency working</p> <p>P5 Describe how an early childhood practitioner contributes to multi-agency working in relation to keeping children protected, safe and well</p> <p>P6 Explain what is meant by improving long-term outcomes for children and young people with regards to protection, health and safety</p>	<p>M3 Analyse the advantages of working within a multi-agency context to meet the protection, health and safety needs of children and young people</p>	<p>D2 Critically discuss how an early childhood practitioner can collaborate effectively with other professionals within a multi-agency context to protect and keep children safe</p>
<p>L04 Demonstrate the implementation of policies and procedures around safeguarding, child protection and health and safety and discuss their effectiveness</p> <p>P7 Summarise the key aspects of the role of an early childhood practitioner in relation to safeguarding children</p> <p>P8 Demonstrate how to effectively implement protection, safeguarding and health and safety policies and procedures within own workplace setting</p>	<p>M4 Reflect on the effectiveness of the implementation of a policy in own workplace setting with regards to safeguarding, child protection and health and safety</p>	<p>D3 Devise a realistic and detailed development plan to support own effective implementation of relevant policies and procedures in own setting with regards to protecting children and keeping them safe and well</p>

Recommended Resources

Textbooks

- BECKETT, C. (2007) *Child Protection: An Introduction*. London: Sage Publishing.
- GILBERT, N., PARTON, N. and SKIVENES, M. (2011) *Child Protection Systems International Trends and Orientations*. Oxford: Oxford University Press.
- LINDON, J. and WEBB, J. (2016) *Safeguarding and Child Protection: Linking theory and Practice*. London: Hodder Education.
- HOLGUIN, M., FLUKE, J. and KRUGMAN, R. (2018) *National Systems of Child Protection: Understanding the International Variability and Context for Developing Policy and Practice*. New York: Springer International Publishing.
- LUMSDEN, E. (2018) *Child Protection in the Early Years*. London: JKP Books.
- MAGELE, C. (2015) *Safeguarding Children and Young People Online: A guide for practitioners*. Bristol: Policy Press, University of Bristol.
- MUNRO, E. (2008) *Effective Child Protection* (2nd edn). London: Sage Publishers.
- POWELL, C. (2015) *Safeguarding and Child Protection for Nurses, Midwives and Health Visitors: a practical guide*. Maidenhead: Open University Press.
- SHEEHAN, R. RHODES, H. and STANLEY, N. (2012) *Vulnerable Children and the Law: International Evidence for Improving Child Welfare, Child Protection and Children's Rights*. London: Jessica Kingsley Publishers.
- SIBNATH, D. (2018) *An Empirical Investigation into Child Abuse and Neglect in India*. New York: Springer Publishing.

Publications

WORLD HEALTH ORGANISATION and UNICEF, M. Peden et al. (Ed) (2008) *World Report on Child Injury Prevention*. World Health Organisation

Websites

annafreud.org

Anna Freud National Centre for Children and Families

Early years staff wellbeing: a resource for managers and teams

(Tools)

ceop.police.uk

Child Exploitation and Online Protection command

(General reference)

childnet.com	Childnet internet safety (General reference)
nspcc.org	NSPCC (General reference)
preventchildabuse.org	Child abuse prevention (General reference)
savethechildren.net	Save the Children International (General reference)
unicef.org	United Nations Children’s Fund (General Reference)
Who.org	World Health Organisation (General Reference)

Links

This unit links to the following related units:

Unit 17: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1-LO4	P1, P2, M1, D1, D2
THEME 2: PROFESSIONAL IDENTITY	LO2 and LO4	P2, P3, M2, M3, D1, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	P6, P7, P8, M3, M4, D3, D4
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO1-LO4	P1-P8, M1-M4, D1-D4

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early childhood education and care.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 3: Play and Learning in Early Childhood

Unit code Y/617/3634

Unit type Core

Unit level 4

Credit value 15

Introduction

Play is a complex subject that is important to explore in early childhood research and practice. The Early Childhood Education and Care (ECEC) field benefits from knowledgeable practitioners who are also advocates for play. There is a wealth of material written and a vast array of research and opinions on the value and status of play which this unit will begin to explore. It is necessary to examine the idea of play being 'harnessed' for learning in early childhood, as well as whether play needs to have the words 'development' or 'learning' attached, as if to validate a process that is intrinsically motivated and not easy to measure. Play is very important to children and it is well-established that children have a right to play (United Nations Convention of the Rights of a Child (UNCRC), UNICEF, 1989). This means that those working with young children have a duty to understand and support children's play.

This unit will support students' understanding of historical and theoretical perspectives and how the dominant discourses that influence play may require updating and application in practice. Students will examine the complexities and challenges that play provides in early childhood practice. They will be encouraged to challenge perspectives on play and see the reasoning behind developing a deep understanding of play. Practical skill development in recording quality observations of children's self-chosen play is an essential part of this unit.

Considering the differing perspectives on play through a consideration of a range of disciplines such as psychology, sociology, play work, health and social care, this unit will support students' understanding of how to use a range of approaches to support the learning and development of young children. Students will examine the differing types of setting that children attend and the range of qualified adults, to explore how different practices in play have evolved. An exploration of key research perspectives will consider traditional and contemporary approaches to play and definitions of play and its status within a policy context. An introduction to key international approaches to observation will enable students to develop an important practice skill.

On completion of this unit, students will have expanded their knowledge of play and be able to apply this knowledge to practice in early childhood regardless of their role within the field. Students will also be able to understand the role of play in differing contexts such as education, care and young children's participation. Through improving their observation skills this unit will enable students to understand when to observe play and how these observations can support the provision of play and in turn the development and learning of young children. This unit is designed as an introduction to new perspectives on play and will be supported and continued at Level 5 through Unit 29.

Note: Neither this unit or qualification will lead to recognition as a Forest School Association Endorsed Forest School Trainer.

Learning Outcomes

By the end of this unit students will be able to:

1. Interpret the relevance of different theories of play that inform practice in early childhood education and care
2. Compare how play is presented in different contexts in early childhood education and care
3. Discuss the role of observation in supporting young children's play in early childhood education and care
4. Determine the skills required to complete and interpret a range of observations on young children's self-chosen play in differing contexts.

Essential Content

LO1 Interpret the relevance of different theories of play that inform practice in early childhood education and care

Theories of play in a historical context

Key pioneers

Changing historical perspectives of play

Types of play in an early childhood context

Social contexts of play

Hughes's Taxonomy of Play (2002)

Theories of play in the context of curriculum and policy

Theories of play in practice

Theoretical understandings of the role of the adult in young children's play

Key terms of child-led and adult-led

Child centredness and child initiated

Play and playful definitions

Free-flow play

Planned and purposeful play; structured play

Supporting and extending children's participation in their learning

Understanding play in practice through a range of theoretical perspectives

Developmental and post developmental understanding of play

Overview of key theorists' approaches:

Bowlby (1969) – attachment to caregiver provides confidence to explore and investigate

Bronfenbrenner (1994) – the influence of the wider environment

Bruce (2012) – 12 features of free-flow play

Elfer (2012) – key person approach

Froebel (1820–30s) – play as central to education

Laevers (2005) – involvement and wellbeing

Piaget (1970s) – knowledge constructed by the learner; assimilation, accommodation and equilibration

Vygotsky (1987–98) – interactions; zone of proximal development

Children's perspectives on play and playfulness

Digital play

Pedagogy of play

Impact of play on children's holistic development, including speech, language and communication, personal, social and emotional development, physical development

LO2 **Compare how play is presented in different contexts in early childhood education and care**

How children learn

Learning through play

Experiential learning

Group work

Sensory play

Discovery learning

Role play

Storytelling

The indoor environment

Impact of daily routines on play

Enabling environments for play – continuous provision; simultaneous indoor/outdoor provision

Role of the environment in supporting creativity and autonomy in play

Flexible, reusable, open-ended resources; loose parts (Nicholson, 1971)

Diversity and inclusion

Problems with play

Being outdoors

Time to play

Space in the outdoors

Planning and developing the environment

Observing and supporting gendered play

Approaches to outdoor play, e.g. the Forest School approach – risk and adventure

Outdoor learning

Theoretical understandings of the role of the adult

Policy, curriculum and play

Role of the adult in child-centred practice

Documentation and observation

Working with families

Developing enabling environments for play

LO3 Discuss the role of observation in supporting young children's play in early childhood education and care

Key principles

Definitions of, and approaches to, observation in ECEC practice and research

Purposes and value of observation in ECEC practice and research

Ethics of observation

Observations from home – involving parents

Key definitions

Unstructured observation (Participant)

Structured observation (Non-participant)

Types of observation; narrative, time sample, Learning Story (Carr, 2001)

Purpose of each type of observation

Advantages and disadvantages of each type of observation

Deficit and credit models of observation and assessment

Formative assessment – definition and purpose

Summative assessment – definition and purpose

Children's participation in observation

Listening to the voice of the child through observation; Mosaic Approach (Clark and Moss, 2001)

United Nations Convention on the Rights of the Child (UNCRC) (1989)

LO4 Determine the skills required to complete and interpret a range of observations on young children's self-chosen play in differing contexts

Key principles

Skills required to be a competent observer

The need for observations to be systematic and have focus

The meaning of 'being objective' and its translation to practice

The role of the practitioner in evaluating observations

The need for observations to be objective

Using theory to support children's learning and development through play

Using theory to support children's interests and develop the practice environment

The importance of self-chosen play, and the role of the practitioner in facilitating this

Celebrating diversity, equal opportunities and inclusion through play

Providing and using resources that reflect the identities of children and the local community, e.g. diverse and inclusive visual displays, toys and books reflecting different faiths, ethnicities, traditions and abilities, and that avoid negative stereotypes

Celebrating cultural identities in play, e.g. food, music and art, forms of dress, festivals

Reinforcing children's sense of self-identity through play

Providing inclusive resources that reflect additional needs, e.g. books in braille, large print, audiobooks, tactile resources

Encouraging children to develop social bonds and recognise shared experiences through activities requiring co-operation, sharing, coordination; activities that reflect shared experiences, e.g. family celebrations, important transitions

Completing written observations

Completing narrative observations

Completing time samples

Using clear, legible and objective written language in observations

Support child or parent completion of observation

Using digital technology

Identify self-chosen play

Peer assessment

Interpret observations objectively

Ethical research practice in relation to observations

Use ethical practice prior to completing observations

Sampling

Reflection.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Interpret the relevance of different theories of play that inform practice in early childhood education and care		D1 Evaluate the influence of key theories of play on current practice in early childhood using examples from own workplace experience and practice in supporting and extending children's learning
P1 Summarise the key theories of play relevant to early childhood P2 Describe how key theories of play inform current practice in early childhood	M1 Analyse the role of key theories of play in supporting current practice in early childhood	
LO2 Compare how play is presented in different contexts in early childhood education and care		D2 Evaluate how the role of the adult influences play in differing group and individual early childhood contexts
P3 Describe how different contexts in early childhood can influence play P4 Explain the differing perspectives on the role of the adult in play	M2 Discuss the role of the adult in supporting young children's play in a range of different early childhood contexts	

Pass	Merit	Distinction
<p>LO3 Discuss the role of observation in supporting young children's play in early childhood education and care</p>		<p>LO3 and LO4</p> <p>D3 Reflect on how play is positioned within differing theoretical approaches to observation in practice, using evaluations of own observations and their relationship to outcomes for children of different backgrounds to illustrate points made</p>
<p>P5 Summarise the role of observation in young children's play</p> <p>P6 Compare differing approaches to observing play in early childhood education and care</p>	<p>M3 Analyse the role of observation in supporting young children's play and developing enabling environments for learning in early childhood education and care</p>	
<p>LO4 Determine the skills required to complete and interpret a range of observations on young children's self-chosen play in differing contexts</p>		
<p>P7 Compile a range of evaluations and reflections on own observations of a child's self-chosen indoor and outdoor play in own workplace setting including the use of specific resources to facilitate enabling environments for social play</p> <p>P8 Apply procedures ethically when completing observations of children from different backgrounds in early childhood education and care</p>	<p>M4 Assess the effectiveness of differing approaches to documentation of self-chosen play in different contexts in early childhood education and care practice</p>	

Recommended Resources

Textbooks

- BELOGLOVSKY, M. and DALY, L. (2016) *Loose Parts 2: Inspiring Play with Infants and Toddlers*. Minnesota: Redleaf Press.
- BILTON, H. (2014) *Playing Outside: Activities, Ideas and Inspiration for the Early Years*, (2nd edn). Abingdon: Routledge.
- ELFER, P. GOLDSCHMIED, E. and SELLECK, D.Y. (2012) *Key Persons in the Early Years: Building Relationships for Quality Provision in Early Years Settings and Primary Schools*. Abingdon: Routledge.
- GOODLIFF, G., CANNING, N., PARRY, J. and MILLER, L. (eds) (2018) *Young Children's Play and Creativity: Multiple Voices*. Abingdon: Routledge.
- GRAY, C. and MACBLAIN, S. (2012) *Learning Theories in Childhood*. London: Sage.
- GREISHABER, S. and McARDLE, F. (2010) *The Trouble with Play*. Maidenhead: McGraw-Hill Education.
- MOYLES, J. (2012) *A-Z of Play in Early Childhood*. Maidenhead: McGraw-Hill Education.
- MOYLETT, H. (2014) *Characteristics of Effective Early Learning: Helping Children Become Learners for Life*. Maidenhead: Open University Press.
- PALAIOLOGOU, I. (2016) *Child Observation: A Guide for Students of Early Childhood* (3rd edn). London: Sage.
- WOOD, E. (2013) *Play, Learning and the Early Childhood Curriculum* (3rd edn). London: Sage.

Journals

- CHRISTIANSEN, A., HANNAN, S., ANDERSON, K., COXON, L. and FARGHER, D. (2018) 'Place-based nature kindergarten in Victoria, Australia: No tools, no toys, no art supplies', *Journal of Outdoor and Environmental Education*, vol. 21, no. 1, pp. 61–75.
- LAEVERS, F. (2000). 'Forward to basics! Deep-level-learning and the experiential approach', *Early Years*, vol. 20, no. 2, pp. 20–9.
- MARTLEW, J., STEPHEN, C. and ELLIS, J. (2011) 'Play in the primary school classroom? The experience of teachers supporting children's learning through a new pedagogy', *Early Years*, vol. 31, no. 1, pp. 71–83.
- NAH, K.O. and LEE, S.M. (2016) 'Actualizing children's participation in the development of outdoor play areas at an early childhood institution', *Action Research*, vol. 14, no. 3, pp. 335–51.

Guidance

Department for Education (2023) *Development Matters: Non-statutory curriculum guidance for the early years foundation stage* [guidance], London: Department for Education. Available at: <https://www.gov.uk/government/publications/development-matters--2>.

Websites

childs-play.com	Child's Play Teacher zone Diversity and Equality for Teachers Resources to support celebrating diversity and equality in play (Article and resource list)
ed.gov.nl.ca	Education and Early Childhood Development, Canada (General reference)
eecera.org	European Early Childhood Education Research Association (Research)
forestschoollassociation.org	Forest School Association (General reference)
naeyc.org.uk	National Association for the Education of Young Children (General reference)
ncb.org.uk	National Children's Bureau (General reference)
playengland.org.uk	Play England Diversity in play (Article)

Links

This unit links to the following related units:

Unit 4: Supporting and Promoting Children's Development (Infants and Toddlers)

Unit 5: Supporting and Promoting Children's Development (Young Children)

Unit 14: Impact of Curriculum on Early Childhood Education and Care

Unit 29: Innovative Approaches to Children's Play and Learning in Practice

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO3	P5, P6
THEME 2: PROFESSIONAL IDENTITY	LO4	P7, P8
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	P5, P6
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO2	P3, P4

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the education, health and social care sector, with experience of working in early education and care environments to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in early childhood settings.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 4: Supporting and Promoting Children's Development (Infants and Toddlers)

Unit code D/617/3635

Unit type Mandatory

Unit level 4

Credit value 15

Introduction

The first eight years of a child's life are said to be the most critical period to ensure a child's long-term health and wellbeing. A child's development starts in the prenatal stage where the brain develops rapidly, neural networks expand and grow at a prolific rate and continues after birth.

A child's early experiences have a significant impact on the architecture of the brain and by the time a child reaches three years old, their brains are twice as active as an adult's. This unit explores the neuroscientific evidence and critical questions some of the widely held neuromyths that circulate within early childhood education. The role of the early childhood education and care practitioner in supporting and promoting children's learning and development through the first three years of life. Through their learning on this unit, students will be apply critical and analytical thinking in an early learning environment to be able to effectively support children's learning and development throughout this critical period.

This unit will explore and question the theoretical evidence base which justifies approaches adopted to work with infants and toddlers in the early years sector. Students will consider how biology; neurological brain development and environmental experiences play a major role in influencing children's development and learning. Students will demonstrate how they can implement, and support others in implementing best practice that supports positive long-term impacts on children's holistic development?

On completion of this unit students will be able to use their reflective understanding of children's development to identify and justify new practices that supporting and enhance children's learning and development moving from best practice beliefs and asserts to 'next' practice approaches.

This unit will also enhance student's knowledge and skills to plan for future career pathways and employment opportunities in senior roles within early childhood education and care, as well as supporting continuing higher education in childhood education, care and health related subjects.

The practice related aspects of this unit should be based on the student's work with very young children below the aged of three years.

Learning Outcomes

1. Research key issues of prenatal development from conception to birth
2. Explore how theories of development have influenced early childhood policy and practice
3. Annotate own plan of care for an infant or toddler that includes evidence of working in partnership with others to facilitate the child's holistic progress and development
4. Provide leadership that reflects best practice in promoting the holistic development of infants and toddlers from different backgrounds.

Essential Content

LO1 Research key issues of prenatal development from conception to birth

Key terms

Cell (gametes) development

Zygote

Embryo

Foetus

Cephalocaudal development

Key aspects of development through stages of pregnancy

Germinal stage

Embryonic stage

Foetal stage

Genetic and physiological parental influences on pre- and postnatal development

Pre-existing medical conditions

Illness, infections and diseases

Diet/nutrition

Medication

Substance abuse.

Other factors affecting pre- and postnatal development

Lifestyle

Nutrition

Socio-economic factors e.g. income, education, occupation, housing,

Teratogens e.g. alcohol, folate deficiency, smoking

Parental age

Birth position

Mental wellbeing

Support networks

Other gestational factors

Impact on the foetus

Adoption and fostering

Congenital and genetic conditions and impact on postnatal growth and development

Growth delay

Prenatal/premature birth

Specific conditions, e.g. Down syndrome, Klinefelter syndrome, Turner syndrome, phenylketonuria (PKU), recessive gene disorder, Tay-Sachs disease, cystic fibrosis, colour blindness, haemophilia

The brain and neurological development in relation to pre- and postnatal development

Key features and processes regarding pre- and postnatal neurodevelopment, e.g. brain structure and architecture, neuron structure, organisation and interconnectivity, role of neurotransmitters

Information processing and neurodevelopment, e.g. the role of memory, schemas, metacognition, development of neural networks and pathways

Relationship between congenital and genetic factors, neurological development and infants' presentation and behaviour, e.g. neuroplasticity

Impact of neurological factors on physical and sensory development in infancy, e.g. movement, hearing, vision, behavioural responses

Birth and the newborn's first experiences

Rationale for physical checks on newborns, e.g. Apgar score, newborn blood spot test, six- to eight-week check, infant immunisation programme

Measures of visual organisation, e.g. preference, habituation and non-nutritive sucking techniques

Characteristics and capabilities of newborn relating to sensory stimuli, e.g. primitive and survival reflexes and organised activity

LO2 Explore how theories of development have influenced early childhood policy and practice

Key terms

Development

Maturation

Predisposition

Neurodevelopmental theory

Examples of theoretical approaches to neurodevelopment in the early years, including family systems theory

Research showing the importance of nurturing learning in first few years for healthy brain growth and functioning

Types of early experiences, e.g. relationships, genetics and environmental, that impact on brain development and have lasting effects on health and wellbeing

Attachment theory

Theories on early attachment such as multiple attachments, quality of attachment, maternal deprivation hypothesis

Key theorists, e.g. Harlow (1958), Bowlby (1958, 1969), Ainsworth (1973)

Cross-cultural differences, e.g. characteristics of parenting, child characteristics (temperament hypothesis)

Influences of attachment on children's personality development, e.g. extroversion, conscientiousness

Influences of attachment on children's social and functional environments, e.g. Bronfenbrenner's (1979) bioecological theory

Influences of attachment on friendships, play and social learning

The development of schema

Recognising, observing and supporting the development of different schema evidenced in infancy and under the age of three, including trajectory, positioning, enveloping, rotating, enclosing, transporting, connecting, transforming and orienteering

Other relevant theories of development as related to infancy and under the age of three

Gesell maturational theory (1949) Cognitive e.g. Piaget's (1936) sensorimotor stage, Vygotsky's Zone of Proximal development as relevant to infancy (ZPD) (1962), children's thinking and problem solving, guided participation, cooperative learning, reciprocal teaching, play opportunities

Language development e.g., Chomsky (1977, 2009), Pinker (1994), Schaffer (1994)

Theories of behaviour e.g. Bandura (1977), Skinner (1957), Watson (1913)

Other contemporary theories of child development

Social influences on children's cognition and behaviour

Theories of social constructionism and impact on the child's understanding of their world

Socio-economic factors and their influence on children's cognition and behaviour, e.g. employment status, occupation, education

Family demographics and their influence on children's cognition and behaviour, e.g. parenting styles, transitions and significant life events

Cross-cultural differences in childrearing and potential relationship to children's behaviour, e.g. influence of beliefs and attitudes, values, norms of behaviour and responsibility, value placed on obedience to adult authority

Distinguishing between the impact of the norms and practices in a child's home environment on their behaviour, and the child's development

Rogoff (2010) sociocultural theory of learning

Links to Bourdieu's theory of social capital, and childhood

Characteristics of development and progress in infants and toddlers

Patterns to include cognitive, speech, language and communication, physical, emotional, social, neurological and brain development

Physical indicators e.g. motor development, phases of reflexive actions, voluntary movements, posture control, early locomotion, hand eye coordination

Speech, language and other communication indicators

Socio-behavioural indicators e.g. displaying primary emotions, social smile, referencing, expressions, self-conscious emotions

The importance of a child-centred approach to supporting and recording learning, progress and development

Difference between sequence of development and rate of development, why distinction is relevant

Policy and Practice

Current political priorities and the impact on early childhood provision; for example in the UK, Two Year Old offer, Early Intervention (Frank Field,) EYFS and prime areas of learning, School Readiness, Wellcomm screening, Incredible Years, ASQs; SEED reports, Home Learning Environment

LO3 Annotate own plan of care for an infant or toddler that includes evidence of working in partnership with others to facilitate the child's holistic progress and development

Planning opportunities to meet children's holistic needs through activity and care routines

Practice that draws on:

- theoretical assumptions and practical experience on promoting infants and toddlers' development
- providing appropriate physical care routines for infants and toddlers
- supporting the development of children's social skills in relation to others
- early years curriculum frameworks to support planning
- methods of observation for planning individual and group activities
- methods of observation for identifying specific learning and developmental needs
- consideration of factors affecting accurate assessment of observations e.g., time, place, context
- influences within (biological) and around (environmental)
- the child
- documentation and presentation of types of evidence including reports and charts

Recognising and responding to similarities and differences in characteristics of children between 0-3 in the provision of care and education

Skill

Understanding

Ability

Behaviour

Individual differences

Impact on care routines and practitioner roles including use of specialist learning and development resources, equipment and aids to support children, including those with special educational needs and disabilities

Impact on care routines and practitioner roles

Approaches to developing children's literacy and numeracy skills in infancy and toddlerhood

Strategies for pre-reading and numeracy skills

The significance of physicality in development pre-reading and numeracy

Working with others

Developing partnership approaches with families, carers, colleagues

Complexities of local multi professional working with others e.g., social workers, health visitors, special educational needs coordinators (SENCO)

Barriers to partnership working e.g., beliefs, attitudes, behaviours, language

Strategies for leading and supporting others in planning effective play and development opportunities for infants and toddlers

Methods of communication e.g. social media, face to face, workshops, collaborative projects with families, email, telephone, video/teleconference, letters

Confidentiality and diplomacy in working with young infants and toddlers e.g., maintenance and storing of personal information, meeting individual care needs

LO4 Provide leadership that demonstrates best practice in promoting infants' and toddlers' holistic development and progress

Appropriate leadership

Characteristics of effective leadership e.g. style as relevant to the stage, age and purpose of the group, motivational, focussed, relevant to the task at hand, fair, within the boundaries of own role, respecting the role and needs of others, ethical

Setting goals and targets for improvement of practice with infants and toddlers in own setting

Use of SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets

Triangulation of perspective

Time- and self-management

Documenting different types of evidence and presenting progress, e.g. reports, charts

Formative and summative assessment

Key assessment milestones, progress checks

Links to planning for learning and development

Strategies to embed holistic approaches in early education and care settings

Creation of enabling indoor and outdoor environments

Valuing and promoting diversity, equality and inclusion

Recognising each child is unique, promoting the rights and needs of the individual child

Recognising and respecting the value of the child's own home learning environment and the agency of parents, caregivers and other family members in enabling the child's learning and development

Planning education and care that builds on each child's unique talents and abilities to support progress

Meeting individual physical needs such as diet, exercise nutrition, water, heat, light, ventilation, rest and sleep

Types of play e.g., child focused, adult-initiated and adult-led

Approaches promoting positive behaviours

Developing boundaries and rules

Rewards, incentives and consequences

Role modelling

Activities and strategies to promote cognitive and language development e.g. through tone of voice, facial cues, treasure baskets, mood lighting, sensory rooms, use of online or e-resources for language development

Involvement of community and arts-based organisations

Awareness of participation in early years community

Actively striving for improvements at various levels including internally, externally, locally and nationally

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Research key issues of prenatal development from conception to birth		D1 Evaluate the role of early intervention in supporting healthy neurological development from the prenatal period into the first three years of life
<p>P1 Describe a child's development from conception to birth</p> <p>P2 Explain how different factors can impact neurodevelopment from conception to birth</p>	<p>M1 Analyse the relationship between prenatal neurodevelopment, and the characteristics and capabilities of the newborn</p>	
LO2 Explore how theories of development have influenced early childhood policy and practice		LO2 and LO3 D2 Critically reflect on how different theories of holistic development inform own practice in working with others to facilitate the holistic progress and development of infants and toddlers
<p>P3 Explain how two different theories of child development have influenced understandings of policy and practice in working with infants and toddlers</p>	<p>M2 Reflect upon the ways in which different theories of child development take into account the social factors which influence children's early learning and their influence on current policy and practice</p>	
LO3 Annotate own plan of care for an infant or toddler that includes evidence of working in partnership with others to facilitate the child's holistic progress and development		
<p>P4 Produce a detailed, holistic plan of care for an identified infant or toddler that considers all aspects of the child's development and reflects relevant developmental theory</p> <p>P5 Illustrate ways in which workers in an early education and care environment can work together to provide care that meets the progress and development needs of infants or toddlers</p>	<p>M3 Implement own plans of care for infants or toddlers that demonstrate own skill in working effectively with others and facilitating the child's holistic progress and development</p>	

Pass	Merit	Distinction
<p>LO4 Provide leadership that demonstrates best practice in promoting infants' and toddlers' holistic development and progress</p>		<p>D3 Critically review own impact on colleagues in demonstrating best practice in different interactions, routines and activities that promote the unique holistic development and progress of different children aged 0-3 in own workplace setting</p>
<p>P6 Engage sensitively with parents, families and caregivers to support the unique holistic development and progress of different children aged 0-3 in their home learning environment</p> <p>P7 Work with others to provide individualised care to different children aged 0-3 in own workplace setting that meets each child's developmental needs</p>	<p>M4 Critically discuss the effectiveness of own interactions with children aged 0-3 in own care in meeting their individual developmental needs, and the needs of their families and caregivers using feedback from colleagues and others to illustrate different points</p>	

Recommended Resources

Textbooks

- BRODIE, K. (2018) *The Holistic Care and Development of Children from Birth to Three: An Essential Guide for Students and Practitioners* (1st edn). Oxon: Routledge.
- CLARE, A (2015). *Communication and Interaction in the Early Years 1st Edition*. London: Sage
- CONKBIYER, M. (2017) *Early Childhood and Neuroscience: Theory, Research and Implications for Practice*. London: Bloomsbury.
- ELIOT, L. (2012) *Pink Brain, Blue Brain: How Small Differences Grow into Troublesome Gaps – And What we can do about it*. London: Oneworld Publications
- GOOUCH, K. and POWELL, S. (2017) 'Babyroom workers: care in practice', in E. WHITE and C. DALLI (eds) *Under-three Year Olds in Policy and Practice. Policy and Pedagogy with Under-three Year Olds: Cross-disciplinary Insights and Innovations*. Singapore: Springer
- GRAY, C and MACBLAIN, S (2015) *Learning Theories in Childhood*. London: Sage
- JARMAN, E. (2013). *A Place to Talk for Babies*. Lutterworth: Featherstone Education
- MATHIESON, K and STEWART, N. (2013). *I am Two: Working Effectively with Two Year Olds and Their Families (1st Edn)*. London: British Association for Early Childhood Education
- NUTBROWN, C. (2011). *Threads of Thinking: Schemas and Young Children's Learning (4th Edn)*. London: Sage
- PAGE, J., NUTBROWN, C. and CLARE, A. (2013). *Working with Babies and Children: From Birth to Three (2nd Edn)*. London: Sage
- SHARMA, A. and COCKERILL, H. (2014). *Mary Sheridan's From Birth to Five Years: Children's Developmental Progress (4th Edn)*. Oxon: Routledge
- SHUTE, R. H. (2015) *Child Development: Theories and Critical Perspectives (International Texts in Developmental Psychology) (2nd Ed)*. Oxon: Routledge
- SPRENGER, M. (2013) *The Developing Brain: Building Language, Reading, Physical, Social and Cognitive Skills from Birth to Eight*. New York: Skyhorse Publishing
- WHITE, J. (2015) *Every Child a Mover: a practical guide to providing young children with the physical opportunities they need*. London: Early Education.

Guidance

Department for Education (2023) *Development Matters: Non-statutory curriculum guidance for the early years foundation stage* [guidance], London: Department for Education. Available at: <https://www.gov.uk/government/publications/development-matters--2>.

Websites

annafreud.org	Anna Freud National Centre for Children and Families Early years staff wellbeing: a resource for managers and teams (Tools)
bps.org.uk	British Psychological Society Development Psychology webpages Research, news and articles on child development, education and care from a psychological perspective (General reference)
nasen.org.uk	National Association for Special Educational Needs Charity supporting education professionals working with children with Special Educational Needs (General reference)
peelearlyyears.com	Peel Family Early Years Programs and Services Good practice in working with babies, toddlers and very young children (Research report)
talk4meaning.co.uk	Talk 4 Meaning Baby room Brilliance (Article)
teachearlyyears.com	Teach Early Years Under 2s: An area of the website with a series of articles, activities and guidance on best practice with the under 2s (General reference)

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Reflective Practice

Unit 2: Protecting Children in Early Education and Care Environments

Unit 3: Play and Learning in Early Childhood

Unit 5: Supporting and Promoting Children's Development (Young Children)

Unit 6: Promoting Healthy Living

Unit 8: Promoting Inclusive Early Education and Care Environments

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO3 and LO4	All criteria
THEME 2: PROFESSIONAL IDENTITY	LO4	All criteria
THEME 3: RELATIONSHIPS WITH OTHERS	LO3 and LO4	P6–P8, M3, M4, D2
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO2	P3, M2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the children's education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early education and care settings.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 5: Supporting and Promoting Children's Development (Young Children)

Unit code H/617/3636

Unit type Core

Unit level 4

Credit value 15

Introduction

Early childhood experiences influence individual differences in many aspects of a child's development, such as behaviour, cognition, emotional responses and friendship orientations. These influences begin, even prenatally, having a significant impact on later growth and development. A child is not a passive observer but an active participant in their learning. The early childhood practitioner is crucial in promoting and supporting learning and development in partnership with parents, caregivers and the community. They can play a significant role in enabling the child to make sense of their world, through providing them with the tools and experiences that enable their learning, development and progress.

In this unit students will learn about perceptions of children's development and factors that influence the way children develop. Students will explore theories of development and examine how these influence policy and practice. This unit will also cover key milestones of children's development up to twelve years.

This unit provides a wide range of options for progression. It is beneficial to those wishing to progress in higher education in studies such as Early Childhood Studies, Psychology and Child Development or Sociology and related fields, and is suitable for those seeking careers in children's education and care related fields including teaching, healthcare, social care, and educational psychology.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore methods of observation and assessment with specific reference to how they support a child's development from three to eight years
2. Apply key principles of children's development from three to eight years to an observation identifying next steps
3. Examine how child development theory informs understandings of children's development from eight to twelve years
4. Implement an evidence-based planning strategy that supports children's learning from three to eight years.

Essential Content

LO1 Explore methods of observation and assessment with specific reference to how they support a child's development from three to eight years

Observation, assessment and planning cycle

Purpose and use in practice

Link to curriculum frameworks

Links to specific areas, areas identified in early years curriculum e.g. literacy, mathematics, understanding the world, expressive arts and design; areas identified in primary curriculum

Holistic nature of observations

Differences between child assessment in early education and care settings and primary school

Primary methods of observation and their uses

Participant and non-participant observation

Sociograms

Event and time sampling

Checklists

Written narratives/running records

Snapshot

Target child

Digital recordings

Vignettes

Tavistock

Factors affecting observations

Environment

Researcher/observer effects

Reliability and validity

Effects of observation on children's behaviours

Cultural differences, diversity and equality

Audience for observations e.g. role of setting, parents/caregivers, supervisor, regulatory bodies e.g. OFSTED etc

Impact of different factors on the construction, content and quality of observations

Assessment and objectives

Formative and summative

Key assessment milestones e.g., Standardised assessment tests

Planning strategies, e.g., child-centered planning; short, medium long term; individual learning plans

Impact and use of learning and development resources and specialist equipment and aids to support children, including those with special educational needs and disabilities

Curriculum and learning frameworks

Early childhood e.g., in the UK, the Early Years Foundation stage (EYFS), primary curriculum frameworks, links to secondary curriculum

Play theories and practices e.g., Montessori, Reggio Emilio, HighScope, Steiner Waldorf

LO2 Apply key principles of children's development from three to eight years to an observation identifying next steps

Principles of development

Key ideas proposed by Baltes Lifelong Development theory (1987), Siegler's Overlapping theory (1996), Freud Psychosexual Stages (1905), Erikson Stages of psychosocial development (1950)

Arguments for continuity and discontinuity, stability and change, maturation and learning (nature/nurture), expected patterns and of development between three and eight years

Sequence of development

Acquisition and refinement of skills

Measuring changes in growth e.g., anthropometric measures, World Health Organisation (WHO) growth standards, somatotyping Milestones of development from three to eight years

Environmental factors influencing social and emotional development

Family and societal systems

Lifestyle choices

Social status, family demographics, parenting styles

Medication, addiction, substance abuse

Culture, beliefs, attitudes, diversity, inclusion

Transitions and significant life events e.g. moving to school, starting and moving through day care, birth of a sibling, moving home, living outside of the home, family breakdown, loss of significant people, moving between settings and carers

Biological factors influencing social and emotional development

genetic influences

pre-existing medical conditions

effects from prenatal/premature birth on ability to meet milestones

health e.g., illness, diet, nutrition

specific needs e.g., autism, dyslexia, gifted and talented children

psychopathological dysfunction e.g., schizophrenia

Theories of motor development

Gessell (1925) Biological maturation perspective

Information processing perspective e.g., Fitts and Posner's three stage model (1967), Adams' closed loop theory (1971), Gentile's two stage model (1972,1987,2000)

Ecological perspectives – dynamic systems theory, e.g. Bernstein (1967), Thelen (1994)

Phases of motor development

Reflexive movement phase

Fundamental movement phase

Locomotion skills

Stability and balance skills

Manipulation skills

Specialised movement phase

Social and Emotional theories and approaches

e.g. Bowlby (1958, 1969), Bronfenbrenner (1979), Bandura (1977) Harris (2003), Hartup (1989,1996), Ainsworth (1973), Kohlberg (1958), Eisenberg (1986, 1087), Baron Cohen's Theory of Mind (1985) Rutter (1972) Privation and deprivation, Winnicott (1965) Trevarthen (e.g. 2005)

Impact on practice e.g. the Leuven Scale for Well-being and Involvement

Tutors are expected to review both foundational and contemporary approaches in their delivery

Influences on social development

Development of relationships and friendships

Group socialisation

Social learning

Peer interaction

Friendship factors e.g., popularity, status, gender, function of friendships, theory of mind

Bonding, attachments in later childhood

Identity and self-identity

Confidence

Emotional intelligence

Moral development and reasoning

Emotional regulation e.g., satisfaction in success, guilt, shame, embarrassment, pride, resilience, risk taking

Cognitive approaches from three to eight years

Piaget's cognitive developmental theory (1936), concepts and schemas, mental representation, adaptation and organisation, pre-operational and concrete operational stages

Vygotsky's Zone of Proximal development (ZPD) (1962)

children's thinking and problem solving, guided participation, cooperative learning, reciprocal teaching

Bruner, three modes of intellectual development (enactive, iconic, symbolic), links to Piaget's staged theory

Information Processing e.g. store model, fuzzy trace theory, connectionism, Neo-Piagetian theory, neurological development and concept of pruning

Memory and memory development e.g., Loftus and Palmer (1974), Gardner (1983), Atkinson and Shiffrin's model of memory (1971)

Language development from three to eight years

Key theories i.e. Chomsky and language acquisition device, and universal grammar (1977, 2009), Bruner, Three modes of representation (1966), Skinner (1957), Pinker (1994), Sassonian (2009)

Modes and stages of language acquisition

Techniques for learning literacy and reading e.g., phonics, systematic synthetic phonics

Definitions and forms of language and communication including nonverbal communication, phonology, semantics, pragmatics,

Sequence of language development including use of pragmatics, applying rules of language, prepositions, negatives and imperatives, understanding of time sequences, metaphor, humour, use of more complex syntax in sentences, use of compound and complex sentence structures

Metalinguistic awareness i.e. use of imagination to create stories, literacy, concepts of family literacy, emergent literacy, the five elements of reading (phonemic, phonics, vocabulary, fluency, comprehension)

Bilingualism and multilingualism

LO3 Examine how child development theory informs understandings of children's development from eight to twelve years

Key milestones between eight and twelve years

Physical milestones

Cognitive and language milestones

Social and emotional milestones

Maturation between eight and twelve years

Differences in physical maturity e.g., puberty, body proportions

Gross motor development between eight and twelve years

Emotional and social development between eight and twelve years

Developing and refining emotions e.g., self-worth, confidence, resilience, fear, anger, guilt, morality, pride

Biological changes e.g., puberty

Social skills and socialisation

Socialisation through schooling, differences between primary and secondary schooling experiences, structured and unstructured clubs led by adults/children

Friendship formation, same gender groups, inclusion, friendships based on popularity, appearance, activities

Personality and identity formation

More defined personality e.g., idea of self being partly defined by school environment

Identification with friends through dress, style, beliefs, interests, attitudes

Identity confusion e.g., onset of adolescence, sexual identity

Cognitive and language development between eight and twelve years

Sophistication of thought processes

Increased ability to remember and pay attention

Hypothesising

Metacognition

Thinking beyond conventional limits e.g., morality, religion, politics

Problem solving, reasoning, dealing with abstract

Developing talents around math and science

Beginnings of devising memory strategies

Language and literacy development

Understanding and use of more complex language structures

Reading and writing skills become more sophisticated

Use of assistive technologies

LO4 **Implement an evidence-based planning strategy that supports children's learning from three to eight years**

Influence of theories and studies on approaches to achieve positive educational progress and outcomes

Use of prior observation and assessments to identify individual and group needs
planning environments and specific teaching and learning strategies

links to curriculum frameworks

specific needs, areas of concern and relationship with other assessment tools
e.g. Wellcomm

key person, classroom teacher approach

leading and supporting colleagues

individual and group planning

Preparing children for the transition from early education and care
environments to primary school, informal versus formal approaches to
education and care

Impact of tests or testing on children's experience of schooling

Reflection and ongoing practice for planning development opportunities

Relationships and partnerships with others

Parents and caregivers

Peers and peer groups

Colleagues

Partnerships with professionals developing intervention and support strategies

Educationalists

Medical professions including e.g. Health Visitors, School Nurses

Health and social care professionals

Clinicians e.g., psychologists, speech therapists, language experts

Special Educational Needs coordinators (SENCO)

Reflection of own practice in supporting positive educational progress and development

Linking knowledge of theories and approaches to curriculum frameworks

Developing teaching and learning strategies to support children and others in the workplace, including different strategies to develop early literacy and mathematics

Supporting children through transitions and other significant life events

Key values and principles

Supporting others in applying theory to practice

Educational planning

Developing next steps frameworks

Personal professional development

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Explore methods of observation and assessment with specific reference to how they support a child's development from three to eight years</p>		<p>LO1 and LO2</p> <p>D1 Evaluate the effectiveness of own implementation of an approach to peer to peer analysis of observation, assessment and planning using knowledge of observation and child development theory, taking into account own impact on children's experiences</p>
<p>P1 Apply different forms of observation and assessment in supporting planning for children's individual development from three to eight years</p> <p>P2 Use a curriculum framework appropriate to the age of children in own setting to plan relevant activities with others that effectively support children's individual development from three to eight years</p>	<p>M1 Develop and implement an approach to peer to peer analysis of observation, assessment and planning using the curriculum framework relevant to own placement setting</p>	
<p>LO2 Apply key principles of children's development from three to eight years to an observation identifying next steps</p>		
<p>P3 Discuss principles and patterns of children's development from three to eight years</p> <p>P4 Explain how theory can be used to support inclusive practice when observing and working with individual children aged three to eight years</p>	<p>M2 Analyse application of theory in practice supporting children's individual development from three to eight years including the experience of transitions and significant life events</p>	

Pass	Merit	Distinction
<p>LO3 Examine how child development theory informs understandings of children's development from eight to twelve years</p>		
<p>P5 Discuss how social and emotional theories can inform children's development from eight to twelve years</p> <p>P6 Discuss how cognitive, language and communication theories can inform children's development from eight to twelve years</p>	<p>M3 Analyse examples of best practice in relation to working with children between eight and twelve years, using different theoretical perspectives</p>	<p>D2 Critically analyse different theories and their use in informing best practice in supporting the learning of different children between eight and twelve years experiencing different transitions</p>
<p>LO4 Implement an evidence-based planning strategy that supports children's learning from three to eight years</p>		
<p>P7 Discuss how theory can inform professional practice including partnership working, in supporting positive educational outcomes for children between three to eight years</p> <p>P8 Produce an education or curriculum plan that promotes a child's unique educational progress and development from three to eight years</p>	<p>M4 Reflect on own use of education or curriculum planning underpinned by theory to support positive educational progress and development from three to eight years</p>	<p>D3 Critically reflect on the use of education or curriculum planning underpinned by theory in own setting to support positive educational progress and development from three to eight years</p>

Recommended resources

Textbooks

- BROWN, A.C. (2009) *Developing Language and Literacy 3 – 8*. London: Sage
- CONKBAYIR, M. and PASCAL, C. (2014). *Early Childhood Theories and Contemporary Issues: An Introduction*. London: Bloomsbury Academic
- CORTVRIEND, V and HALLET, E (2008) *Advanced Early Years: For Foundation Degrees*. Essex: Heinemann
- DOWLING, M. (2014) *Young Children's Personal, Social and Emotional Development*. London: Sage
- DUNN, J. (2008) *Family Relationships, Children's Perspectives*. London: ONE plus ONE
- FAWCETT, M. (2009) *Learning through Child Observation*. London: Jessica Kingsley
- GRAY, C. (2015) *Learning Theories in Childhood*. London: Sage
- POWELL, S. and SMITH, K. (2008) *An Introduction to Early Childhood Studies*. London: Sage
- WILCOCK, J. and HEWSON, C (2018) *The Early Years Foundation Stage in Practice*. London: Practical Pre School Books
- WYNESS.M. (2012) *Childhood and Society*. Hants: Palgrave Macmillan
- TREVARTHEN, C. (2005). *Stepping Away from the Mirror: Pride and Shame in Adventures of Companionship—Reflections on the Nature and Emotional Needs of Infant Intersubjectivity*. In Carter, K.E., et al. (Eds.), *Attachment and Bonding: A new Synthesis*. Cambridge, MA: MIT Press.

Policy and guidance

- Department for Education (2022) *Progress check at age two* [guidance], London: Department for Education. Available at: <https://www.gov.uk/government/publications/progress-check-at-age-2>.
- Department for Education (2023a) *Development Matters: Non-statutory curriculum guidance for the early years foundation stage* [guidance], London: Department for Education. Available at: <https://www.gov.uk/government/publications/development-matters--2>.
- Department for Education (2023b) *Early Years Foundation Stage Profile* [handbook], London: Department for Education. Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>.

Standards & Testing Agency (2020) *Assessment framework: Reception Baseline Assessment* [framework], London: Standards & Testing Agency. Available from: <https://www.gov.uk/government/publications/reception-baseline-assessment-framework>.

Websites

annafreud.org	Anna Freud National Centre for Children and Families Early years staff wellbeing: a resource for managers and teams (Tools)
bps.org.uk	British Psychological Society 1. Development Psychology 2. DCP Faculty for Children, Young People and their Families Research, news and articles on child development, education and care from a psychological perspective (General reference)
earlychildhoodaustralia.org.au	Early Childhood Australia Bank of resources to support professionals working with young children (General reference)
earlyeducation.org.uk	Early Education UK charity supporting early childhood practitioners with training, resources and professional networks, and campaigning for quality education for the youngest children (General reference)
nasen.org.uk	National Association for Special Educational Needs Charity supporting education professionals working with children with Special Educational Needs (General reference)

nurseryworld.co.uk

Nursery World

Practice guide: school readiness

A guide to support early childhood practitioners in planning and preparing children for school

General reference

rand.org

RAND

Caring for Children in Europe

(Research report)

tactyc.org.uk

Training, Advancement and Co-operation in Teaching Young Children

Organisation providing a support network, resources and guides to professionals and students involved in children's education and care

(General reference)

naldic.org.uk

NALDIC is the national subject association for English as an additional language. NALDIC provides a welcoming, vibrant, professional forum for learning more about English as an Additional Language (EAL) and bilingual learners in schools. The mission is to promote the effective teaching and learning of EAL and bilingual pupils across the UK.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Reflective Practice

Unit 2: Protecting Children in Early Education and Care Environments

Unit 3: Play and Learning in Early Childhood

Unit 4: Supporting and Promoting Children's Development (Infants and Toddlers)

Unit 6: Promoting Healthy Living

Unit 8: Promoting Inclusive Early Education and Care Environments

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1-LO4	All criteria
THEME 2: PROFESSIONAL IDENTITY	LO1, LO3 and LO4	P1, P2, P5-P8, M3, M4, D1, D4
THEME 3: RELATIONSHIPS WITH OTHERS	LO1, LO3 and LO4	P1, P2, P7, P8, M1, M4, D1, D3
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	N/A	N/A

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the children's education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before final assessment of this unit. They will be expected to present evidence based substantially on their work in early education and care settings. Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP) that accompanies this specification.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 6: Promoting Healthy Living

Unit code K/617/3637

Unit type Core

Unit level 4

Credit value 15

Introduction

Early childhood practitioners are responsible for supporting and promoting the health and wellbeing of children aged 0–8 years in a range of early education and care settings. In this unit, students will develop knowledge, understanding, skills and behaviours to practise effectively in this regard.

To be able to fulfil their role in supporting children’s health and wellbeing, it is important that students have an understanding of the contemporary health issues that affect children’s health and wellbeing globally, nationally and in their own settings. It is also important that students are familiar with how healthcare is organised and delivered in their local region, as well as having an appreciation of the roles of different healthcare professionals who may also be involved in the care of children in their settings. Students will explore these aspects of their roles in early childhood education and care provision in this unit.

In this unit, students will reflect on their roles in relation to supporting children’s health and wellbeing, towards developing the skills and behaviours in themselves and others they may lead, which demonstrate they are able to work in respectful, ethical and inclusive ways with children, families, caregivers and other professionals.

Upon completion of this unit, students will have developed the skills and knowledge required to reflect on the effectiveness of how children’s health and wellbeing is supported and promoted in your setting, as well as demonstrating how they are able to effectively consider the health and wellbeing needs of children in their care.

Completing this unit will support students’ progress in continuing higher education in subjects related to children’s health and wellbeing, as well as support progression in leadership roles in children’s care settings.

Learning Outcomes

By the end of this unit students will be able to:

1. Describe the importance of health and wellbeing for babies and children
2. Identify key issues in children's health and wellbeing globally, nationally and locally
3. Explain how and why it is important to work in partnership with parents, caregivers and other professionals to promote good health and wellbeing in babies and children
4. Explore the role of practitioners in promoting babies' and children's health and wellbeing.

Essential Content

LO1 Describe the importance of health and wellbeing for babies and children

Exploring terms used

Definitions of health and wellbeing

Determinants of health

Health promotion

Health education

Determinants of health

Factors that contribute to inequalities in health

National and global influences, e.g. access to and use of healthcare, education

The physical environment, e.g. housing conditions, pollution, cleanliness and hygiene

Social factors, e.g. culture, social status

Economic factors, e.g. poverty, income levels

Individual factors, e.g. genetic influences, gender

Impact of good health and wellbeing on babies and children

Social, emotional, intellectual, socio-economic, behavioural impact

Physical development

Educational attainment and progress

Impact across the lifespan, outcomes in adolescence and into adulthood

Impact of poor health and wellbeing on babies and children

Social, emotional, intellectual, socio-economic, behavioural impact

Physical development

Educational attainment and progress

Impact across the lifespan, outcomes in adolescence and into adulthood

LO2 Identify key issues in children's health and wellbeing globally, nationally and locally

Identifying global health issues affecting children

e.g. lack of sanitation, malnutrition, access to safe water, infectious diseases including malaria

Children's rights in relation to health and wellbeing, e.g. the United Nations Convention on the Rights of the Child (UNCRC) (1989), The Right to Health

Sources of data, statistics and information, e.g. the World Health Organisation (WHO), international voluntary agencies concerned with the welfare of children

Identifying national health issues affecting children

Policy relating to home nation, such as The Healthy Child Programme (England), The National Healthy Childhood Programme (Republic of Ireland)

Sources of data, statistics and information, e.g. national public health agencies, national health departments, government data and statistics, national voluntary agencies concerned with the welfare of children

Explore health issues specific to children in home nation

Identifying health issues affecting children locally

Health issues that affect children in early childhood settings and in local neighbourhood, common childhood illnesses

Immunisation programmes

Sources of data, statistics and information, e.g. local health authorities, local health and wellbeing services

Nutrition and the impact on children's health

Childhood obesity, causes and strategies to prevent obesity

Dental decay

Dietary deficiency, e.g. vitamin and iron

Food poverty

Managing food for children who have an allergy or intolerance to foods

Providing healthy diets for children with dietary restrictions such as diabetes, coeliac disease

Meeting the nutritional needs of children with restrictions because of parental choice and/or religious reasons

Hydration – availability of safe water

Nutrition for babies

Nutrition options for babies – breastfeeding, formula, weaning, baby-led weaning

Physical activity and development

Importance of encouraging physical activity

Impact of low levels of physical activity

Encouraging physical activity in babies

Mental health and wellbeing

Anxiety, depression

Importance of attachment

Recognising mental health and ill-health in babies and children

Strategies to promote mental health in babies and children

Links between physical health, and mental and emotional wellbeing

LO3 Explain how and why it is important to work in partnership with parents, caregivers and other professionals to promote good health and wellbeing in babies and children

Working with parents and caregivers

Including all parents/caregivers, respecting and valuing cultural, religious, social and ethnic influences on parental health beliefs, working with parents/caregivers who have special needs

Impact of children's health on parents/caregivers and families

Working with parents/caregivers as active partners in promoting health and wellbeing in their children

Recognising that change can be challenging; working with parents/caregivers to implement changes in ways that also meet their needs

Providing 'good help', i.e. a person-centred approach that recognises and respects the individual's right to make decisions about their own health and wellbeing, including deciding who they want involved in the process

Identifying and distinguishing between acceptable, unacceptable, avoidable and unavoidable risk

Avoiding controlling how and what parents/caregivers do towards promoting the health and wellbeing of their children, taking into account risk

The importance of resilience and transparency in addressing situations where babies and children's health may be at unacceptable levels of risk, knowing lines of reporting

Skills that support a person-centred approach to partnership e.g. working with parents/caregivers to promote flexibility, consistency and empathy

Working with other professionals

Roles of health professionals, e.g. health visitor, school nurse, paediatrician, hospital services, speech and language therapist, other health professionals relevant to own home nation

Effective multidisciplinary working, e.g. minimising barriers, good communication

Processes and procedures in own setting for joint/partnership/collaborative working

Local authority requirements for partnership working, and lines of reporting

Distinguishing between own and other's roles and responsibilities, recognising where there are similarities and differences, shared responsibilities

Child-centred or child-focused approaches to partnership working in multidisciplinary teams

LO4 Explore the role of practitioners in promoting babies' and children's health and wellbeing

Responsibilities

Knowledge of children's health issues globally

Awareness of causes and incidence of illnesses in early education and care settings

Leading on supporting children's health and wellbeing

Managing health and safety risks

Maintaining a healthy environment

Responding to expected and unexpected incidents

Being a positive health role model including good hygiene practices

Knowledge of legislation and policies aimed at promoting children's health including global policies, e.g. the United Nations Convention on the Rights of the Child (UNCRC) (1989) and national legislation and policy

Knowledge of own setting's policies, procedures and practices

National strategies aimed at promoting children's health and wellbeing

e.g. The Healthy Child Programme (England), The National Healthy Childhood Programme (Republic of Ireland)

Explore strategies specific to children in home nation

Policies in settings aimed at promoting children's health and wellbeing

Knowledge of how to implement effective policies for health-related issues, such as healthy eating, promoting physical activity, preventing the spread of infection, implementing effective handwashing techniques for children and staff

Exclusion periods for infectious diseases

Sickness and absence policies

First aid training, policy and procedures including responsible persons

Medication policy

Data protection/information management policies

Other policies in own setting that contribute to supporting and promoting the health and wellbeing of children and/or staff

Meeting the needs of children who are unwell

Caring for children who become unwell in the setting, including physical care

Management of children with chronic health conditions and complex medical conditions

Working with parents and professionals to support children who need to go in to hospital and/or have been in hospital

Managing the transition of children who have been absent back into the setting

Communicating appropriately with other children, parents/caregivers in the setting who may be affected by the experience, e.g. addressing children's curiosity, concern, fear, anxiety.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe the importance of health and wellbeing for babies and children		LO1 and LO2 D1 Comparatively assess the factors that contribute to current issues impacting the health and wellbeing of children on global, national and local levels
P1 Describe the reasons why good health and wellbeing are important for babies and children P2 Summarise the reasons why there are inequalities in children's health	M1 Analyse the impact of different physical, social, economic and environmental factors on children's health and wellbeing	
LO2 Identify key issues in children's health and wellbeing globally, nationally and locally		
P3 Illustrate nutritional, physical and mental health issues and their impact on children's health and wellbeing in a selected early childhood setting P4 Compare global and national issues affecting children's health and wellbeing	M2 Present a comparison of the challenges facing practitioners in addressing children's health and wellbeing on global, national and local levels	

Pass	Merit	Distinction
<p>LO3 Explain how and why it is important to work in partnership with parents, caregivers and other professionals to promote good health and wellbeing in babies and children</p>		<p>LO3 and LO4</p> <p>D3 Reflect on the effectiveness of own role working with professionals, parents and caregivers in enabling child-centred approaches to supporting and promoting children's health and wellbeing</p>
<p>P5 Describe the reasons why own partnership work with parents and caregivers is important to support individual children's health and wellbeing</p> <p>P6 Explain the different ways in which professionals in own setting provide support to families in promoting children's health and wellbeing</p>	<p>M3 investigate challenges in adopting child-centred approaches to working inclusively with parents and caregivers to support children's health and wellbeing</p>	
<p>LO4 Explore the role of practitioners in promoting babies' and children's health and wellbeing</p>		
<p>P7 Describe different ways in which practitioners promote health and wellbeing for babies and children in early childhood settings, including own role</p> <p>P8 Implement different policies in an early childhood education or care setting to meet the individual health and wellbeing needs of children who are unwell</p>	<p>M4 Analyse how own role and practices in an early childhood education or care setting align with local and national strategies designed to promote children's health and wellbeing</p>	

Recommended Resources

Textbooks

- BURTON, M, PAVORD, E. and WILLIAMS, B. (2014) *An Introduction to Child and Adolescent Mental Health*. London: Sage.
- MARMOT, M. (2015) *The Health Gap*. London: Bloomsbury Publishing.
- MUSGRAVE, J. (2017) *Supporting Children's Health and Wellbeing*. London: Sage.
- ROSE, J., GILBERT, L. and RICHARDS, V. (2016) *Health and Wellbeing in Early Childhood*. London: Sage.

Websites

- | | |
|------------------------|--|
| bbc.co.uk | BBC child health
(General reference) |
| gov.uk | National government website for the UK
Children's health
(General reference) |
| gov.uk | National government website for the UK
Public Health England: Child health profiles;
Causes and incidence of child health in
local areas
(Data tables) |
| hse.ie | Child health in Ireland
(General reference) |
| ifrc.org | International Federation of Red Cross and
Red Crescent Societies
Maternal, newborn and child health
(General reference) |
| nhs.org | UK National Health Service website
Change4Life
(Resources for health promotion) |
| savethechildren.org.uk | Save the Children
Health: helping children to grow up healthy
and happy
(General reference) |

unicef.org

United Nations Children’s Fund
How We Protect Children’s Rights
(General reference)

WHO.org

World Health Organisation
Child Health
(General reference)

Links

This unit links to the following related units:

Unit 20: Health Education and Promotion in Action: Developing the Healthy Child

Unit 22: Supporting Children’s Medical Needs

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1 and LO2	P1, P2, M1, D1
THEME 2: PROFESSIONAL IDENTITY	LO3 and LO4	P5–P7, M3, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	P5, P6, D2
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO4	P8, M4

Essential requirements

Case study material is essential and should be provided by the tutor. If based on students' work situations, confidentiality must be respected throughout.

Delivery

Tutors must be appropriately qualified and experienced in the early education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early education and care settings.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 7: Preparing for Research

Unit code	M/617/3638
Unit type	Core (Pearson-set)
Unit level	4
Credit value	15

Introduction

Early childhood practitioners are faced with a range of challenges, ideas and issues relating to both policy and practice in their everyday work. Practitioners will have individual passions that motivate them to enhance their knowledge and this will be an opportunity for students to embark upon this for themselves via the writing of a literature review.

This unit explores and promotes early childhood practitioners as researchers within the field and introduces students to essential research skills. It is anticipated this will then inform their practice as well as support their academic competence through the sourcing, reading and analysis of contemporary literature. This unit will promote students' critical thinking and writing skills, as they explore and assess a broad range of texts around their chosen research topic.

This unit will also explore data collection methods that are currently used in educational research with a view to students conducting their own action research at a later date.

Upon completion of this unit, students will have expanded their understanding of the purposes and benefits of undertaking research and enhanced their critical reading and writing skills. They will have learned how to source and analyse relevant and academically credible literature, as well as basic research methods in education.

This unit will promote students' continuing higher education development in subjects such as Early Childhood Studies, Education Studies and Children and Youth Studies degrees. It will also enable students to develop

*Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit. an evidence-based approach to practice in their role as part of the early childhood education and care workforce.

Learning Outcomes

By the end of this unit students will be able to:

1. Discuss a contemporary research topic of relevance to early childhood education and care practice
2. Review a range of texts relating to a chosen research topic
3. Explore competing ideas in a chosen research area using appropriate research methodologies
4. Communicate the implications of own findings for the improvement of early childhood education and care.

Essential Content

LO1 Discuss a contemporary research topic of relevance to early childhood education and care practice

Contemporary issues affecting early childhood education and care practice

Appropriate topics, e.g.

- new approaches to working with parents, caregivers and family
- the impact of the early years curriculum
- leadership in early education and care settings
- aspects of child development
- working with children with additional needs
- child protection

Considerations in choosing a topic

Feasibility, manageability, familiarity, challenge

Personal interest

Relevance to current practice

Scope, breadth and depth of topic to justify detailed research

Existing research

Originality

Career development

Impact upon practice

Promoting best outcomes for the child

Key definitions

Research

Action research

Evidence-based practice

Methodology

Methods

Procedure

Triangulation

Phenomena

Gatekeepers

Purposes of research in early childhood education and care

Understanding issues

Finding solutions

Finding out individuals' thoughts, feelings and experiences

Making changes to practice

Generating new knowledge

Reviewing existing knowledge

Types of research

Qualitative

Quantitative

Mixed methods

Action research

Types of data

Primary

Secondary

Research ethics

Defining ethics

Ethical guidelines

Ethical practice with children

LO2 Review a range of texts relating to a chosen research topic

Sources of information

Using the internet

Credible sources

Online libraries

Writing critically

Reading widely

Forming arguments

Academic writing skills

Writing in the third person

Objectivity

Structure

Academic style

Appropriate referencing

Style, e.g. Harvard, APA

The importance of referencing correctly, plagiarism, academic integrity, academic misconduct

Using and referencing varied and different sources, e.g. books, journals, websites, other sources

Writing a literature review

Purposes

Indicative content

Themes

Writing conclusions

Credible sources

Using the internet

Writing critically

Recognising and addressing research bias

Definitions of bias including researcher bias, organisation bias

Recognising bias

Addressing bias

Being reflexive

Acknowledging own bias

Recognising bias in others' research

LO3 Explore competing ideas in a chosen research area using appropriate research methodologies

Comparing texts

Research methods

Surveys and questionnaires

Interviews

Focus groups

Observations

Selecting research methods appropriately i.e. methods that are relevant to the purpose and type of research being conducted

Ensuring good research

Reliability

Validity

Triangulation

Evidence based practice

Definition

Benefits

Limitations

Policy

Early intervention

LO4 Communicate the implications of own findings for the improvement of early childhood education and care

Presenting own ideas

Justification for study

Structuring findings

Critical approaches to reflecting on own findings

Recommendations for practice

Writing concisely

Editing

Proof-reading

Peer review systems

Presentation skills

Preparing to present

Engaging the audience

Innovative methods and forms of presentation

Evaluating own role

Evaluating own role in conducting a literature review

Recognising own contribution to research process and development of own skills and knowledge in terms of an evidence-based approach to practice

How evidence-based practice could affect own future career progression

How potential research study can support leadership and development of others to engage in evidence-based practice

Setting targets for developing own personal and professional development in terms of evidence-based practice

Identifying ways to develop personal and professional practice to be able to initiate innovation and improvement in evidence-based early childhood education and care practice.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss a contemporary research topic for early childhood practitioners		LO1 and LO2 D1 Critique a range of texts within a contemporary early childhood education and care research area
P1 Describe a contemporary research topic for early childhood practitioners P2 Rationalise selection of own topic for research of in relation to own practice and current research in the area	M1 Analyse current ideas within a contemporary research topic for early childhood practitioners	
LO2 Review a range of texts relating to a chosen research topic		
P3 Summarise a range of texts relating to the chosen research topic P4 Discuss possible research bias in chosen academic texts	M2 Assess the effects of bias within a range of texts	

Pass	Merit	Distinction
LO3 Explore competing ideas in a chosen research area using appropriate research methodologies		LO3 and LO4
<p>P5 Compare competing ideas in the chosen research area</p> <p>P6 Illustrate a range of research methods used in education research with reference to their use in the chosen research area</p>	M3 Appraise current findings in the chosen research area	D2 Critically review the value of own research findings to evidence-based practice within early childhood education and care and towards ensuring the best outcomes for the child
LO4 Communicate the implications of own findings for the improvement of early childhood education and care		
<p>P7 Organise findings from own research into a comprehensive literature review</p> <p>P8 Relate the findings of the literature review to the development of own practice in enabling best outcomes for the child</p>	M4 Interpret key ideas in a contemporary research topic for early childhood practitioners to inform future practice, personal and professional development and best outcomes for the child	

Recommended Resources

Textbooks

BELL, J. (2010) *Doing your Research Project: A guide for first time researchers in education, health and social science*. Maidenhead: Open University Press.

BERG, K.E. and LATIN R.W. (2007) *Essentials of Research Methods in Health, Physical Education, Exercise Science and Recreation*. US: Lippincott Williams and Wilkins.

CLOUGH, P. and NUTBROWN, C. (2012) *A Student's Guide to Methodology: Justifying enquiry* (3rd edn). London: Sage.

MUKHERJI, P. and ALBON, D. (2018) *Research Methods in Early Childhood. An introductory guide*. London: Sage.

PAIGE-SMITH, A. (2011) *Developing Reflective Practice in the Early Years* (2nd edn). Maidenhead: Open University Press.

Websites

annafreud.org

Anna Freud National Centre for Children and Families

Early years staff wellbeing: a resource for managers and teams

(Tools)

bera.ac.uk

British Educational Research Association (BERA)

Ethical Guidelines

(Development tool)

bps.org.uk

British Psychological Society

Ethical guidelines

(Development tool)

un.org

United Nations

United Nations Universal Declaration of Human Rights (UNDHR)

(General reference)

unicef.org.uk

United Nations Children's Fund (UNICEF)

United Nations Convention on the Rights of the Child

(General reference)

Links

This unit links to the following related units:

Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners

This unit has links to a number of units in the qualification, depending on the topic selected for research.

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO3	P3
THEME 2: PROFESSIONAL IDENTITY	LO1	P1, M1
THEME 3: RELATIONSHIPS WITH OTHERS	LO4	P4, M2, D1
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO1	P2, M2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early childhood education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence related to their work in early education and care.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs.

Unit 8: Promoting Inclusive Early Education and Care Environments

Unit code	T/617/3639
Unit type	Core
Unit level	4
Credit value	15

Introduction

The purpose of this unit is to ensure that students develop a clear understanding of what inclusive education and care look like within provision; and the importance of this in relation to ensuring the best possible outcomes for children from the earliest opportunity.

Students will be encouraged throughout to explore and share their own thoughts on inclusion and the fundamental role they play in supporting the children and families they come into contact with in their role. They will reflect on the significance of parents or other primary caregivers as partners in relation to supporting children's needs, and as such ensure they are a valued part of processes both in the setting and as part of any relevant multi-agency involvement.

Students will consider how they reflect on the practice in setting, to ensure that any changes implemented impact on the effectiveness of the setting as a whole, to embed inclusive practices.

From the perspective of interventions for children, students will reflect on these as part of the observation, assessment and planning cycle and the tracking process in setting. They will consider the importance of showing progress and impact ensuring that children, irrespective of need, are able to fulfil their potential and that changes and appropriate support are sought in a timely way.

Successful completion of this unit is a prerequisite for the delivery of all Level 5 units in this qualification.

This unit supports those students wishing to continue in higher education across a range of child related disciplines, such as education or social care. It would also be beneficial for those progressing in employment in the early childhood education and care sector in ensuring they have strong bases for embedding inclusive practices within their work.

Learning Outcomes

By the end of this unit students will be able to:

1. Describe inclusive practice and the significance of this in ensuring equal access to opportunities within the early education and care environment
2. Identify how early childhood education and care providers can develop inclusive environments through working in partnership with children, their families and local communities
3. Discuss the value of early intervention and support towards achieving best outcomes for children
4. Implement purposeful changes to support or promote effective inclusive practices.

Essential Content

LO1 Describe inclusive practice and the significance of this in ensuring equal access to opportunities within the early education and care environment

Exploring inclusion and equality

Definitions of inclusion and equality from different perspectives

Definitions of key terminology related to equality and inclusion, including prejudice, discrimination, diversity, inclusive practice, fairness, values, protected characteristics

Impact of values and ethos of individuals working in and accessing the setting

Setting ethos and impact on workers and children

Policies and practices within the setting to promote, support or maintain inclusivity

Statutory requirements regarding inclusion, equality and diversity

The practitioner role in ensuring inclusion for all

Recognising and valuing diversity

Individuals or groups of children who are at risk of being discriminated against based on personal characteristics, e.g. race and ethnicity, culture, ability, language, age, gender, emotional wellbeing and mental health, Special Educational Needs and Disability (SEND), neglect, poverty, religion, faith and belief, other relevant areas of diversity

Inclusive practice

Provision of a welcoming and supportive environment for children and their families

Promotion of equality of access, participation and support

Promptly addressing barriers to learning and achievement, failure to thrive

Providing accessible documentation, and responding to requests for information within relevant legislative guidelines, e.g. in the UK and EU, the General Data Protection Regulation (GDPR, 2018)

Encouraging regular liaison between different members of the team, adopting shared vision and values within the setting

Adopting a consistent approach to the provision of care

Promoting dialogue and open exchange, a sense of autonomy for all stakeholders

Practitioners continually reflecting on their practice, as well as evaluating their own personal attitudes, feelings and experiences

Other tools and strategies that promote inclusive environments

LO2 Identify how early childhood education and care providers can develop inclusive environments through working in partnership with children, their families and local communities

Identifying concerns

Monitoring, i.e. chronology of action, building the picture, timely responses, identifying areas of strength and areas for development

Sharing concerns with, or listening and responding to, families/caregivers as early as possible

Parents as partners, importance of family/caregivers' perspective, recognising that family/caregivers know their child best

Gathering information from home on a regular basis, prior to a child starting, during settling in and ongoing to give a home perspective throughout

Having difficult or sensitive discussions with families/caregivers at what could be an emotional and challenging time in terms of acceptance

The role of multi-agency liaison

Strategies and activities to develop effective partnerships with children, their families and the local community

Clear mission statement and philosophy within the setting, which embraces all children and families

Setting environment is informed by the views and needs of families and the local community accessing the setting, including the physical and emotional environment

Clear information channels which are available in a range of languages as necessary, taking into account local demographics

Regular liaison with family and the local community as appropriate, cultivating ownership and belonging

Sense of autonomy where everyone is listened to, valued and supported

Providing additional services that are inclusive of the wider community, e.g. notice boards, social networking events, English language classes

Responding to parent feedback to improve service provision

Encouraging community involvement

Early identification of difficulties and intervention, advocacy role of setting

Identifying and supporting vulnerable groups, supporting families in crisis, travelling families

Promoting family involvement, including the extended family if appropriate, allowing families to engage in setting activities, share cultural experiences,

Development of practitioner inter- and intrapersonal skills and knowledge, supporting appropriate behaviours, cultural awareness

Benefits of family partnership

A sense of belonging and membership, positive social relationships and friendships for all accessing the setting

Building sustainable relationships between the early childhood and care environment and the community it serves

Children and families feeling valued and their contributions and wishes being at the core

Practitioners and other professionals being sensitive to respect families' journeys, and families being willing to support the setting as needed

Fostering understanding and celebration of differences in culture and identity, e.g. customs, practices, language, values, world views, belief systems, sense of belonging

Benefits to the setting as a service, e.g. improved, more responsive services, and satisfaction with service provision, low staff turnover and higher morale, enhanced reputation

Barriers to effective partnership

Challenges regarding lack of acceptance from a family about a child's possible needs

'Hard-to-reach', disengaged families

Poor relationships or communication breakdown with the family due to a range of factors, e.g. communication difficulties, low literacy levels, language difficulties, sensory difficulties, mistrust, fear, embarrassment, learning difficulties, poor educational experiences, 'guilt' of working parents, substance misuse, time pressures, unhappy with setting

Impact of barriers on children and families

Impact of barriers on the setting and practitioners in the setting

LO3 **Discuss the value of early intervention and support towards achieving best outcomes for children**

Early intervention

Specific plans or strategies provided by other professionals, e.g. speech, occupational therapy, physiotherapy, educational psychology

Responding to needs in a timely way

Making adjustments to the physical environment, resources or strategies used to support an individual's needs

Approaches or adaptations made which support an individual's needs, e.g. Picture Exchange Communication System (PECS), Makaton

Other early intervention strategies designed to keep the child safe and protected

Purpose and benefits of early intervention

e.g. improve long-term outcomes for the child, provide support for the family as a whole

Practitioner and setting's role in ensuring effective early intervention

Seeking specialist advice

Planning for inclusion and intervention, differentiated targeted learning plans to support needs

Providing assessment and review of interventions which directly support individual children, monitor impact

Liaison between early education and care settings, parents/caregivers and other agencies

Signposting to a range of professionals and services, support in the detail of implementing advice from support services, supporting transition arrangements

Accessing relevant training and sharing with colleagues to ensure parity^[SEP]

Multi-agency working in early intervention strategies

Children being supported by appropriate professionals with a range of expertise

Types of professionals working in multi-agency partnerships, e.g. special educational needs coordinator (SENCO) or other professional in own local region providing support for children with special educational needs, social worker, educational psychologist, occupational therapist, nurse, teacher

Features of effective multi-agency partnerships

Adopting shared ideals

Working to plans and reviewing them to consider impact

Joint decision-making in next steps

Specific professional roles as part of the plan, recognising and respecting professional and role boundaries

Outcomes-focused, target-driven

Shared training

Including and working closely with families/caregivers

Acknowledging and respecting personal belief structures

Respecting and adhering to cultural traditions as to meet the individual needs of children and their families

Taking an empathic and understanding approach when working with families

Providing proactive support

Supporting the development of social networks

Ensuring early identification of issues

LO4 Implement purposeful changes to support or promote effective inclusive practices

Identifying areas that require improvement with regards to inclusive practice

Physical environment, e.g. improving signage, displays, layout to ensure the needs of all children and individuals accessing the setting are met as appropriate

Staff training or development

Engaging and involving parents/caregivers

Engaging and/or involving local community

Reviewing policies, practices or procedures to ensure inclusive practice(s) are appropriately integrated

Celebrating diversity

Providing sessions to improve staff, children's, family and community awareness of needs of different individuals

Implementing purposeful changes

Identifying and implementing strategies with the purpose of improving quality

Stages of implementation i.e.; assess, plan, do, review

Child's voice, child-centred approaches

Tailored support including use of learning and development resources and equipment and aids to support children, including those with special educational needs and disabilities

Measuring impact

Reasonable adjustments, not treating any child less favourably

Building on children's strengths, interests and experiences.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Describe what is meant by inclusive practice and the significance of this in ensuring equal access to opportunities within the early education and care environment</p>		<p>LO1 and LO2</p> <p>D1 Critically review the practice in an identified early education and care setting in terms of its effectiveness in ensuring effective support and equality of opportunity for all through partnership approaches to inclusion</p>
<p>P1 Describe different definitions of inclusion and their relationship to achieving equality of opportunity for all children in early education and care environments</p> <p>P2 Explain different ways in which inclusive environments can be promoted for all those accessing an identified early education and care setting</p>	<p>M1 Review different approaches used to promote an inclusive environment in a specific early childhood education or care setting, with respect to different perspectives on inclusion and equality</p>	
<p>LO2 Identify how early childhood education and care providers can develop inclusive environments through working in partnership with children, their families and local communities</p>		
<p>P3 Summarise strategies used by early education and care settings which promote working in partnership with families, local communities and other agencies that foster inclusive play and learning environments</p>	<p>M2 Reflect on the role practitioners play in ensuring inclusive early education and care environments where children and families are supported effectively</p>	

Pass	Merit	Distinction
<p>LO3 Discuss the value of early intervention and support towards achieving best outcomes for children</p>		<p>D2 Evaluate ways in which early education and care environments can actively participate in providing effective early intervention and support, as part of a wider team of agencies</p>
<p>P4 Define the role early intervention plays in ensuring best outcomes for children</p> <p>P5 Identify the role of different agencies in providing a multidisciplinary approach to early intervention and support</p>	<p>M3 Analyse the critical role multi-agency working plays in ensuring the needs of children and families are met early on and supported effectively</p>	
<p>LO4 Implement purposeful changes to support or promote effective inclusive practices.</p>		<p>D3 Evaluate the overall effectiveness of own implemented change towards identifying next steps to further promote and support inclusive practices in early education and care settings</p>
<p>P6 Identify an area of inclusive practice either for an individual or the setting which requires changes to be implemented to support an identified need</p> <p>P7 Plan effectively to support or promote the identified area or need</p>	<p>M4 Implement a clear and relevant plan of activities to effectively support or promote good inclusive practice in a specific early education and care setting</p>	

Recommended Resources

Textbooks

AINSCOW, M. *et al* (2006) *Improving Schools, Developing Inclusion*. Oxon: Routledge.

BRODIE, K. (2015) *Inclusion and Early Years Practice*. London: Routledge.

MATHIESON, K. (2014) *Understanding Behaviour in the Early Years (Early Childhood Essentials)* (2nd edn). Salisbury: Practical Pre-School Books.

NUTBROWN, K. (2013) *Inclusion in the Early Years*. London: Sage.

WALL, K. (2009) *Special Needs and Early Years: A Practitioner's Guide*. London: Sage.

WILSON, T. (2015) *Working with Parents, Caregivers and Families in the Early Years*. London: Routledge.

ZEEDYK, S. (2014) *Sabre Tooth Tigers and Teddy Bears: The connected baby guide to understanding attachment*. Dundee: connected infant.

Journals

NUTBROWN, K. and CLOUGH, P. (2009) 'Citizenship and inclusion in the early years: Understanding and responding to children's perspectives on "belonging"', *International Journal of Inclusive Education*, vol. 17, no. 3, pp. 191–206.

PURDUE, K., GORDON-BURNS, D., GUNN, A., MADDEN, B. and SURTEES, N. (2009) 'Supporting inclusion in early childhood settings: Some possibilities and problems for teacher education', *International Journal of Inclusive Education*, vol. 13, no. 8, pp. 805–15.

UNDERWOOD, K., VALEO, A. and WOOD, R. (2012) 'Understanding inclusive early childhood education: A capability approach', *Contemporary Issues in Early Childhood*, vol. 13, no. 4, pp. 290–9.

Websites

csie.org.uk The Centre for Studies on Inclusive Education (CSIE)
A national charity that works to promote equality
and eliminate discrimination in education
(General reference)

nasen.org.uk NASEN (National Association of Special Educational
Needs)
A charity organisation providing resources and
support to practitioners working with children with
Special Educational Needs
(General reference)

inclusiveschools.org	Inclusive Schools International organisations supporting inclusive education (General reference)
european-agency.org	European Agency for Special Needs and Inclusive Education Independent organisation that acts as a platform for collaboration for the ministries of education in member countries (General reference)
gov.uk	Equality Act 2010: Guidance Information and guidance on the Equality Act 2010, including age discrimination and public sector Equality Duty. (General reference)

Links

This unit links to the following related units:

Unit 2: Protecting Children in Early Education and Care Environments

Unit 4: Supporting and Promoting Children's Development (Infants and Toddlers)

Unit 5: Supporting and Promoting Children's Development (Young Children)

Unit 6: Promoting Healthy Living

Unit 12: Child-centred Practice with Children, Families and Communities

Unit 13: Supporting Social Work with Children and Families

Unit 17: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	All criteria
THEME 2: PROFESSIONAL IDENTITY	LO2 and LO3	M2, M3, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO1–LO4	All criteria
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	N/A	N/A

Essential requirements

Students must clearly show how their knowledge and skills impact on practice.

Delivery

Tutors must be appropriately qualified and experienced in the early childhood and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in the early childhood and care sector.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners

Unit code	K/617/3640
Unit type	Core (Pearson-Set)
Unit level	5
Credit value	30

Introduction

Early childhood practitioners operate in a diverse range of early childhood-related institutions and often need to evaluate their practice and initiate changes to their work. This is often based upon research they have undertaken into particular issues that have arisen within their practice and/or establishments.

This unit aims to support students in evaluating practice and initiating a small change to practice in their settings, based upon the reading and research they have undertaken. They will explore what is meant by action research and what it might involve. They will consider a range of research methods and data collection tools before deciding upon and justifying an action research project in their settings. Students will also explore the ethical implications involved in undertaking their research project, referring to own institution's ethical guidelines and the literature on ethics in research.

This unit builds on students learning' from *Unit 7: Preparing for Research*, which is a prerequisite for students undertaking *Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners*, and provides underpinning knowledge and skills which students will utilise in carrying out their research project for this unit.

On completion of this unit, students will have expanded their knowledge of research methods and data collection tools. They will also have developed an understanding of the ethical issues associated with conducting research as well as evaluating the outcomes of their chosen project and themselves as a researcher.

This unit will support students' ongoing academic development by enhancing their critical thinking skills, and support progression in degrees such as Early Childhood Studies, Education Studies and Childhood and Youth and Community Studies. The unit also promotes students' professional development in leadership roles as they explore issues and areas for improvement relevant to current practice.

*Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.

Learning Outcomes

By the end of this unit students will be able to:

1. Discuss an area of early childhood education and care practice for which a small-scale action research project can be undertaken
2. Explore a range of data collection tools for early childhood education and care research
3. Review the ethical considerations associated with undertaking action research in early childhood education and care
4. Conduct a small-scale action research project in an early education and care setting.

Essential Content

LO1 **Discuss an area of early childhood education and care practice for which a small-scale action research project can be undertaken**

Contemporary issues in ECEC

Issues affecting children's health and wellbeing on a local, national or global scale

The impact of new policy or influences on policy on early education and care (ECEC) practice

Shifts in our understanding of the impact of different factors on children's learning and development

New ways of working in ECEC

Impact of new technologies on child development and progress, and on service provision

Changing paradigms of leadership in care

Changing paradigms regarding the use of tools in assessing or observing children's progress and development

Progression and continuity from ECEC to the curricula and expectations of later stages of education

Comparisons between different countries in terms of ECEC and school starting age

Transitions in early childhood

Practitioner qualifications when working in the ECEC sector

The literature review process and its relationship to developing an action research project

Identifying a topic with consideration to relevance to current practice, best outcomes for children and the practicalities of conducting the project

The purpose and use of the literature review

Critical and analytical thinking skills

Academic research skills

Rights based approach to practice

Ensuring best outcomes for the child

Being up-to-date with current issues and controversies (including policy)

Understanding of the nuances of policy and its influence on practice

Key ideas in action research

Practitioners as researchers

Practitioner as advocates – asking questions, analysing and producing relevant evidence and/or data to support decision-making and children's progress

Conducting action research

Cyclical nature of evidence-based research

Observing, documenting and evidence-based research with children, families/caregivers and other practitioners

Benefits

Limitations

Justification for action research

Alternative approaches, e.g. qualitative research

LO2 Explore a range of data collection tools for early childhood education and care research

Methods

Collecting data

Sampling

Justifying the design

Paradigms

Positivist

Interpretivist

Constructivist

Designing and using data collection tools

Questionnaires

Observations

Interviews

Surveys

Using the internet for research

Ensuring solid research

Triangulation

Validity

Reliability

LO3 Review the ethical considerations associated with undertaking action research in early childhood education and care

Overview of the purposes and use of ethics in research

Reviewing ethics and ethical guidelines in research

Identifying ethical considerations in own research project

Maleficence and beneficence

Considering harm and benefits to own research project

Anonymity and confidentiality

Key definitions

Ensuring confidentiality

Ensuring anonymity

Deception, bias, reflexivity

The importance of informed consent

Researcher bias – stating own position

Questioning own impact on the project

Rights

Children's rights

Participants' rights

Permissions

Gatekeepers

Right to withdraw from the project

Sharing findings

Ethical writing

Using the delivering institution's ethical guidelines

Ethics boards, purposes, policies and procedures

National and international ethical guidelines for research e.g.:

The British Educational Research Association (BERA) Ethical Guidelines for Educational Research

The Code of Ethics of the American Educational Research Association (AERA)

The European Early Childhood Education Research Association (EECERA) Ethical Code for Early Childhood Researchers

Other relevant national and international guidelines and statements on research integrity as appropriate to own national region

LO4 Conduct a small-scale action research project in an early education and care setting

Conducting research

Getting started

Pilot studies

Transcribing interviews

Issues

Software

Descriptive findings and results

Using appendices

Sub headings

Stating key findings

Approaches to analysis

Thematic analysis

Coding

Content analysis

Conclusion and recommendations

Concluding the project

Implications or impact of results/findings on outcomes for children

Recommendations for practice

Recommendations for further research

Recommendation for own professional practice.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss an area of early childhood education and care practice for which a small-scale action research project can be undertaken		LO1 and LO2 D1 Critically evaluate and justify own choices of data collection methods in relation to answering own research questions
P1 Explain how action research can be used to enhance practice in early education and care settings P2 Justify an area of practice in own setting to explore for an action research project using relevant research-based evidence	M1 Critically compare published studies in the chosen research area towards identifying a robust set of research questions to explore	
LO2 Explore a range of data collection tools for early childhood education and care research		
P3 Discuss different methodological approaches used in early childhood education and care research P4 Choose relevant data collection tools for own project, accurately underpinned by evidence to support their use	M2 Critically analyse the advantages and disadvantages of different methodological approaches used in early childhood education and care research	

Pass	Merit	Distinction
<p>LO3 Review the ethical considerations associated with undertaking action research in early childhood education and care</p>		<p>LO3 and LO4</p> <p>D2 Critically evaluate the small-scale action research project, making recommendations for future practice and research towards ensuring the best outcomes for the child</p>
<p>P5 Explain the ethical tensions of conducting research in early childhood education and care</p> <p>P6 Apply the ethical considerations which relate to own research towards ensuring the best outcomes for the child</p>	<p>M3 Justify own strategies used to ensure ethical research and that the best outcomes for the child are paramount</p>	
<p>LO4 Conduct a small-scale action research project in an early education and care setting</p>		
<p>P7 Undertake own small-scale action research project</p> <p>P8 Discuss findings from own study including recommendations for any changes for future study</p>	<p>M4 Critically discuss the effectiveness of own small-scale action research project and potential impact on own practice</p>	

Recommended Resources

Textbooks

- DAVIES, M. and HUGHES, N. (2014) *Doing a Successful Research Project* (2nd edn). Basingstoke: Palgrave Macmillan.
- COHEN, L., MANION, L. and MORRISON, K. (2017) *Research Methods in Education* (8th edn). Oxford: Routledge Falmer.
- DENSCOMBE, M. (2017) *The Good Research Guide: For small-scale social research projects* (6th edn). Maidenhead: Open University Press.
- HAYES, C., DALY, J., DUNCAN, M., GILL, R. and WHITEHOUSE, A. (2014) *Developing as an Early Childhood Practitioner. A thematic approach*. St Albans: Critical Publishing.
- JOHNS, C. (ed.) (2017) *Becoming a Reflective Practitioner* (5th edn). Oxford: Wiley Blackwell Publishing.
- NEWBY, P. (2014) *Research Methods for Education*. London: Routledge.
- ROBERTS-HOLMES, G. (2018) *Doing Your Early Years Research Project: A step by step guide* (4th edn). London: Sage.
- TIDSALL, E., DAVIS, J. and GALLAGHER, M. (2009) *Researching with Children and Young People. Research design, methods and analysis*. London: Sage.

Websites

bera.ac.uk	British Educational Research Association (BERA) Ethical Guidelines (Development tool)
bps.org.uk	British Psychological Society Standards and guidelines – ethical guidelines (Development tool)
un.org	United Nations The Universal Declaration of Human Rights (Report)
unicef.org.uk	United Nations Children’s Fund (UNICEF) United Nations Convention on the Rights of the Child (Report)

Links

This unit links to the following related units:

Unit 7: Preparing for Research

This unit has links to a number of units in the qualification, depending on the topic selected for research.

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO3 and LO4	P6, M3, D2
THEME 2: PROFESSIONAL IDENTITY	LO1, LO4	P1, M1 P4
THEME 3: RELATIONSHIPS WITH OTHERS	LO4	P4, M2, D1
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO3	P5, P6, M3

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations. Students must have access to websites and current research literature.

Delivery

Tutors must be appropriately qualified and experienced in the early education and care sector to cover the principles and skills development aspects of this unit. Students must be given time and support to work independently upon their project, including the collection of primary evidence.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early education and care.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 10: Improving Quality in Early Education and Care Environments

Unit code M/617/3641

Unit type Core

Unit level 5

Credit value 15

Introduction

Defining quality in early childhood education and care (ECEC) settings is a complex issue as it covers a range of provision, a range of ages (e.g. 0–1, 2–4, 5–8), a range of practitioners and varied regulations. All practitioners have a responsibility for contributing to quality improvement. This unit defines quality, how it can be measured and what impacts on how it is measured. At a setting level, quality can be assessed in different ways; it can involve work with individual children or groups to understand their response to different learning experiences, both child and practitioner directed; it can also include self-reflection and continuing professional development with colleagues. To implement change effectively, practitioners must work with others, and this requires thought and planning to achieve the best outcomes.

This unit explores quality from these different perspectives and encourages students to reflect critically on their role, the role of others in settings and how broader factors impact on quality. The unit will introduce students to a range of evidence and data to encourage them to develop a critical awareness of how quality information can be used and interpreted. An important aspect of this is learning to ask questions about evidence, such as why the evidence has been collected, how effectively it was collected, any potential biases or political influence. This will enable students to make informed judgements about quality in different contexts.

Quality improvements can be categorised into top-down (e.g. statutory curricula) or bottom-up (e.g. practitioner-led). The unit considers both and encourages students to develop their research skills to enable them to better understand the significance of their and other practitioners' roles, in enhancing quality for children through the setting environment and practice. A key part of this is clear and accurate communication with others and this is included in taught and self-directed activities.

On completion of this unit students will have developed a deep understanding of different notions of quality and be able to evaluate the strengths and weaknesses of evidence. The unit includes a significant focus on understanding, implementing and evaluating action research as a tool for quality improvement at a local level that will support students in management and leadership roles in ECEC. The unit also includes a focus on research skills that are relevant to further study in childhood related degrees.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the importance of continually working to improve quality in early education and care settings
2. Assess how local, national and international initiatives impact on quality and quality improvement in settings
3. Explore different approaches to supporting quality improvement when working with others in own workplace setting
4. Perform an audit of an aspect of quality in a setting to implement actions for quality improvement.

Essential Content

LO1 Explain the importance of continually working to improve quality in early education and care settings

Key definitions

Quality

Top-down

Bottom-up

Different aspects of quality

e.g.

Quality control

Quality assurance

Quality enhancement

Purposes of quality improvement

For children

For practitioners

For settings

For society

Leading quality practice

The use of academic and other evidence to make quality judgements and inform practice

Creating a positive working environment

Upskilling and enthusing practitioners in their work with children and families

Setting standards and maintaining high expectations

How evidence-based practice can enhance quality

Continuing professional development

The role of education, training and reflection in contributing to a quality setting

Creating a culture of ongoing personal development

Using evidence to inform practice

Creating a high-quality learning environment

Pedagogy suitable to the different needs of children; 0–1, 2–4, 5–8

Implementing national and local curricular approaches

Evaluating the appropriateness of different curricula e.g. suitability in meeting the unique needs of different children, purpose, benefits and drawbacks

Supporting the best outcomes for each child

Keeping children safe

Promoting social and emotional wellbeing

Supporting positive physical health

Promoting sustained shared thinking

Promoting creativity and curiosity through challenging and engaging experiences

The importance of effective transitions to support children emotionally, socially and cognitively

LO2 Assess how local, national and international initiatives impact on quality and quality improvement in settings

An appraisal of local quality schemes

e.g. schemes from local authorities/organisations, local regulators etc.

The benefits and drawbacks of practitioner led quality enhancement

Locally produced quality assessment and enhancement schemes

Quality scales e.g. the Early Childhood Environment Rating Scale (ECERS and ECERS-R) and Infant/Toddler Environment Rating Scale (ITERS-R)

Professional associations to support sharing of best practice

National initiatives – discussion, comparison and critique

Tutors must deliver with reference to ECEC initiatives as applicable in own home nation

e.g. In the UK, Office for Standards in Education (OFSTED), in Scotland, National Improvement Framework (Scotland)

International curricular approaches for effective ECEC practice

Regio Emilia approach

Te Whariki approach

EU Quality Frameworks

The role of research in informing practice

e.g. in the UK, Effective Provision of Pre-school Education (EPPE) and Effective Pre-school Primary and Secondary Education (EPPSE) studies, Study of Early Education and Development (SEED) studies, Organisation for Economic Co-operation and Development (OECD) Starting Strong reports

Learning from centres of excellence and relevant organisations

Tutors must deliver with reference to organisations as applicable in own home nation

e.g. in the UK, Pen Green, Thomas Coram, the National Children's Bureau

An evaluation of pedagogically appropriate curricula

Comparison of approaches to curricula in different national regions

e.g. in the UK, the EYFS and a play-based approach, Welsh Government Foundation Phase, Learning in the Early Years and the 3–18 curriculum (Scotland); Curricular Guidance for Pre-school education (Northern Ireland)

Approaches to critiquing curricula

e.g. by age range of curricula, by ability level, by stage of development

LO3 Explore different approaches to supporting quality improvement when working with others in own workplace setting

Establishing reflective practice in teams

Reflecting on aspects of practice, critical incidents

Dealing with challenging situations

Using evidence-based practice to improve quality

Discussions of practice and critical incidents

Other means of establishing reflective practice

The purpose of establishing reflective practice in supporting quality improvement

Reflection within action (e.g. Schon, 1983) versus reflection on action (e.g. Gibbs, 1988)

Establishing effective communication systems with others

Two-way communication

Encouraging challenging questions

Valuing the role of all practitioners

Working with parents and caregivers

Working with other practitioners

Leading teams to improve quality

Setting objectives in development reviews

Working alongside colleagues

Other approaches to leading teams towards the improvement of quality

The role of action research in improving practice

Defining action research and its purposes

Action-based research as a systematic approach to practice improvement

Links between action research and practice

The link between action research and bottom-up quality improvement

Developing a critical understanding of different approaches

Differentiating between change management and research

The effectiveness and efficacy of scales such as the ECERS-R

LO4 Perform an audit of an aspect of quality in a setting to implement actions for quality improvement

Using audits

Definitions

The link between audits and quality improvement

The challenge of measuring practice

Approaches to quality improvement

The role of research in improving practice – desk based and using enquiry

The role of research in quality improvement

Action-based research

Ensuring research follows ethical principles

Using methods when conducting research involving young children that enable active participation and enable the voice of the child to be heard

Planning a small-scale action research enquiry

Identifying an aspect of practice to improve through action-based enquiry

Working with others when using action-based research

Implementing and evaluating change as part of the action research process

Communicating and involving parents in action research

Before

During

On completion.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the importance of continually working to improve quality in early education and care settings		LO1 and LO2 D1 Critically evaluate how evidence-based practice can achieve the best outcomes for children attending early education and care settings
P1 Critically compare different definitions of quality and how they relate to children, parents, practitioners and settings P2 Explain how varied evidence sources can be applied to enhance quality practice	M1 Critically assess how a focus on continuing professional development can contribute to continual quality improvement	
LO2 Assess how local and national initiatives impact on quality and quality improvement in settings		
P3 Explain how national and local approaches to quality can contribute to improvement in settings P4 Compare and contrast different curricula for two different age groups of children and their impact on quality outcomes for children, parents and practitioners	M2 Reflect on different ways practitioners can contribute to quality improvement taking into account different national and local approaches and the impact of curricula	

Pass	Merit	Distinction
<p>L03 Explore different approaches to supporting quality improvement when working with others in own workplace setting</p>	<p>M3 Discuss in detail different leadership approaches to engage practitioners in quality improvement</p>	<p>D2 Critically evaluate how a setting or classroom can develop systems to support ongoing quality enhancement drawing on own workplace experience</p>
<p>P5 Reflect on an approach to manage an aspect of change to improve quality drawing on own workplace experience</p> <p>P6 Explain what is meant by reflective practice and how it can support quality enhancement</p>		
<p>L04 Perform an audit of an aspect of quality in a setting to implement actions for quality improvement</p>	<p>M4 Assess how an action-based enquiry can provide an evidence base to make and evaluate change</p>	<p>D3 Critically assess the outcomes of own enquiry-based approach, to identify improvements and areas for further development towards enabling the best outcomes for children</p>
<p>P7 Explain how a systematic approach to action-based enquiry can be beneficial to assist quality improvement</p> <p>P8 Implement a small-scale enquiry to improve an aspect of practice, learning experiences or the setting environment</p>		

Recommended Resources

Textbooks

- LEAL, T., GAMELAS, A., BARROS, S. and PESSANHA, M. (2018) 'Quality of Early Childhood Education Environments: Discussion on the Concept of Quality and Future Perspectives. In A. GREGORIADIS, V. GRAMMATIKOPOULOS and E. ZACHOPOULOU (eds) *Professional Development and Quality in Early Childhood Education: Comparative European Perspectives*. London: Palgrave Macmillan.
- GRAY, C. and MACBLAIN, S. (2012) *Learning Theories in Childhood*. London: Sage.
- HARMS, T., CLIFFORD, R.M. and CRYER, D. (2014) *Early Childhood Environment Rating Scale (ECERS-3)* (3rd edn). New York: Teachers College Press.
- HARMS, T., CRYER, D., CLIFFORD, R.M. and YAZEJIAN, N. (2017) *Infant Toddler Environment Rating Scale (ITERS-3)* (3rd revised edn). New York: Teachers College Press.
- OECD (2017) *Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care*. Paris: OECD Publishing.
- SIRAJ, I., KINGSTON, D. and MELHUIISH, E. (2015) *Assessing Quality in Early Childhood Education and Care: Sustained Shared Thinking and Emotional Well-being (SSTEWE) Scale for 2–5-year-olds provision*. London: Trentham Books.

Journals

- Broekhuizen, M. L., Leseman, P., Moser, T., & van Trijp, K. (2015). Stakeholders Study. Values, beliefs and concerns of parents, staff and policy representatives regarding ECEC services in nine European countries. *CARE: Curriculum & Quality Analysis and Impact Review of European Early Childhood Education and Care*, Utrecht University.

Websites

annafreud.org	Anna Freud National Centre for Children and Families Early years staff wellbeing: a resource for managers and teams (Tools)
early-education.org.uk	Early Education website Early Years Literature Review (Report)
ersi.info	Environment Rating Scales Institute Quality assessment and improvement in early childhood environments Early Childhood Environment Rating Scale, 3rd edn (ECERS-3) (Tool)
gov.gg	State of Guernsey website Early Years Quality Standards Framework (EYQSF) (General information)
gov.uk	UK Government website 1. Early Years Provision Quality (Report) 2. Study of Early Education and Development (SEED): Study of Quality of Early Years Provision in England (Report) 3. Study of Early Education and Development (SEED): Impact Study on Early Education Use and Child Outcomes up to Age Three (Report) 4. Childcare and Early Years (General information)
education.gov.scot	Scottish Government website for education National Improvement Framework, Scotland (Framework and tools)

reggiochildren.it

Reggio Emilia website
Reggio Children Identity
(General information)

oecd.org

Early Childhood and Schools
(General information)

Links

This unit links to the following related units:

Unit 11: Current and Emerging Pedagogies in Early Childhood Education and Care

Unit 12: Child-centred Practice in Working with Children, Families and Communities

Unit 14: Impact of Curriculum on Early Childhood Education and Care

Unit 17: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

Unit 18: Social Policy: Influences on Practice and Provision

Unit 22: Supporting Children's Medical Needs

Unit 24: Managing Children's Early Education and Care Environments

Unit 25: Mentoring and Supervision in Early Education and Care Practice

Unit 28: Comparative Education Systems: International Perspectives

Unit 29: Innovative Approaches to Children's Play and Learning in Practice

Unit 30: Working in Partnership across Health, Education and Social Care Services

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1 and LO2	P1–P4, M1, M2, D1
THEME 2: PROFESSIONAL IDENTITY	N/A	N/A
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	P5, P6, M3, D2
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO2	P3, P4

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the childcare and education sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in children's education and/or care sector.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 11: Current and Emerging Pedagogies in Early Childhood Education and Care

Unit code T/617/3642

Unit level 5

Credit value 15

Introduction

Early childhood pedagogy is one of the cornerstones that support children's curiosity and resourcefulness in learning throughout their lifespan. Effective early childhood pedagogy is not new. Early pioneers have helped to increase understanding of how children learn, and this has contributed to the development of more effective practice. This evidence, from local, national and international sources, has influenced practice and contributed to the important debate of what effective pedagogy in early childhood education and care (ECEC) is. A key tool in gaining an insight into children's response to ECEC pedagogy is observation, emphasising the intrinsic link between practice, learning and development.

This unit explores the history of ECEC pedagogy from a local, national and international perspective. Students will consider in-depth the work of pioneers in the field and their important and ongoing contribution to current practice. Students will explore the idea of curriculum and critically consider: what a curriculum is; why it may be relevant: what can it offer; and in what ways is it can support and restrict practice. The link between curriculum, practice and practitioners is central to this.

There is also a focus on how change can be used by practitioners to impact on pedagogical practice to create a stimulating, challenging and supportive learning environment in ECEC and lay the foundations for lifelong learning. There are different approaches to this, one being observational methods. The value and importance of observation, different approaches and how they can be used ethically is intrinsic to evaluation of current and emerging pedagogies.

On completion of this unit, students will have developed an in-depth and critical understanding of the potential of curriculum to impact on outcomes for children. The importance of taking a critical approach to curriculum, pedagogy and practice is developed throughout the unit to enable students to incorporate and reflect on their role in developing effective pedagogy. Overall, this will assist students to make an important contribution to create a curiosity for learning in young children and contribute to laying the foundations for lifelong learning. The unit provides an excellent basis to lead pedagogical improvement in a range of ECEC settings in future leadership roles, as well as understanding the pedagogy of early childhood and future study towards becoming a teacher.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the influence of major theories of learning, teaching and development in early childhood education practice
2. Investigate international pedagogical approaches to contribute to an evaluation of local practice and curricula
3. Carry out recorded observations of children's exploration and learning to support children's progress
4. Implement an aspect of practice to support children's learning and curiosity.

Essential Content

LO1 Explain the influence of major theories of learning, teaching and development in early childhood education practice

Historical influences on ECEC

e.g. Pestalozzi's head, heart and hands

Froebel's holistic focus on the child through play

Steiner's holistic approach with an emphasis on expression and close working with families

McMillan sisters' focus on the outdoor environment

Montessori's emphasis on materials and practitioners to enable and develop children's innate desire for learning

The underpinning influence on ECEC of pioneering theorists from several psychosocial disciplines and approaches

Behaviourism, e.g. Skinner

Cognitivism, e.g. Piaget, Chomsky

Social-cognitivism, e.g. Bruner

Socio-cultural theory, e.g. Vygotsky

Attachment theory, e.g. Bowlby and Ainsworth

Review of recent theory developed from these schools of thought

Early brain development

Emerging evidence on early brain development

The role of ECEC in supporting this

Approaches to learning

A play-based experiential philosophy

Multi-sensory

A formalised school-based approach

Focus on holistic development

Using academic evidence to explore effective approaches to learning

Approaches to creating inclusive environments

Organising the setting environment to include and support all children

Effective planning for pedagogically appropriate content

Working effectively with families

Including and integrating children with additional needs and/or disabilities

Anti-discriminatory practice

LO2 Investigate international pedagogical approaches to contribute to an evaluation of local practice and curricula

Exploration of pedagogy

A child-centred pedagogy approach

The effectiveness of child-centred pedagogies

Approaches to ECEC in different regulatory environments

e.g.

The variety of settings

Staff ratios

Age groupings of children

Curricula requirements

Quality monitoring

Workforce qualifications and ratios

CPD and career progression

ECEC curricula

Curricula content

Philosophy

The approach to pedagogy (academically and/or play focused)

Mandatory or optional curricula

The role of curricula in ECEC in international contexts

The potential advantages and drawbacks of curricula

Relationship between curricula and empowerment of those engaged in it, e.g. children, parents, practitioners and settings

International approaches and philosophies and the role of policy

e.g.

Te Whariki in New Zealand

Reggio Emilia in Italy

The setting-led approach in Denmark

Japan's Course of Study for Kindergartens

The General Curriculum for Early Childhood Education in the Czech Republic
mainly through the materská škola

The approach in China with a focus on drawing, music and an increasing focus
on the provision of day care

Exploration and critique of contemporary issues in ECEC

e.g.

The pressure for more formal learning for young children

The focus on formal assessment

The 'schoolification' of the curriculum with pre-school provision seen as
preparation for school

Synthetic phonics positioned as the right approach for all children

The priorities of early childhood education

e.g. Being informed by evidence-based practice, or led by other policy
requirements

LO3 Carry out recorded observations of children's exploration and learning to support children's progress

Informal versus formal observations

To inform learning and development

In planning next steps

The benefit of different approaches to observation for young children

e.g.

Effective planning for development

Can support understanding of peer interaction

Value of child-led approaches

Purposes of different types of observation

To gain an insight of holistic development or a focused aspect, e.g. fine-motor skills

For social interaction

For accountability, e.g. to report back to parents

To meet the expectation of the setting

To show learning and/or progress

As part of government initiatives regarding statutory expectations

Making observations meaningful

Discussion and debate, e.g. what does the observer want to know? What is achievable in the context? What is the role of the observer in the process?

Observing the process of learning

Evidence of learning taking place, characteristics of effective learning, the process of learning

Identifying what approach to observation is most suitable

Approaches to observation e.g. narrative, checklist, target child, time sampling, event sampling, snapshot, movement/tracking, learning story, sociogram

How to record observations and contribute effectively and efficiently to the records of each child

Ethical considerations when observing children

How observations are recorded

How records are stored

How they are used

How information will be disseminated

Who information will be shared with

Using observations and assessments to inform planning

Working within data protection regulations e.g. in the UK and EU, the General Data Protection Regulation (GDPR, 2018)

LO4 **Implement an aspect of practice to support children’s learning and curiosity**

Defining learning, the four Rs that influence readiness to learn

Resilience

Reciprocity

Resourcefulness

Reflectiveness

Laying the foundations for lifelong learning

The role of play in ECEC to foster the four Rs

Stimulating individual curiosity and societal expectations for early childhood

Learning and achieving external outcomes through curricula

Assessment and government expectations

Supporting children to develop a positive disposition towards learning

Effective pedagogy for the observation of young children

0–2

3–4

5–7

Using evidence to inform practice

Differences between evidence-based practice and developmentally appropriate practice in ECEC

The benefits of high-quality ECEC for later childhood outcomes

How to implement change in practice

Working with others

Agreeing an approach

Leadership

The implementation and evaluation of the impact on practice.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the influence of major theories of learning, teaching and development in early childhood education practice		LO1 and LO2 D1 Critically evaluate curricula content and pedagogical approaches in own workplace context drawing on national and international evidence with reference to contemporary issues in early childhood education and care
P1 Discuss the impact of different theorists over time on early childhood education and care practice and theory P2 Produce an account of what effective pedagogy for young children is and how it should inform practice	M1 Critically analyse how effectively local practice incorporates evidence into curricula, pedagogy and working practices to support young children's learning and development	
LO2 Investigate international pedagogical approaches to contribute to an evaluation of local practice and curricula		
P3 Compare different approaches to early childhood education and care curricula P4 Discuss how workforce qualifications, career progression and regulatory requirements impact on children and their families, practitioners and the early education and care sector	M2 Critically assess the role and relevance of a curriculum to early childhood education and care philosophy, practice, outcomes for children and work with parents and/or caregivers	

Pass	Merit	Distinction
<p>LO3 Carry out recorded observations of children's exploration and learning to support children's progress</p>		<p>D2 Critically reflect on own use of two observational techniques with clear justification for the relevance and value of each approach</p>
<p>P5 Analyse the use of different observational methods to assess and support children's learning and development</p> <p>P6 Explain key ethical considerations when using observations with young children to ensure the child is respected and data is handled accurately and within relevant legislative guidelines</p>	<p>M3 Reflect on approaches to the observation and recording of children's exploration and learning in relation to early childhood education and care pedagogy including examples from own practice</p>	
<p>LO4 Implement an aspect of practice to support children's learning and curiosity</p>		<p>D3 Collaborate with others to plan, implement and evaluate a change to an aspect of ECEC practice, including impact on children's readiness and desire to learn</p>
<p>P7 Explain how resilience, reciprocity, resourcefulness and reflectiveness can support young children's learning, using examples from own implementation of an aspect of practice</p> <p>P8 Discuss the role of play in supporting young children's learning and curiosity</p>	<p>M4 Critically analyse how incorporating evidence from varied sources into practice can help to foster the beginnings of a lifelong approach to learning in young children, using examples from own practice</p>	

Recommended Resources

Textbooks

- BERTRAM, T. and PASCAL, C. (2002) 'What counts in early learning?', in O. SARACHO and B. SPODEK (eds) *Contemporary Perspectives in Early Childhood Curriculum*. Greenwich: CT Information Age.
- BRUCE, T., LOUIS, S. and MCCALL, G. (2014) *Observing Young Children*. London: Sage.
- FITZGERALD, D. and KAY, J. (2016) *Understanding Early Years Policy* (4th edn). London: Sage.
- MACHONOCHIE, H. (2018) 'The brain and children's early development', in D. FITZGERALD and H. MACONOCHIE (eds) *Early Childhood Studies: A student's guide*. London: Sage.
- RAWDING, S. (2018) 'Creativity, curiosity and resilience', in D. FITZGERALD and H. MACONOCHIE (eds) *Early Childhood Studies: A student's guide*. London: Sage.
- SHONSTROM, E. (2016) *Wild Curiosity: How to unleash creativity and encourage lifelong wondering*. London: Roman and Littlefield.

Journals

- BATH, C. (2012) "'I Can't Read it; I Don't Know": young children's participation in the pedagogical documentation of English early education and care settings', *International Journal of Early Years Education*, vol. 20, no. 2, pp. 190–201.
- FARLEY, K.S., BROCK, M.E. and WINTERBOTTOM, C. (2018) 'Evidence-based practices: providing guidance for early childhood practitioners', *Journal of Research in Childhood Education*, vol. 32, no. 1, pp. 1–13.

Websites

- | | |
|--|---|
| annafreud.org | Anna Freud National Centre for Children and Families
Early years staff wellbeing: a resource for managers and teams
(Tools) |
| camblearntogether.co.uk | Cambs Learn Together
Observation, Planning and assessment – Early Years Foundation Stage (EYFS) Assessment
(Planning tools) |

Links

This unit links to the following related units:

Unit 3: Play and Learning in Early Childhood

Unit 4: Supporting and Promoting Children's Development (Infants and Toddlers)

Unit 5: Supporting and Promoting Children's Development (Young Children)

Unit 10: Improving Quality in Early Education and Care Environments

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1, LO3, LO4	P1, P2, M1 P5, P6, M3 P7, P8, M4
THEME 2: PROFESSIONAL IDENTITY	LO2	P4
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	P6, M3
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	N/A	N/A

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in the early education and care sector.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 12: Child-centred Practice with Children, Families and Communities

Unit code A/617/3643

Unit level 5

Credit value 15

Introduction

This unit explores the value and nature of child-centred practice in the early childhood practitioner's role. It is central to the role of the effective practitioner to retain a focus on the wishes, feelings, interests and needs of the child throughout their interactions with the child in early education and care environments. This also means that the practitioner must understand that the child is part of a social network that influences their wellbeing and outcomes, and that practitioners should develop the skills and knowledge to work with and support the child's network to provide the most effective play and learning environment for growth, development and progress. The unit will enable students to examine these ideas and develop the skills to engage effectively in these processes, emphasising the need to listen and develop a dialogue between practice and theory.

Students will discuss the principles and values of working within a child-centred environment for children, families and communities. The unit examines different transitions that children may experience throughout early childhood and how to work in partnership with parents and other family members and/or caregivers. Students will also explore their role and influence in early education and care through engaging the wider community of the child; in relation to supporting children's wellbeing, development and learning, to include developing and raising awareness of social issues facing children in the local community.

In completing this unit, students will develop the skills to embed child-centred practice into their everyday role, using a holistic approach. Students will develop their knowledge and skills to plan for their future career pathway and employment opportunities in early childhood education and care. This unit will also support continuing higher education in early years, education, childhood and family, and social and community work-related subjects. Students may also go on to progress in work in supervisory and leadership roles in early education and care settings.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the role of the early childhood practitioner in relation to child-centred practice
2. Reflect on own personal values and those of others which support child-centred practice
3. Communicate effectively with caregivers to promote the child's wellbeing, development, learning and social inclusion in early childhood education and care
4. Explain the importance of working with communities, including awareness of raising social issues facing children.

Essential Content

LO1 Explore the role of the early childhood practitioner in relation to child-centred practice

Features of child-centred practice

Definitions of child-centred practice

Ensuring the child's views are being heard, identifying their needs

Taking into consideration the physical, intellectual, emotional, socio-cultural, linguistic needs of the individual child in planning and delivery

Establishing stable relationships with professionals and an environment of trust

Planning and providing education and care that meets the child's individual needs

Ensuring resources available meet the range of needs of children accessing the setting

Ensuring safeguards are in place to ensure a safe, friendly and welcoming environment for all

Ensuring the child and their family play an active role in the planning, delivery and assessment of education and care provided

Developing relationships between parents and staff that are not hierarchical, but are consultative and complementary

Factors that influence a practitioner's ability to adopt child-centred approach to practice

Social influences, recognising and engaging with influences outside of the setting, i.e. family and wider community

Political influences, e.g. the impact of government policies that define and influence the practitioner's role and impact on ability to be child-centred

Sector standards of practice

Practitioner experience and skills, reflexivity of new knowledge and experiences of working with children and families

Pedagogy relating to the how, or practice of educating in a child-centred way

Organisational factors, e.g. staffing, resources, lines of responsibility, workload

Practitioner's responsibilities in establishing best practice in a child-centred approach

Looking beyond just meeting organisational, sector and governmental standards; focusing on attitude, values, ideology and passion

Categorised by individual commitment to young children, and meeting their needs holistically

Maintaining current and relevant professional knowledge, qualifications, training, professional development

Adopting a reflective approach to own practice and that of others

Learning new processes, being responsive and adaptable to the needs of the individual child

Working effectively as part of a team

LO2 Reflect on own personal values and those of others which support child-centred practice

Dimensions of professionalism in early childhood education and care (e.g. Brock, 2009)

Knowledge, e.g. as integrated with practical experience

Education and training, e.g. qualifications relevant to high-quality practice for the field, self-directed and ongoing professional development

Skills, e.g. team working, problem-solving, creativity, effective communication

Autonomy, e.g. ability to exercise appropriate and discretionary judgement

Ethics, e.g. commitment to the principles of inclusive practice, fairness and justice

Reward, e.g. intrinsic and extrinsic motivators, personal satisfaction and commitment to role, appropriate financial reward and occupational recognition

Personal values

How own values form, develop and are demonstrated

Using relevant and useful tools to identify and reflect on own values

Professional values

Commitment to the principles of democracy, social justice and sustainability

Commitment to fair, inclusive and transparent policy and practice

Respecting and valuing individuals across the spectrum of differences, e.g. in relation to age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation

Valuing and respecting social, cultural and ecological diversity

Openness, honesty, courage

Respecting the rights of all children as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported

Analysing values

Differences between personal and professional values

Dominant values

Beliefs, pre-existing beliefs, attitudes

Distinguishing between personal values, beliefs and attitudes

Exploration of values and whether these can change

Influence of own beliefs on professionalism in practice

Respecting others' beliefs

Challenging assumptions

Impact of values and philosophies on service provision

Connections between personal and professional attitudes and beliefs, values and practices to effect improvement

Transformative change in practice

Unconscious bias and decision-making

Social categorisation

Unconscious bias versus conscious bias

Impact of perceptions on decision-making

Impact of unconscious bias on relationships with children, families and local communities, on relationships with co-workers, on professional competence

Values and impact on the child

Own values and impact on children's health, wellbeing, learning and progress, including short-, medium- and long-term outcomes

Impact of adopting professional values on the child's experience, growth and development

Impact of others' values on the child and own role in mitigating negative impact

The value of a local and global outlook on education, care and social responsibility in supporting children to grow and develop

Commitment to engaging children in real world issues to enhance learning experiences and outcomes

LO3 Communicate effectively with caregivers to promote the child's wellbeing, development, learning and social inclusion in early childhood education and care

Purposes of engaging effectively with caregivers

Improve the child's experience in the setting, and enable high-quality outcomes

Improve service provision

Provide the child and family with effective support

Increase parents' or caregivers' skills, confidence and involvement, including leadership, enabling and empowering them

Support the child and family in making connections within the setting, and the local community

Support practitioners in providing relevant and meaningful education and care that facilitates progress and development

Plan and provide additional services or activities that nurture the child and their important relationships

Promoting the wellbeing, development, learning and social inclusion of the child through communicating with families

Establishing clear and open channels of communication with families

The role and value of families and caregivers as partners, in supporting their children to achieve positive outcomes

Establishing rapport and respectful, trusting relationships with children, young people, their families and caregivers

Developing and using effective communication systems and tools, appropriate to the audience

Reporting on children's progress and development, discussing families' concerns and responding appropriately

Building rapport and developing relationships using different and relevant forms of communication

The effects of non-verbal communication such as body language, and associated cultural differences

Environmental and situational factors, e.g. holding conversations at the appropriate time and place, understanding the value of daily contact

Listening in a calm, open, non-threatening manner, using questions to check understanding and acknowledging what is being said

Ensuring emotional safety

Different methods of communicating effectively with families in early education and care environments

Using different communication techniques to meet the needs of different families, e.g. written, audio, face to face, signing, interpreting for additional languages, body language, eye contact, use of subtitles in videos produced for families

Accurate, sensitive and relevant use of different techniques, recognising the important of context and construct

Interaction from the child's point of view

Developing and working in partnership with parents

Using the 'I' Statements

Play as a tool for communication

Supporting creative expression, e.g. drawing, role play, music therapy, art therapy

Observation of children, using this medium as a communicative tool with families, making sense of what is being seen, discussed

Producing written reports, the importance of clear and accurate writing

Recognising and respecting different family groups and communities in communication

Recognising the variability in family involvement, e.g. financial, emotional, time constraints and capabilities, being flexible and adaptable as needed

Knowing, respecting and valuing different family structures relevant to the children in the setting, e.g. married and civil partnership parents, cohabiting parents, step-families, lone parent families, extended single household families, adoptive families, foster families, and taking a sensitive and appropriate approach when communicating information

The importance of confidentiality when communicating information regarding children with different family members and caregivers

Applying established theoretical principles of effective communication, e.g. the Humanistic approach and Roger's (1969) Core Conditions for establishing good relationships: unconditional love, empathic understanding and congruence

LO4 Explain the importance of working with communities, including awareness of raising social issues facing children.

Social issues affecting children

Impact of societal inequalities on the child's wellbeing and progress, e.g. poverty, access to services, housing, living standards, health, disability, employment patterns and demands

Strategies to reduce negative impact, and promote positive impact

Working with communities

Underpinned by the responsibility of early childhood and care practitioners to children and their families to act in the child's best interest and maximise children's opportunities to thrive

Addressing the impact of policy on a local and organisational level on community cohesion, support and family relationships, and the experience of the child

Fostering local conditions to support children to learn and develop

Empathic understanding, i.e. recognising the validity of and demonstrating respect for, others' views and feelings

Nurturing approaches

Fostering positive relationships with family and friends of the child or children in own care

Taking part in positive local community-based activities to support community cohesion and enable the child to thrive

Working with others to provide a safe and suitable home environment and local area, being aware of home conditions and local needs

Working with difficult issues when supporting parents, children and family members, addressing challenging situations, having difficult conversations

Professional and personal boundaries in working with communities

Maintaining healthy professional boundaries, i.e. keeping own self safe, while adopting child-centred practice

Awareness of own presentation when working with others outside of the setting; the practitioner as ambassador

Ensuring clear boundaries between own role, the role of the parent/caregiver, family member or friends, and the roles of other professionals working in a multidisciplinary team when working in communities

Minimising boundary crossing within the role of a practitioner in a multidisciplinary team

Keeping children safe within early education and care environments and in community-based activities

Promoting parenting ability/skills and supporting where necessary through community-based activity

Working with parents and caregivers to support a holistic child-centred relationship

Role modelling good practice to promote the welfare and holistic development of children

Impact of organisational and local policy on establishing professional boundaries

Consequences of blurring personal and professional boundaries, on self, on colleagues, on the organisation, on children and their family using the service

Awareness of child's home situation, ensuring information is only communicated with relevant parties.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the role of the early childhood practitioner in relation to a child-centred practice		LO1 and LO2 D1 Critically evaluate own roles and responsibilities in establishing and maintaining a high quality, values-based, professional approach to child-centred practice in early education and care
P1 Discuss the features of effective child-centred practice P2 Analyse the impact of different factors on the early childhood practitioner's ability to perform in a child-centred way	M1 Critically discuss the early childhood practitioner's responsibilities with regards to enabling a professional, child-centred approach to practice	
LO2 Reflect on own personal values and those of others which support child-centred practice		
P3 Discuss different dimensions of professionalism and their relevance in informing best child-centred practice P4 Reflect on the influence of own personal values on own ability to adopt a child-centred approach to practice	M2 Critically reflect on the impact of own personal and professional values in enabling a child-centred approach to practice in an early education and care environment	

Pass	Merit	Distinction
<p>LO3 Communicate effectively with caregivers to promote the child's wellbeing, development, learning and social inclusion in early childhood education and care</p>		<p>LO3 and LO4</p> <p>D2 Critically evaluate the impact of different approaches to communication when working in partnership with different families and communities on the wellbeing, welfare, inclusion and progress of different children</p>
<p>P5 Discuss the purposes of communicating effectively with families and caregivers in early education and care environments</p> <p>P6 Apply different and relevant methods of communication in different interactions with different families and caregivers accessing own workplace setting</p>	<p>M3 Critically analyse own effectiveness in interactions with different families and caregivers in own workplace setting in supporting and promoting children's wellbeing, development, learning and social inclusion</p>	
<p>LO4 Explain the importance of working with communities, including awareness of raising social issues facing children.</p>		
<p>P7 Discuss how to work effectively with different communities in own local area to address the impact of different social issues on children's wellbeing and progress</p> <p>P8 Analyse the value of establishing and maintaining professional and personal boundaries when working with different communities to support children's wellbeing and inclusion</p>	<p>M4 Critically discuss the challenges faced in working in partnership with different communities to effectively address different issues affecting children, improve community cohesion and promote children's wellbeing, inclusion and progress</p>	

Recommended Resources

Textbooks

BROTHERTON, G. DAVIES, H. and MCGILLIVARY, G. (2010) *Working with Children, Young People and Families*. London: Sage Publishing.

EDMOND, N. and PRICE, M. (2012) *Integrated Working with Children and Young People: Supporting Development from Birth to Nineteen*. London: Sage Publishing.

GAMMER, C. (2009) *The Child's Voice in Family Therapy: A Systemic Perspective*. New York: W.W. Norton and Company.

RACE, T. (2017) *Child Centred Practice: A Handbook for Social Work*. London: Palgrave MacMillan.

WILSON, T. (2015) *Working with Parents, Carers and Families in the Early Years*. London: David Fulton.

Journals

EINARSDÓTTIR, J. (2007) 'Research with children: methodological and ethical challenges', *European Early Childhood Education Research Journal*, vol. 15, no. 2, pp. 197–211.

HOLT, K. (2018) 'Limits to partnership working: Developing relationship-based approaches with children and their families', *Journal of Social Welfare and Family Law*, vol. 40, no. 2, pp. 47–163.

OBERHUEMER, P. (2005) 'Conceptualising the early childhood pedagogue: Policy approaches and issues of professionalism', *European Early Childhood Education Research Journal*, vol. 31, no. 1, pp. 5–16.

OSGOOD, J. (2006) 'Editorial. Rethinking "professionalism" in the early years: English perspectives', *Contemporary Issues in Early Childhood*, vol. 7, no. 1, pp. 1–4.

Websites

annafreud.org

Anna Freud National Centre for Children and Families

Early years staff wellbeing: a resource for managers and teams

(Tools)

actionforchildren.org

Action for Children

(General reference)

ncb.org.uk

National Children's Bureau

(General reference)

pacey.org.uk	PACEY (General reference)
pre-school.org.uk	Pre-School Learning Alliance (General reference)
unicef.org	United Nations Children’s Fund United Convention on the Rights of the Child (Policy)

Links

This unit links to the following related units:

Unit 10: Improving Quality in Early Education and Care Environments

Unit 11: Current and Emerging Pedagogies in Early Childhood Education and Care

Unit 13: Supporting Social Work with Children and Families

Unit 22: Supporting Children's Medical Needs

Unit 24: Managing Children's Early Education and Care Environments

Unit 27: Outdoor Play and Learning

Unit 29: Innovative Approaches to Children's Play and Learning in Practice

Unit 30: Working in Partnership across Health, Education and Social Care Services

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	All criteria
THEME 2: PROFESSIONAL IDENTITY	LO1 and LO2	P1–P4, M1, D1
THEME 3: RELATIONSHIPS WITH OTHERS	LO3 and LO4	P5–P8, M3, M4, D2
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO1	P2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early education and/or childcare sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in education, care and early years.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 13: Supporting Social Work with Children and Families

Unit code F/617/3644

Unit level 5

Credit value 15

Introduction

Improved policy and focus into children's emotional health, resilience, wellbeing and development has provided a wider evidence base of the essence of early intervention strategies in support of the family and child. Significant research over the past decade has highlighted the importance of providing families with support and access to services as early as possible where there are issues that affect the family being able to cope and function effectively.

Family support covers a wide range of approaches and activities within settings, including schools and nurseries/kindergartens, youth centres, homes, contact centres, family courts, childcare settings, foster homes, youth custody and residential services. Social care and community workers work closely to support families through a planned set of strategies designed to upskill parents and caregivers as well as emotionally support children to build resilience.

In this unit, students will investigate some of the commonly researched contributory factors that can lead to difficulties for children and families, reviewing possible outcomes where intervention is lacking or ineffective. They will also learn to reflect upon approaches taken within their role as well as ways that organisations in social and community development work together to support children and families.

As a result of studying this unit, the student will develop skills and knowledge to develop as a reflective practitioner in their role in work with children and families or they may seek to continue in higher education courses with a specialism related to working with children and families.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the factors that can lead to family dysfunction and difficulties for the child and family
2. Review current strategies and theoretical principles aimed at supporting early intervention in work with children and families
3. Discuss own role and contribution to long-term planning in supporting work with children and families
4. Reflect upon ways in which services work together in supporting the needs of children and families.

Essential Content

LO1 Investigate the factors that can lead to family dysfunction and difficulties for the child and family

Sociological concepts of family

Family structures and composition

Trends in family creation

Nuclear and extended families

Cohabitation and blended families

Family pluralism

Social norms, expectations

Functionalist perspective

Marxist view

Feminist perspectives

Emotional factors affecting parent-child relationships in families

Quality of parent-child relationships

Child temperament, genetic factors, health, challenging behaviours

Lack of parenting capacity as result of own experiences

Responsive parenting, parental warmth

Abusive relationships, parental conflict, family breakdown

Intellectual factors affecting parent-child relationships in families

e.g. social competence, self-regard of parent(s) and child

Socio-economic factors affecting parent-child relationships in families

Accessibility to support – limited engagement

Parental education, skills and aptitude, learning difficulties

Employment of parents, income and opportunity

Positive and negative lifestyle behaviours that affect income including health-harming behaviours of parents, e.g. substance misuse or abuse

Social factors affecting parent-child relationships in families

Secure and insecure attachments

Availability and use of social networks, e.g. strong extended family relationships, absence of supportive partners

Parent and child mental health, positive and ill-health e.g. effects of different levels of stress, long-term mental health issues

Crisis management skills, coping with change and difficulties

Stereotyped misunderstanding of culture and tradition affecting child and family self-image and willingness to engage

Experience of prejudice, discrimination and abuse

Stability, consistency and routine

Living conditions

Engaging families

Identifying and responding to families

Ensuring adequate and appropriate staffing and staff training to develop consistent and empathic home contact

Consistent approaches from professionals

Evidence-based approaches

Joined-up and seamless delivery structures

Suitable approaches, attitudes and understanding from professionals

Multi-agency approaches

Challenges of engaging families

Parent(s)' lack of confidence and trust

Reluctance to admit need for support

Accessibility of services, cost, transport, timings, environment

Fear of retribution

Fear of professionals, punitive systems, investigation and removal of children

Suspicion based upon past/own experiences

Lack of understanding

Engaging with fathers

Support to socially excluded and marginalised groups
Lack of cultural awareness, and confidence of the worker
Ineffective risk-taking in providing support, worker's own fear to make informed decisions
Lack of experience

Consequences of lack of intervention and effective support

Poor outcomes and life chances
Mistrust of authority figures and the care system
Self-fulfilling prophecy
Intergenerational cycles of poor attitudes and approaches to parenting
Physical developmental delay, delayed brain growth
Social and emotional difficulties, low aspirations, low self-esteem
Mental health issues
Poor educational attainment, truancy, exclusion
Poor employment opportunities
Lack of aspirational attitudes
Inappropriate life choices, e.g. crime leading to imprisonment
Deprivation and poverty
Unwanted, unplanned pregnancy
Conflict and abusive relationships

LO2 Review current strategies and theoretical principles aimed at supporting early intervention in work with children and families

Current strategies related to early intervention

Government review and policies, e.g. in the UK, the Marmot Review (2010), Early Intervention – The Next Steps, Graham Allen (2011)
Home visiting policies
Monitoring and tracking families with risk factors
Development of access to services
Early childhood service provision, e.g. in the UK, Children's Centres, a one-stop approach, basing support services in one location

Professionalism of early childhood practitioners – training home-school links

Parenting programmes

Support networks

Local project development aimed at meeting local needs

Cohesive approaches

Integrated approaches

Targeting families that are reluctant to engage with services

Developing policy in response to user needs

Planning and flexibility

Theoretical principles of early intervention

Constructivist theory

Ecologic-systemic theory

Social Learning theory

Psychodynamic theory

Attachment theory

Crisis Intervention Model

Unified approach

Use of current strategies in developing partnership approaches

Team around the family

Effective engagement of families

Key worker or lead professional involvement

Whole family approaches and solutions

Building on family strengths

Focus on improvements in parenting

Evidence-based interventions

Positive outcomes

Improved relationships

Building of trust

Shared decision-making and planning

Seeking out support

Recognising progress

Improved parent–child relationships

Developed resilience in parent and child

Increase in self-awareness, esteem, confidence

Improved health

Educational engagement and attainment

Employment

Social responsibility

LO3 Discuss own role and contribution to long-term planning in supporting work with children and families

Support to families

One-to-one support

Practical support

Developing relationships

Assisting with programmes

Modelling behaviours

Facilitating group work, family therapy

Listening and effective communication

Advocacy

Family response

Developed relationships based upon trust

Developing of support networks

Someone to turn to

Earlier identification of stress factors

Seeking support for practical issues

Contribution to assessment, planning and review

Feedback the progress made by family

Record-keeping

Contribution to information gathering

Encouraging family involvement

Supporting targets strategies

Facilitating sessional support

Attending review meetings

Advocating for family and child

Non-biased approach

Effective communication skills

Reflecting upon own role

Models of Reflection – Gibbs, Johns, Schön

Review of own role

Developing reflective records

Reflecting on the impact of own experiences and socialisation on practice with children and families

Evidencing critical self-awareness

Reassessing practice and approaches

Solution-focused approaches

LO4 Reflect upon ways in which services work together in supporting the needs of children and families

Roles and responsibilities of partner agencies and stakeholders

Education – school partnerships

Early education and care settings – assessment and observation

Social care – support and key role

Health services – supporting healthcare, midwives, GPs, health visitors, dieticians, speech and language therapy

Police – supporting legal involvement

Legal services – in child protection role

Housing and welfare – support with benefits

Team around family, e.g. therapists, clinical psychologists, family liaison and support, voluntary services, CAMHS, youth custody services, probation, advocates, interpreters

Family and extended family members

Child or children

Local commissioning groups

Voluntary sector

Supporting partnership approaches

In the UK, Common Assessment Frameworks

Joined-up approaches

Seamless delivery

Integrated and multi-agency approaches

Clear communication strategies

Clear planning and review

Nomination of key worker or lead professional

Family and child-centred approaches

Barriers to effective partnerships

Ineffective planning

No involvement of child

Not taking into account family wishes and needs

Poor record-keeping

Poor communication

Not recognising scope and boundaries of roles

Power relationships

Fragmented approaches.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Investigate the factors that can lead to family dysfunction and difficulties for the child and family		D1 Critically evaluate the consequences of ineffective support and intervention for families and children
P1 Explain sociological concepts of families in contemporary society P2 Discuss factors that can affect the way in which parents/caregivers provide for the needs of their children	M1 Assess how factors that affect the way in which parents/caregivers provide for the needs of their children are addressed through effective engagement with families	
L02 Review current strategies and theoretical principles aimed at supporting early intervention in work with children and families		D2 Evaluate the effectiveness of current strategies for early intervention in enabling positive outcomes for families and children in own work setting
P3 Review current strategies that are aimed at early intervention approaches with children and families P4 Assess the main theoretical principles that support early intervention in working with children and families	M2 Evaluate how effectively theoretical principles are embedded in current strategies in early intervention strategies with children and families	

Pass	Merit	Distinction
<p>LO3 Discuss own role and contribution to long-term planning in supporting work with children and families</p>		<p>LO3 and LO4</p> <p>D3 Critically reflect upon own role and contributions in supporting the family and child as a part of a wider team approach to effective work with children and families</p>
<p>P5 Demonstrate how to provide support to a family or child within the remit of own role in accordance with an agreed care plan</p> <p>P6 Discuss the ways that the child, parents and family have responded to the approaches used to provide support in own work setting</p>	<p>M3 Analyse own contribution to the long-term assessment, planning and review of support for an identified family in own work setting</p>	
<p>LO4 Reflect upon ways in which services work together in supporting the needs of children and families</p>		
<p>P7 Explain the roles and responsibilities of partner agencies and stakeholders in supporting families and children</p> <p>P8 Assess own role in supporting partnership approaches with the family and child</p>	<p>M4 Evaluate the barriers in promoting effective partnerships in intervention approaches in family and child support work</p>	

Recommended Resources

Textbooks

DOLAN, P. and PINKERTON, J. (2016) *Understanding Family Support: Policy, Practice and Theory*. London: Jessica Kingsley Publishers.

FROST, N., ABBOTT, S. and RACE, T. (2015) *Family Support, Early Intervention and Early Help (Social Work in Theory and Practice)*. Bristol: Polity Press.

KOSHER, H., BEN-ARIEH, A. and HENDELSMAN, Y. (2017) *Children's Rights and Social Work (Springer Briefs in Rights-Based Approaches to Social Work)*. New York: Springer.

VAN HOOK, M.P. (2013) *Social Work Practice with Families: A resiliency-based approach* (2nd edn). Oxford: Oxford University Press.

VINCENT, S. (2015) *Early Intervention: Supporting and Strengthening Families*. Edinburgh: Dunedin Academic Press.

Websites

annafreud.org	Anna Freud National Centre for Children and Families Early years staff wellbeing: a resource for managers and teams (Tools)
eurochild.org	Eurochild Early Intervention and Prevention in Family Support (2012). Compendium of practices across Europe (Report)
instituteofhealthequity.org	Institute of Health Equity The Impact of Adverse Experiences in the Home on the Health of Children and Young People, and Inequalities in Prevalence and Effects (2015) (Report)

ipc.brookes.ac.uk

Institute of Public Care

Early Intervention and Prevention with
Children and Families: Getting the Most from
Team around the Family Systems (2012)

(Report)

unicef.org

United Nations Children's Fund

Family and Parenting Support: Policy and
Provision in a Global Context (2015)

(Report)

Links

This unit links to the following related units:

Unit 11: Current and Emerging Pedagogies in Early Childhood Education and Care

Unit 12: Child-centred Practice in Working with Children, Families and Communities

Unit 16: The Impact of Contemporary Global Issues on Children's Health and Wellbeing

Unit 17: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

Unit 21: Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing

Unit 22: Supporting Children's Medical Needs

Unit 30: Working in Partnership across Health, Education and Social Care Services

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD		
THEME 2: PROFESSIONAL IDENTITY		
THEME 3: RELATIONSHIPS WITH OTHERS		
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in social work to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based on their work in education, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 14: Impact of Curriculum on Early Childhood Education and Care

Unit code J/617/3645

Unit level 5

Credit value 15

Introduction

Children's early education and care environments need early childhood practitioners who are committed to developing practice to support children's current needs and promote future learning and development.

This unit will develop students' understanding of the impact of early childhood care and education curriculum models and frameworks and the ways these are used in early childhood settings. Through examining their own role, students will use knowledge gained to develop appropriate opportunities to effectively carry out holistic assessment and use home country curriculum models and frameworks in children's early education and care environments, including promoting positive frameworks to improve quality. Students will reflect on their own role and responsibilities when working with others and evaluate their own knowledge of curriculum.

This unit builds on students' learning from Unit 3: Play and Learning in Early Childhood, which is a prerequisite for students undertaking this unit and provides underpinning knowledge and skills which students will utilise in completing assessments for this unit.

The skills and knowledge gained in this unit will help students lead the implementation of a quality curriculum within early education and care environments, as well as supporting progression into degrees related to teaching and early childhood education.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the relationship between the purpose of learning in early childhood and curriculum approaches to learning
2. Discuss the extent to which early childhood curriculum models support children's care, learning and development
3. Examine the features of effective curriculum management and the impact on improving outcomes for children in an early education and care environment
4. Assess the impact of implementing a home country early learning framework in an early education and care environment.

Essential Content

LO1 Explore the relationship between the purpose of learning in early childhood and curriculum approaches to learning

Purpose of learning in early childhood

Major theories of learning in early childhood, behaviourist, cognitive, humanistic, psycho-dynamic, socio-constructivist

The relationship between theories of learning and the existence of curricula

Structured versus unstructured learning in early childhood

Early learning curricula and early learning frameworks or standards

Distinction between work and play in learning

The nature of curricula

Characteristics of a curriculum

Theoretical perspectives underpinning a curriculum

Distinction between early childhood and primary school curriculum approaches to learning

Curriculum in early childhood, debates and controversies, benefits and disadvantages of curriculum approaches to learning

The relevance of play in curricula, play as a tool for learning and exploration

The nature of learning and teaching in curriculum approaches

The role of the practitioner in different models of early learning

Curriculum models and frameworks

Contemporary models, pedagogical and constructivist models of learning and teaching, learning dispositions and styles, paradigms of learning

Features of home country early childhood and primary school curricula or frameworks

Relationship between theoretical perspectives and national, international and local curriculum models

Holistic approaches to curriculum development; values, vision, beliefs, structure, strategy, organisation partnership approach

LO2 **Discuss the extent to which early childhood curriculum models support children's care, learning and development**

Aspects of development in early learning frameworks in relation to primary school curriculum

The development of early literacy and mathematical skills, e.g. systematic synthetic phonics in the teaching of early reading, maths mastery

Other aspects or areas of development and learning in early learning frameworks, e.g. in the UK, personal social and emotional development, communication and language, understanding the world, physical development, expressive arts and design

Relationship between aspects of development and learning in early childhood

Characteristics of effective teaching and learning i.e. focussing on process, rather than outcome, children playing and exploring, active learning, and creating and thinking critically

Relationship between aspects of development in home country early learning framework or curriculum, and home country primary school curriculum

Holistic approaches to development and learning in curriculum delivery

Tutors must deliver in relation to own home country curriculum and a comparative curriculum from another world region

Transitions

Impact of primary school curriculum on learning approaches taken in early education and care environments

Managing transitions between learning approaches in early childhood and care and primary school

The continuum of expectations, curricula and teaching

Impact of transition from early education and care environments to primary school environments on children and families

The role of the lead practitioner in an early education and care environment versus a primary school classroom

Role of the child in different curriculum models

The child as an active learner and meaning maker

Child as a co-constructor of meaning

Child-initiated and practitioner-led activities

Autonomy and independence

Resource considerations and impact

Indoor and outdoor environments

Meaning contexts

Community resources

Theories into practice and gaps

Relationship between theoretical approaches and curricula, gaps in curricula

Meeting the different needs of children through a standardised curriculum

Avoiding inhibiting children's enjoyment of learning

Using different approaches to meet the needs of all children, including those with disabilities and special educational needs, in curriculum delivery

Mechanisms to avoid gaps in learning, e.g. seeking additional support

Other factors influencing effectiveness of curriculum in supporting children's care learning and development

Intrinsic motivation

Social, cultural factors

Content, knowledge, skills

Differentiation

Progression

Communication and personal relationships, active listening

Sustained shared thinking

Neuro-linguistic development

LO3 Examine the features of effective curriculum management and the impact on improving outcomes for children in an early education and care environment

Features of effective curriculum management

Addressing all areas of curriculum appropriately including meeting children's interests

Resource management, making the best use of resources including materials and equipment, time, space and staff

Creativity, resourcefulness and enthusiasm, and encouraging these characteristics in children

Appropriate staff allocation and support

Ensuring the safety and protection of children

Taking into account children's health and wellbeing needs

Identifying additional requirements to meet the range of needs and abilities of all children using the setting

Forward planning for improvement

Preparing children for school

Effective team management to meet curriculum requirements and support strong outcomes for children

Operational

Strategic

Planning cycle

Team meetings

Long-, medium- and short-term planning

Practitioner role

Provision of safe and effective environments

Partnership with multi-agency team

Adopting holistic approaches

Inclusivity and meeting needs of all children

Being a reflective practitioner

Planning, observation and assessment

Purpose and role of observation in early learning curriculum frameworks

Frameworks for observation

Practical considerations in observation and recording

Types of observation, e.g. individual, small group and whole group

Identification of all individual needs, curiosities, experiences

Using observation and assessments to inform planning

Applying theory to practice

Holistic versus focused approaches to observation in curricula

Impact of observation on outcomes for children

Using observations and assessments in early childhood to help prepare children for the transition to school

The role of testing in early education, debates and controversies

LO4 Assess the impact of implementing a home country early learning framework in an early education and care environment

Curriculum frameworks

International

Home country

Monitoring and evaluating provision

Purpose

Measuring impact

Evaluating own tools used to measure impact

Effective use of resources

Indoor and outdoor equipment and materials

Budget

Audit

Self-assessment

Using information from external sources, e.g. inspection reports

Tracking progress

Documentation

Recording observation, assessment and planning

Partnership with parents and families

Planning for progression to primary school environments

Best practice

Change management

Action planning and quality improvement

Teamwork

Impact on children's outcomes

Measuring impact on child, forward planning for improvement, impact on setting.

Working with multi-agencies

Impact on transition to more structured learning environments.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Explore the relationship between the purpose of learning in early childhood and curriculum approaches to learning</p>		<p>LO1 and LO2</p> <p>D1 Critically evaluate the effectiveness of own home nation's early childhood learning framework in preparing children for the transition to primary school and promoting an enjoyment of learning in early education and care settings</p>
<p>P1 Analyse the nature and purpose of curricula in relation to specific learning theories</p> <p>P2 Explain how procedures and practices in an early education and care setting can promote children's enjoyment of learning within a curriculum-based approach</p>	<p>M1 Critically analyse the challenges presented in promoting learning and children's enjoyment of learning in early education and care settings using a curriculum-based approach</p>	
<p>LO2 Discuss the extent to which early childhood curriculum models support children's care, learning and development</p>		
<p>P3 Critically compare own home nation's early learning framework and primary education curriculum model</p> <p>P4 Discuss the strategies in place in an early learning framework to prepare children for the transition to primary school</p>	<p>M2 Critically assess the effectiveness of the early learning framework in preparing children for the transition to the primary school curriculum</p>	

Pass	Merit	Distinction
<p>LO3 Examine the features of effective curriculum management and the impact on improving outcomes for children in an early education and care environment</p>		<p>LO3 and LO4</p>
<p>P5 Discuss the features of effective curriculum management, including the role of effective team management in achieving this</p> <p>P6 Reflect on the value of own planning of observation and assessment activities in own setting in supporting strong curriculum-related outcomes for children</p>	<p>M3 Implement a series of accurately planned and detailed curriculum-related activities including evaluating how outcomes for children have been effectively supported by the team in an early education and care environment</p>	<p>D2 Critically reflect on the effectiveness of the implementation of different activities towards improving outcomes for children, including a justification of own recommendations for improvement referencing a comparable curriculum framework used in another country</p>
<p>LO4 Assess the impact of implementing a home country early learning framework in an early education and care environment</p>		
<p>P7 Reflect on the effectiveness of the current early learning framework in own home country in comparison to the framework used in another country</p> <p>P8 Analyse the implementation of the home country early learning framework in own setting</p>	<p>M4 Critically assess the effectiveness of the home country early learning framework, and the early learning framework of a comparable country on improving children’s learning, progress and development</p>	

Recommended Resources

Textbooks

- ANG, L. (ed.) (2013) *The Early Years Curriculum: The UK Context and Beyond*, Oxon: Routledge.
- BRODIE, K. (2013) *Observation, Assessment and Planning in the Early Years – Bringing it All Together*. Maidenhead: Open University Press.
- MCLACHLAN, C., FLEER, M. and EDWARDS, S. (2013). *Early Childhood Curriculum: Planning, Assessment, and Implementation*, Melbourne: Cambridge University Press.
- MACBLAIN, S. (2018). *Learning Theories for Early Years Practice*. London: Sage Publications Ltd.
- POUND, L. (2011) *Influencing Early Childhood Education Key Themes, Philosophies and Theories*. Maidenhead: Open University Press, McGraw Hill Education.
- REARDON, D., WILSON, D. and FOX REED, D. (2018) *Early Years Teaching and Learning* (3rd edn). London: Sage Publications Ltd.
- RODGER, R. (2016) *Planning an Appropriate Curriculum in the Early Years* (4th edn). Oxon: Routledge, David Fulton.
- SANCISI, L. and EDGINGTON, M. (2015) *Developing High Quality Observation, Assessment and Planning in the Early Years*. Oxon: Routledge, David Fulton.
- WOOD, D. (2007) *How Children Think and Learn*. Oxford: Blackwell.
- WOODS, A. (2014) *The Characteristics of Effective Learning*. Oxon: Routledge, David Fulton.

Journals

- Blaiklock, K. (2010) 'TeWhāriki, the New Zealand early childhood curriculum: Is it effective?' *International Journal of Early Years Education*, vol. 18, no. 3, pp. 201–12.
- Sellers, M. (2010) 'Re(con)ceiving young children's curricular performativity', *International Journal of Qualitative Studies in Education*, vol. 23, no. 5, pp. 557–77.
- Siraj-Blatchford, I., Muttock, S., Sylva, K. et al. (2002) 'Researching effective pedagogy in the Early Years', *Research Report RR356*: Department for Education.

Websites

nurseryworld.co.uk	<i>Nursery World</i> Curriculum section (General reference)
earlyyears Careers.com	Early Years Careers Early Years Management (Article)
teachearlyyears.com	Teach Early Years Nursery Management (Resource)
earlyeducation.org.uk	Early Education Provides training, resources and professional networks for quality education for the youngest children (General reference)

Links

This unit links to the following related units:

Unit 3: Play and Learning in Early Childhood

Unit 5: Supporting and Promoting Children's Development (Young Children)

Unit 8: Promoting Inclusive Early Education and Care Environments

Unit 10: Improving Quality in Early Education and Care Environments

Unit 11: Current and Emerging Pedagogies in Early Childhood Education and Care

Unit 24: Managing Children's Early Education and Care Environments

Unit 27: Outdoor Play and Learning

Unit 28: Comparative Education Systems: International Perspectives

Unit 29: Innovative Approaches to Children's Play and Learning in Practice

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO2 and LO3	P6, M2, M3, D2
THEME 2: PROFESSIONAL IDENTITY	LO1, LO3	P2, P6, M3, D1, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO2	P4
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO3 and LO4	P7, P8, M2, M4

Essential requirements

The use of a range of observation formats is essential for students to achieve the Learning Outcomes of this unit

Delivery

Tutors must be appropriately qualified and experienced in the early education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early childhood settings. Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP) that accompanies this specification.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP.

Unit 15: Approaches to Entrepreneurship in Early Childhood Education and Care

Unit code L/617/3646

Unit level 5

Credit value 15

Introduction

The early childhood education and care sector is an area that has seen significant growth over recent years due to the demands of a changing society. There are opportunities for those who can apply their skills and knowledge within the sector to utilise these in an entrepreneurial way, to develop services of the highest quality, led by experts in the field.

This unit would be particularly beneficial to those students seeking to explore what is required when establishing an early childhood business or social enterprise.

Students will consider areas such as business planning, regulation and legislation relevant to their locality, building a successful team and marketing. This may be in preparation for either starting a new business themselves in the future, or alternatively being part of an organisation establishing a new provision or social enterprise. In either case they are likely to be interested in taking on a significant strategic or operational role in the setting, establishing a high quality and viable service from concept to realisation. This may include provision such as day care settings or out of school provision, including wraparound care or holiday clubs.

Students will explore the typical process that would be followed to ensure robust business planning, considering potential pitfalls and minimising risk as businesses become established and grow. They will also explore the statutory requirements appropriate to their area and how compliance with these is often a prerequisite of registration with industry regulators.

Provision should be established with an outstanding level of professionalism and expertise at its core, to provide the highest quality service to children and families. In respect of this, students will consider safer recruitment procedures, suitably qualified staff and establishing a highly effective team with a range of skills and knowledge.

Entrepreneurs of the future in this sector have a duty to ensure that children and families are provided with a high-quality service which supports their individual needs. By exploring areas such as marketing, students will consider effective channels of communicating and engaging with their potential and existing customers.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the key considerations when setting up an early childhood business
2. Demonstrate knowledge of the implications of regulations and legislation on businesses in the early childhood and care sector
3. Reflect on how to build a successful team who can drive forward the vision and values of a new business to support customer trust and continued growth
4. Discuss ways in which a business can be marketed effectively to promote themselves to their target market.

Essential Content

LO1 Investigate the key considerations when setting up an early childhood business

Drawing up a business plan

Aims, objectives and action planning

Identifying and considering short- and long-term goals

Prioritising, reviewing and monitoring goals as the business evolves

Financial planning, start-up costs; contingency funds

Use of SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis

To support business planning and help to identify priorities, areas requiring investment or potential expansion opportunities

Areas of risk

Financial

Market

Competition

Sustaining quality of service, staffing

Minimising risk through identifying them, e.g. SWOT analysis

Identifying a need for services

Assessing extent of market saturation, e.g. in own geographical region

Tools and processes to gather local market intelligence, e.g. questionnaires, meetings with potential future users, liaison with other professionals, local schools, parent and child groups, to establish genuine need

Assessing potential competitors and identifying own unique selling point (USP)

Identifying prospective customers, e.g. demographic analysis of own target area

Scoping potential for social enterprise initiatives which may have a wider reaching impact on a community as a whole

Company structures and business types

As applicable in own local or national region, e.g. in the UK:

Partnership

Limited company

Community interest company

Charitable status

Comparison of key features of each

Premises considerations

Selecting a suitable building that is fit for purpose

Rental options, e.g. sole use and occupancy, used by other user groups at different times; potential considerations of using a shared space

Purchasing a property for conversion or designing and developing a purpose-built provision, and implications in terms of start-up costs, e.g. potential higher risk for a business start, higher overheads on initial commencement of the business, design and layout of the provision, compliance with health and safety, fire regulations, insurance

Funding towards childcare costs for parents and caregivers

Funding streams available to parents and caregivers for children to access early childhood and care provision

National and local offers in relation to funding

LO2 Demonstrate knowledge of the implications of regulations and legislation on businesses in the early childhood and care sector

Regulation and legislation

How the UN Convention on the Rights of the Child (UNCRC; 1989) impacts on the establishment of a high standard in early education and care services

Local and national requirements and process for registration as a provider with statutory bodies e.g. in England, Ofsted requirements; in Ireland, ETI; in Wales, Estyn

Data protection requirements, e.g. in the UK and EU, the General Data Protection Regulation (2018) or equivalent requirements as relevant to own home nation

Public health legislation

Local and national child protection arrangements

National legislation regarding Special Educational Needs and Disabilities (SEND) e.g., in Northern Ireland, the Special Educational Needs and Disability Act (Northern Ireland) 2016; in England, part 3 of the Children and Families Act 2014; in Wales, the Additional Learning Needs and Education Tribunal (Wales) Act 2018; relationship to relevant articles in the UNCRC

Guidance on best practice for SEND e.g. in England, the Special Educational Needs and Disability Code of Practice: 0 to 25 years

Staffing and safer recruitment processes

Pay and pension entitlements

Rights with regard to equality and diversity

Impact of regulation and legislation on running of the setting

Policies and procedures

Risk assessments

Induction process for new practitioners

Supervisions

LO3 Reflect on how to build a successful team who can drive forward the vision and values of a new business to support customer trust and continued growth

Shared vision and values

Leadership; models and styles of leadership;

Team building and teamwork

Taking the team along on the same journey of the setting

Building on practitioners' strengths and effectively supporting areas for development

Valuing practitioners and building positive relationships

Peer to peer support

Continuing Professional Development (CPD)

Identifying needs within the setting as a whole as well as for individual practitioner's needs or areas of particular interest

Positive implications on practitioners feeling valued e.g. increased motivation

Cascading with colleagues

Sharing new information

Staying up to date with recent developments locally, nationally and internationally

Effective communication

Through approaches such as appraisals, supervisions and mentoring

Day to day communication and reflection

Encouraging and promoting reflective practice which impacts on standards and effectiveness in the setting

Effective communication skills, written, oral, interpersonal and visual

Setting development plan

Identifying priorities, actions to be taken

Lines of responsibility

Delegation skills required

Timescale

Resources required

Monitoring and evaluation process

Success criteria

LO4 Identify ways in which a business can be marketed effectively to promote themselves to their target market

Electronic marketing

Use of websites, blogs and social media platforms as a means of promoting business activity

Print marketing

Leaflets and flyers, posters, brochures

Newspaper presence through showcasing events that have taken place or are planned to take place

Advertorials

Face to face marketing

Open days, open door policy, toddler group linked to setting, stay and play sessions, presence at community events

Word of mouth

Highly effective means of promoting business from satisfied customers who have experience of accessing your services

Relationship marketing

Opportunities for customer feedback, parental questionnaires, child's voice. Building and enhancing existing customer relationships and working with them to ensure loyalty and build trust.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the key considerations when setting up an early childhood business		LO1 and LO2 D1 Produce a critically reflective business plan, that considers the impact of regulatory and legislative requirements on the operational structure of the business and plans to minimise risk
P1 Produce a simple and credible business plan to launch a new venture taking into account need, structure, premises and funding considerations	M1 Produce a detailed and realistic business plan that includes a SWOT analysis of the new venture and determination of areas of risk	
LO2 Demonstrate knowledge of the implications of regulations and legislation on businesses in the early childhood and care sector		
P2 Discuss key regulations and legislation in own local region associated with the delivery of high quality services identified in businesses in the sector P3 Explain the statutory requirements which relate to the businesses discussed	M2 Critically discuss the relationship between regulatory and legal requirements and the operation of businesses in the sector, including the impact on quality	

Pass	Merit	Distinction
<p>LO3 Reflect on how to build a successful team who can drive forward the vision and values of a new business to support customer trust and continued growth</p>		<p>LO3 and LO4</p>
<p>P4 Analyse leadership skills which support and promote a strong team ethos</p> <p>P5 Explain the importance of a range of communication approaches in developing effective team working</p>	<p>M3 Evaluate the skills needed to build an effective team considering different individuals' strengths and the adoption of a shared vision</p>	<p>D2 Critically evaluate own skills towards building an effective team that promotes highly efficient and reflective operations and relevant marketing across a range of mediums to fulfil own business objectives</p>
<p>LO4 Identify ways in which a business can be marketed effectively to promote themselves to their target market</p>		
<p>P6 Discuss different types of marketing and how they serve communication objectives within an early childhood context</p> <p>P7 Produce an effective marketing tool to publicise the chosen business</p>	<p>M4 Evaluate the application of chosen types of marketing and their effectiveness in relation to the business objectives</p>	

Recommended Resources

Textbooks

BURKE, J. (2017) *Building Your Early Years Business*. London: Jessica Kingsley Publishing.

MURRAY, K. (2012) *The Ultimate Child Care Marketing Guide: Tactics, Tools and Strategies for Success*. Minnesota: Redleaf Publishing.

PRESLAND, A. (2017) *Improving the Business of Childcare*. Kent: Writing Matters Publishing.

Websites

gov.uk	Official UK government website Information on areas such as setting up and registering a business, business support, including employing other people (General reference)
earlychildhoodireland.ie	Early Childhood Education organisation Provides a range of support for the early years sector including comprehensive information on start-ups (General reference)

Links

This unit links to the following related units:

Unit 10: Improving Quality Children's Early Education and Care Environments

Unit 23: Managing and Leading People in Children's Early Education and Care Environments

Unit 24: Managing Children's Early Education and Care Environments

Unit 25: Mentoring and Supervision in Early Education and Care Practice

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO2	P2, P3
THEME 2: PROFESSIONAL IDENTITY	LO1, LO3	P4, P5, M3, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO3 and LO4	P4, P5, M3, D2
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO2	P2, P3, M2, D1

Delivery

Tutors must be appropriately qualified and experienced in the early childhood and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in the early childhood and care sector.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 16: The Impact of Contemporary Global Issues on Children's Health and Wellbeing

Unit code R/617/3647

Unit level 5

Credit value 15

Introduction

Every child's opportunities in life, including to be healthy, educated and protected should be their basic human right. An established principle of many international bodies working towards the protection of children is that all children, regardless of the circumstances into which they are born, or their personal characteristics, are entitled to equality of opportunity.

It is important for students to be aware of the range of contemporary global issues that impact on children's health and wellbeing. Many of these issues are interconnected, for example, a child born into poverty may also face malnutrition and lack of access to health services and education. Issues such as political instability, war and internal conflict may result in children being displaced and seeking refuge in other countries for their own safety and security. These issues often have a significant impact on a child's health, progress and development and students working with children in early childhood should develop a nuanced awareness of, and strategies to address, these issues on a local, national and global scale.

In this unit, students will investigate the range of contemporary global issues impacting on children's health and wellbeing. Student will discuss interventions aimed at addressing the impact of the global issues that have an adverse effect on children's health and wellbeing. A sustainable approach to addressing issues including ways to support local community development in developing nations will be considered. Additionally, as global citizens, it is important that children in early education and care settings develop an awareness of contemporary global issues and the rights of all the world's children in an age-appropriate way. The early childhood practitioner's role in facilitating young children's awareness of their contribution to making the world a more equitable and sustainable place will be examined.

Upon completion of this unit, students will have developed increased knowledge and understanding of the impact of contemporary global issues on young children's health and wellbeing. This unit supports students' progress in employment in early childhood education and care within an increasingly global context. It also supports students continuing in higher education in subjects such as Early Childhood Education, Children's Health and International Perspectives.

Learning Outcomes

By the end of this unit students will be able to:

1. Review the range of contemporary global issues impacting upon children's health and wellbeing
2. Discuss interventions aimed at addressing the impact of contemporary global issues on children's health and wellbeing
3. Examine the role of local community development support as a sustainable approach to addressing issues in the developing world
4. Examine how early education and care settings can raise awareness of contemporary global issues.

Essential Content

LO1 Review the range of contemporary global issues impacting upon children's health and wellbeing

Poverty

Absolute and relative

Nutrition and hydration

Impact of malnutrition, chronic undernutrition, e.g. stunting, underdeveloped brain, diminished mental ability and learning capacity, poor school performance in childhood, reduced earning

Access to clean water, for hydration, hygiene purposes, safe sewage and prevention of water-borne diseases, e.g. cholera, typhoid, dysentery

Healthcare

Availability of robust healthcare infrastructure and trained healthcare professionals

Access to prenatal care and safe childbirth

Reducing exposure to HIV infection due to mother-to-infant transmission during pregnancy, childbirth or breast feeding by antenatal diagnosis, use of anti-retroviral medication, caesarean section; AIDS orphans

Access to immunisation programmes to protect against infectious diseases, e.g. tuberculosis, polio, tetanus, measles, rotavirus

Provision of long-lasting insecticide-treated mosquito nets to reduce incidence of malaria

Availability of medication, e.g. antibiotics for bacterial infections

Educational opportunities

Access to quality educational opportunities – to fulfil potential, develop skills, capabilities and for future productivity

Exploitation of children

- commercial sexual exploitation
- child sex tourism
- child labour
- child soldiers
- trafficking of children

Exposure to war and armed conflicts

Potential for loss of life, displacement, trauma

Political and economic instability

Impact of, e.g. mass migration and child refugees, sometimes as unaccompanied minors

Environmental factors caused by human activity

e.g. greenhouse gas emissions causing climate change and global warming, increasing risk of droughts and flooding, particularly in developing nations:

Deforestation

Destruction of ecosystems and natural habitats

Pollution

Quantitative data sources

Epidemiological data, e.g. on health – infant, perinatal and childhood morbidity and mortality rates

Demographic data, e.g. percentage of children with access to quality education including gender issues in accessing education, literacy and numeracy rates

Sources, availability and use of data to address global issues

Baseline quantitative data, e.g. epidemiological, demographic data

Participatory impact assessments (IAs), e.g. social (SIA), equality (EqIA), economic (EIA), health (HIA), environmental (EIA)

Stakeholder mapping, stakeholder engagement plan or policies

Monitoring and evaluation (M&E), incorporating key performance indicators (KPI), baseline data

Focus group discussions (FGDs)

Local, national and international organisations that provide data and develop solutions, e.g. Community-Based Organisations (CBOs), the World Health Organisation, the United Nations Children’s Fund (UNICEF)

LO2 Discuss interventions aimed at addressing the impact of contemporary global issues on children's health and wellbeing

Rights' based approach

e.g. ensuring children's rights are upheld in accordance with the United Nations Convention on the Rights of the Child

International agreements

e.g.

United Nations' (UN) Millennium Development Goals (2000–15)

UN Sustainable Development Goals (2016–30)

Paris Agreement on Climate Change (2015)

Intergovernmental organisations supporting children's health and wellbeing

e.g.

United Nations Children's Fund (UNICEF)

UN High Commissioner for Refugees (UNHCR)

Individual government responsibilities

e.g. in the UK, Department for International Development

Role of Non-Governmental Organisations (NGOs)

e.g.

Providing emergency relief for humanitarian disasters, e.g. in the UK, the Disasters Emergency Committee

Supporting longer-term development projects, e.g. WaterAid

Preventing the recruitment, use and exploitation of children by armed forces and groups, e.g. Child Soldiers International

Protecting children from child trafficking, transnational child exploitation and online abuse, e.g. End Child Prostitution and Trafficking International

LO3 **Examine the role of local community development support as a sustainable approach to addressing issues in the developing world**

Key terms

Community development

Community engagement

Key values of community development

Social justice and equality

Anti-discrimination

Empowerment

Collective action

Generation of solutions to common problems

Working and learning together

Community empowerment

Theoretical approaches to community development

Raising people's income levels (incomes, levels of food, medical services, education)

Creating conditions which promote people's self-esteem, human dignity and respect

Different approaches to community development

Top-down approach adopted by outside global organisations who decide how people in developing nations should develop

Push-back approach which is working bottom-up, with ideas decided by local people rather than imposed by others

Ethics and values in push-back approach to local community development

Respect for identity, independence, dignity, autonomy, empowerment, choice, equality, anti-discriminatory practice

Value of involving citizens

Developing new skill sets, impacting on solidarity, gaining confidence to work collaboratively, developing local enterprise

Organisations promoting local community development

e.g.

United Nations Capital Development Fund

Fairtrade Foundation

LO4 Examine how early education and care settings can raise awareness of contemporary global issues

Relevant curriculum subject areas

e.g.

Links to Geography

Citizenship and Global Citizenship education

In the UK, the Early Years Foundation Stage: Understanding the World area of learning

Awareness raising

School partnerships – establishing links between schools in developed and developing nations through nationally or internationally available schemes, e.g. United World Schools, United Classrooms (UClass), Partner West Africa, in the UK – Department for International Development's (DfID) Global Schools Partnership

Participation in fund-raising initiatives that will help children in the developing world to access their rights, e.g. Soccer Aid Playground Challenge for UNICEF

Whole-school initiatives

e.g.

Participating in international global citizenship projects, e.g. the WE Project (WE Schools), UNICEF's Rights Respecting Schools' Award

Participating in local or national projects, e.g. in the UK, engaging with Eco-schools' Green Flag initiative, 'Reduce, Reuse, Recycle' environmental awareness campaigns in early education and care settings

Benefits of active participation and awareness-raising

For the child

For the child's family

For the setting

For practitioners and other professionals

For the wider community

For society.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Review the range of contemporary global issues impacting upon children's health and wellbeing		LO1 and LO2 D1 Critically reflect upon the challenges faced when designing national and international programmes aimed at addressing the impact of contemporary global issues on children's health and wellbeing
P1 Discuss the current global issues impacting upon children's health and wellbeing P2 Assess the use of data in determining the impact of global issues on children's health and wellbeing	M1 Critically analyse current global trends in issues impacting upon children's health and wellbeing	
LO2 Discuss interventions aimed at alleviating the impact of contemporary global issues on children's health and wellbeing		
P3 Discuss international programmes aimed at addressing the impact of contemporary global issues on children P4 Summarise own country's contribution towards addressing the impact of contemporary global issues on children	M2 Evaluate the successfulness of different national and international programmes aimed at alleviating the impact of contemporary global issues on children	

Pass	Merit	Distinction
<p>L03 Examine the role of local community development support as a sustainable approach to addressing issues in the developing world</p>		<p>D2 Critically review the contribution of local community development in effectively addressing issues affecting children in different developing nations</p>
<p>P5 Discuss how community development values and ethics can be practically reflected in an identified current local community development initiative in own nation</p> <p>P6 Review how a current local community development initiative can encourage global solidarity through local participation and action</p>	<p>M3 Critically discuss how local community development initiatives can contribute to tackling issues affecting children on a global scale</p>	
<p>L04 Examine how early education and care settings can raise awareness of contemporary global issues</p>		<p>D3 Critically evaluate the importance of raising awareness of contemporary global issues within early education and care settings</p>
<p>P7 Plan and implement an activity within own setting which would familiarise children with their responsibilities as global citizens</p> <p>P8 Demonstrate how own practice contributes to raising awareness of a contemporary global issue</p>	<p>M4 Reflect upon the challenges of raising awareness of contemporary global issues within early education and care settings</p>	

Recommended Resources

Textbooks

CLARK, R. (2016) *Children in Society for the Early Years*. Exeter: Learning Matters Publishers.

CREGAN, K. and CUTHBERT, D. (2014) *Global Childhoods: Issues and Debates*. London: Sage Publications.

EDWARDS, M. (2015) *Global Childhoods: Critical Approaches to the Early Years*. St Albans: Critical Publishing.

MONTGOMERY, H. (ed.) (2013) *Local Childhoods, Global Issues*. Bristol: Policy Press.

WELLS, K. (2014) *Childhood in a Global Perspective*. Cambridge: Polity Press.

Websites

amnesty.org

Amnesty International

Non-governmental organisation campaigning for a world where human rights are enjoyed by all

(General reference)

child-soldiers.org

Child Soldiers International

A UK-based non-governmental organisation that works to prevent the recruitment, use and exploitation of children by armed forces and groups

(General reference)

gov.uk

Department for International Development

Tackles contemporary global challenges including poverty and disease, mass migration, insecurity and conflict

(General reference)

icrc.org

International Red Cross and Red Crescent Movement

A global humanitarian network that helps those facing disaster, conflict and health and social problems

(General reference)

savethechildren.org.uk	<p>Save the Children</p> <p>An international non-governmental organisation that promotes children's rights, provides relief and helps support children in developing countries</p> <p>(General reference)</p>
wateraid.org.uk	<p>WaterAid</p> <p>An international non-profit organisation that was set up to ensure access to clean water, sanitation and good hygiene</p> <p>(General reference)</p>
we.org	<p>WE Charity</p> <p>An international charity that partners with communities to help lift themselves out of poverty using a holistic, sustainable five-pillar development model</p> <p>(General reference)</p>
unicef.org	<p>United Nations Children's Fund</p> <p>United Nations Convention on the Rights of the Child</p> <p>Legally-binding international agreement setting out the rights of every child</p> <p>(General reference)</p>

Links

This unit links to the following related units:

Unit 2: Protecting Children in Early Education and Care Environments

Unit 4: Supporting and Promoting Children's Development (Infants and Toddlers)

Unit 5: Supporting and Promoting Children's Development (Young Children)

Unit 6: Promoting Healthy Living

Unit 12: Child-centred Practice with Children, Families and Communities

Unit 17: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

Unit 21: Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing

Unit 22: Supporting Children's Medical Needs

Unit 30: Working in Partnership across Health, Education and Social Care Services

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	P1–P8, M1–M4, D1, D2
THEME 2: PROFESSIONAL IDENTITY	LO4	P7, P8, M4, D3
THEME 3: RELATIONSHIPS WITH OTHERS	LO4	P7, P8, M4, D3
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO2, LO3, LO4	P3–P8, M2–M4, D1–D3

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early childhood education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in the early childhood education and care sector. Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 17: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

Unit code Y/617/3648

Unit level 5

Credit value 15

Introduction

This unit builds on students' learning from *Unit 2: Protecting Children in Early Education and Care Environments* and is intended for practitioners with a defined responsibility for safeguarding and child protection in an early education and care setting. In this unit, students will explore a contemporary topic within the field of safeguarding and child protection, and the opportunities with regards to current trends, challenges and practice that is necessary to keep all children safe. The unit goes to the heart of the role of the practitioner in this respect, and how to keep up to date with current issues regarding safeguarding and child protection. Senior practitioners in an early education or care environment are expected to be able to lead and support child protection processes in their daily practice and will encounter challenges around making decisions regarding the best outcomes for the child. The senior practitioner may be required to make these decisions autonomously, using their extensive knowledge and skills-base to make choices that could ultimately affect every single child that they care for. It is crucial that students intending to practise, or practising, at senior levels have a thorough understanding of safeguarding and child protection and addressing these challenges to achieve the best outcomes for the child.

In this unit, students will explore three main aspects of child protection in depth. Firstly, students will explore the duties of the practitioner with regards to dealing with child protection, the processes that are required and how to deal with disclosures. Secondly, students will demonstrate how they support current practice in their own setting, lead practice and address the challenges they face when working using local policies, systems and strategies to protect the children in their care. Finally, students will examine and demonstrate how the practitioner operates holistically, using multi-agency approaches and how to facilitate this appropriately for a child-centred outcome.

After successfully completing this unit, students will be able to demonstrate how to work within different systems of child protection and how to manage their role within these effectively. Students will develop their skills in dealing with complex support and child protection cases using a case study approach and demonstrate their leadership and professional resilience doing this in a child-centred way. This will support moving onto continuing studies within Higher Education in early childhood-related degrees or social care with a movement towards child protection. It will continue to offer continuing professional development as an early childhood practitioner.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine different considerations for early childhood practitioners in appropriately managing children's disclosures of abuse or neglect
2. Discuss a contemporary topic within the field of child protection and its impact on the protection of children accessing own workplace setting
3. Explore the role of multi-agency working in supporting children who have been abused or currently at risk of abuse or neglect
4. Demonstrate the skills needed for effective implementation of child protection policies and procedures in own early education and care setting.

Essential Content

LO1 Examine different considerations for early childhood practitioners in appropriately managing children's disclosures of abuse or neglect

Theories of child abuse

Medical, Sociological, Psychological and Feminist models

Consequences of abuse

Emotional, social and physical, both immediate and developmentally

Attitudes and behaviour towards alleged abuser or child within local community and impact on effectiveness of intervention, rehabilitation or recovery

Effect of intervention

On family and within local community

Creating a safe environment through theoretical based pedagogy

Knowing and adhering to legislation, policy and procedure with regards to child protection

The value of having a named person or persons with a clearly defined role and responsibilities in relation to child protection, appropriate to the level at which s/he operates

Responding appropriately to concerns i.e. necessary, proportionate, relevant, adequate, accurate, timely and secure

Remaining vigilant, ensuring the child's welfare is at the centre of all action taken by the practitioner

Knowing and respecting the lines of referral, knowing the boundaries of own role and responsibilities

Supporting children to understand the risks they may face and what action they can take to protect themselves

Managing disclosures of abuse

Informing the practice of others

The value of having staff trained in safeguarding and child protection

The value of having a child protection lead in the setting

Knowing how to respond to concerns and keep up to date with policies and practice

Being able to advise children and young people about staying safe

Developing solutions to problems faced in addressing disclosures of abuse, e.g. strategies to address children retracting or delaying disclosure, including as a response to pressure or threats from the perpetrator; the impact of the child's relationship to the perpetrator; anticipating and mitigating consequences of disclosure, e.g. physical injury/death, family separation, parental distress; the child's family and their concerns; fear of negative reactions from parents or family; fear of not being believed; feelings of guilt, embarrassment, shame and self-blame

LO2 Discuss a contemporary topic within the field of child protection and its impact on the protection of children accessing own workplace setting

Contemporary topics

Common findings of inquiries, e.g. current government reports, Serious Case Reviews

Benefits and challenges of policy changes

Local and global issues in child welfare

Using theoretical frameworks to inform practice

Worldviews for community based child protection work, e.g. rights of the child, practice within own country, comparing and contrasting practice in other global regions

Evidence for effectiveness, building on a strong theoretical foundation, e.g. Dr Bavolek's Six Protective Factors (2014)

Valuing and promoting diversity while ensuring children are kept protected and safe

LO3 Explore the role of multi-agency working in supporting children who have been abused or currently at risk of abuse or neglect

Effective management of child protection within a multi-agency context

Supervision, roles of supervisor and supervisee

Continuous reflective practice

Theoretical models, e.g. rights and ethics

Legal frameworks and working within these

Different methods of therapeutic support for children

Own role in multi-agency working to protect children

Skills in relation to listening and communicating

Analysing interactions with a child, parents and colleagues

Reflection within daily practice

Appropriate supervision

Family and parent engagement

Lines of referral

Multi-agency working and working within statutory plans

Trauma focused therapies

Recording observations appropriately i.e. ensuring only necessary information is recorded, that information recorded is proportionate, relevant, adequate, accurate, timely and kept secure

Key principles of child-centred practice in multi-agency working

Set a standard of child-centred protective practice

Supporting the wellbeing of children

Effective staff supervision to support staff case management

Critical time-frames in relation to child protection policies and procedures

Considering the developmental needs of children and young people in all interventions

Providing children and young people with opportunities to participate in all aspects of child protection interventions which affect them

Promoting a collaborative approach to the protection of children

Benefits and challenges of a multi-agency approach

Professionals

Protection of children from paid caregivers e.g. nursery staff

Agency policies and individual worker's precautions to prevent allegations, professional updating

LO4 Demonstrate the skills needed for effective implementation of child protection policies and procedures in own early education and care setting

Legal framework underpinning child protection policies and procedures in own nation

International legislation and guidance underpinning child protection to include the UNCRC (1989) and Human Rights Act (1988)

Overview of national historical timeline and perspectives e.g.

in the UK, Children and Young Persons Act 1933, Children Act 1989, Children (Northern Ireland) Order 1995, Protection of Children Act 1999 and introduction of mandatory Criminal Records checks for individuals working with children, Care Standards Act 2000, establishment of Area Child Protection Committees, Sex Offenders Register, Safeguarding Vulnerable Groups Act 2006, Safeguarding Vulnerable Groups (Northern Ireland) Order 2007

Current regional or national legislation and guidance e.g. in England, Children Act 2004, Serious Organised Crime and Police Act 2005 and the Child Exploitation and Online Protection (CEOP) Centre, Working Together to Safeguard Children 2018

Referral

Suspicions, allegations, disclosures, confidentiality

Record-keeping and storage

Report writing

Access to records

Agency/area procedures

Knowing and adhering to the process in own setting for recording incidents, concerns and referrals and storing and disposing of these securely

Own workplace policy and procedures for reporting within the setting

Procedures for referral to outside agencies

Investigation and sequence of events leading to placement on child protection register

Detailed knowledge of local social services' policies and procedures

Managing own effectiveness in child protection practice in own setting

Own knowledge and resilience

Reflecting on action

Supporting staff

Listening to the child's voice

Working in participation with parents or caregivers

Engaging with the wider community

Interaction between self, the child, families and colleagues

Informing practice and mentoring of colleagues

Keeping all safe

Adopting safe recruitment, selection and vetting procedures for staff that come into contact with children

Provision of guidance and training on confidentiality and information sharing

Recording accurate documentation

Effective observations and reflective journals

Empowering the child, families and colleagues

Vigilance

Information sharing

Whistleblowing

Resources considerations

Valuing and promoting diversity.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine different considerations for early childhood practitioners in appropriately managing children’s disclosures of abuse or neglect		D1 Critically evaluate the challenges with managing disclosures of abuse in early education and care settings in relation to the role of the early childhood practitioner and the impact on the child
P1 Analyse different theories of abuse and their relevance to approaches to addressing challenges faced in managing children’s disclosures of abuse in early education and care settings	M1 Evaluate the need for the appropriate management of children’s disclosure of abuse within an early education and care setting in relation to the impact on the child	
LO2 Discuss a contemporary topic within the field of child protection and its impact on the protection of children accessing own workplace setting		D2 Critically evaluate a contemporary topic in child protection and the related impact on practice and protection of the child in own locality
P2 Analyse a contemporary topic within child protection and how this has informed current practice	M2 Evaluate a contemporary topic in child protection and the impact on practice and the protection of the child in their social context	

Pass	Merit	Distinction
<p>LO3 Explore the role of multi-agency working in supporting children who have been abused or currently at risk of abuse or neglect</p>		<p>LO3 and LO4</p> <p>D3 Justify a multi-agency approach to the protection and safeguarding of children in a child-centred way within own workplace setting, and own role in adhering to policies and procedures to enable its effectiveness</p>
<p>P3 Analyse the purpose of multi-agency working in child protection</p> <p>P4 Discuss how different agencies involved in the protection of children work together in own locality</p>	<p>M3 Critically analyse the effectiveness of engaging in multi-agency working to protect and safeguard children accessing own setting</p>	
<p>LO4 Demonstrate the skills needed for effective implementation of child protection policies and procedures in own early education and care setting</p>		
<p>P5 Produce an accurate and detailed flowchart of the child protection policies and procedures in own workplace setting and own role within these</p> <p>P6 Demonstrate different skills and techniques in working with children and families that reflect an awareness of and adherence to own setting's child protection policies and procedures</p>	<p>M4 Critically reflect on own skills in implementing own setting's child protection policies and procedures</p>	

Recommended Resources

Textbooks

BLATCHFORD-SIRAJ, I. CLARKE, K. and NEEDHAM, M. (2007) *The Team around the Child: Multi-agency working in the early years*. Stoke on Trent: Trentham Books Ltd.

CALDER, C. (2015) *Risk in Child Protection Work: Frameworks for practice*. London: Jessica Kingsley Publishers.

CROSSON-TOWER, C. (2015) *Confronting Child and Adolescent Sexual Abuse*. London: Sage Publishing.

DOYLE, C. and TIMMS, C. (2014) *Child Neglect and Emotional Abuse: Understanding, assessment and response*. London: Sage Publishing.

FONTES, L. (2008) *Child Abuse and Culture: Working with diverse families*. New York: Guilford Press.

GASPER, M. (2010) *Multi-agency Working in the Early Years: Challenges and opportunities*. London: Sage Publishing.

LAIRD, S.E. (2013) *Child Protection: Managing Conflict, Hostility and Aggression*, Bristol: Policy Press.

NICOLAS, J. (2015) *Practical Guide to Child Protection: The challenges, pitfalls and practical solutions*. London: Jessica Kingsley Publishers.

Journals

DEMPSEY, A. (2016) 'Safeguarding – reflecting on practice', *Links to Health and Social Care*, vol. 1, no. 2, pp. 4–17. Liverpool John Moores University.

KHAN, L. PARSONAGE, M. and ROSA BROWN, E. (2013) 'Parenting programmes: Identification and referral', *Journal of Children's Services*, vol. 8, no. 3, pp. 194–208.

RUCH, G. (2007) 'Reflective practice in contemporary child care social work: The role of containment', *British Journal of Social Work*, vol. 37, no. 4, pp. 659–80.

SEDEN, J. (2009) 'Safeguarding children and schools', *Journal of Interprofessional Care*, vol. 23, no. 15, pp. 548–9.

SPRATT, T. NETT, J. BROMFIELD, L. HIETAMAKI, J. HEINZ, K. and PONNERT, L. (2015) 'Child protection in Europe: Development of an international-comparison model to inform national policies and practices', *British Journal of Social Work*, vol. 45, no. 5, pp. 1508–25.

TUCK, V. (2013) 'Resistant parents and child protection: Knowledge base, pointers for practice and implications for policy', *Child Abuse Review*, vol. 22, no. 1, pp. 5–19.

VILLARREAL, V. and CASTRO, J. (2015) 'Maltreatment in early childhood and the roles of early childhood educators,' in JOHN A. SUTTERBY (ed.) *Discussions on Sensitive Issues*, Emerald Group Publishing Limited, vol. 19, pp. 137–59.

Websites

barnardos.org

Barnardos

(General reference)

nspcc.org.uk

National Society for the Prevention of Cruelty to Children

(General reference)

Links

This unit links to the following related units:

Unit 2: Protecting Children in Early Education and Care Environments

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO2 and LO3	P2–P5, M2, M3, D2
THEME 2: PROFESSIONAL IDENTITY	LO1	P1, M1, D1
THEME 3: RELATIONSHIPS WITH OTHERS	LO3 and LO4	P4, P5, P6, P7, M3, M4, D2, D3
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO2	P2, P3, M2, D2

Essential requirements

Tutors with current early childhood and education and care management experience and qualifications can deliver this unit. Due to the specifics of ethics and reflecting on practice, it is essential that the student demonstrates confidentiality. Any concerns of children must be reported and in setting policies must be followed.

Delivery

Tutors must be appropriately qualified and experienced in the early education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early education and care. Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 18: Social Policy: Influences on Practice and Provision

Unit code D/617/3649

Unit level 5

Credit value 15

Introduction

Social policy impacts on children and families in all areas of their lives. To develop an understanding of this impact it is important to know what social policy is. This unit introduces social policy in the context of children, families and Early Childhood Education and Care (ECEC). Health, social care, education and economic policy can have a significant impact on how children and parents; from different social, cultural and economic backgrounds engage in and contribute to society. This unit explores these different domains.

To understand the impact of social policy, it is important for students to develop an awareness of politics in their home nation and the relevant legislative process. This unit introduces the legislative process and will explore how different political ideologies impact on the focus and context of social policy. In ECEC, regulations can impact on the level and type of provision. This unit explores different aspects of regulatory impact and students will be supported to critique these to develop an understanding of the place, status and relevance of education and care provision for young children.

Social policy can empower or disempower young children and families through how it facilitates the level of provision, access and suitability of services for children with different requirements. The link between inclusion and social policy is also explored in the unit to help students reach an informed position about the extent to which local, regional and national social policy promotes the inclusion of all families.

By completing this unit, students will develop an in-depth understanding of what social policy is and how it is formed through the legislative process. The link between legislation, regulation and policy is explored, and this will provide students with an informed awareness of how policy impacts on practice.

This unit will enable students to understand the importance of participation in the political process to develop social policy that supports the inclusion of children and families. This will support their understanding of ECEC and ensure that practice is focused on inclusion of families from varied cultural and economic backgrounds. The unit also provides a critique of broad aspects of legislation, regulation and policy that is relevant to degree level study in subjects such as Early Childhood, Early Years and Teacher Education. It also has relevance to roles in ECEC linked to policy development and analysis.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the current context of social policy for young children and families both nationally and internationally
2. Review how current legislation, policies and regulations position early education and care in the broader context of services for children and families
3. Examine the contexts underpinning the availability, structure and organisation of early education and care provision
4. Assess the effectiveness of social policy for ensuring the inclusion of all children in early education and care provision.

Essential Content

LO1 Explore the current context of social policy for young children and families both nationally and internationally

Social policy

Definition

Relevance to young children and families

Focus on how society meets the needs of children and families through services

Education

Wellbeing

Health

Security

Work

The impact of national and international organisations on social policy to meet the needs of children

National, e.g. Departments of Education, Departments of Health, charities such as the Red Cross, Oxfam; regional variations, e.g. in the UK, Office of the Children's Commission, as relevant to own national jurisdiction

International, e.g. United Nations (UN), European Court of Justice (ECJ), World Health Organisation (WHO), Organisation for Economic Co-operation and Development (OECD)

Ecological theory in relation to social policy

Bronfenbrenner and the interconnectedness of children and families within family within broader environments

Meeting the need for children to feel safe through social policy

Appropriate workforce, including local and national workforce vetting systems

Developing safe communities

Ensuring national security

The role of stakeholders in the production, development, implementation and review of social policy

Governments

National and international bodies

Organisations

Families and individuals in contributing to wellbeing

The impact of policy, practice and provision in supporting all families

Spending for effective social policy, e.g. spending on ECEC, welfare support, support for families through the tax system, maternity and paternity provision

Complexity of achieving best outcomes for children through policy, relationship to multi-agency responses

The positioning of families in social policy

Dominant discourses around marginalised families, e.g. lone-parent families, economically disadvantaged families

How different discourses are empowering and disempowering

The importance of ECEC in improving social mobility and tackling structural inequalities

Addressing inequalities in political life outcomes

Enabling or promoting equality of opportunity treatment based on grounds such as race or gender and other protected characteristics

Addressing inequalities due to social memberships, e.g. nation, family or faith

LO2 Review how current legislation, policies and regulations position early education and care in the broader context of services for children and families

Political ideologies and the impact on social policy

Parliamentary and legislative processes in own home nation

Devolved governance

Links between legislation, policy and practice

Difference between statutory and non-statutory policy

How those in different situations are positioned and impacted by government, the community and ECEC settings

Disadvantaged families, e.g. those living in poverty, those experiencing deprivation, those who are unemployed, single-parent households, refugee families

The discourse around deprivation

The regulatory environment of ECEC

e.g. qualification requirements, staffing ratios, funding levels and entitlement, quality assurance and inspection, sector structural arrangements, continuing professional development

Other regulatory requirements as relevant in own home nation

LO3 Examine the contexts underpinning the availability, structure and organisation of early education and care provision

The position and governance of ECEC and how this impacts on children

Education

Public health

Social care for families

Social policy and ECEC

How ECEC is defined in different nations

Implications relating to access to and progress in ECEC, e.g. in terms of age ranges, phases, statutory or non-statutory provision

The structure of services in the ECEC system:

Private

Voluntary

Independent

State

The impact of regulations

Provision and funding

Universal funding

Targeted provision

Tax allowances or credits related to family income or circumstance

Other sources and types of funding of ECEC as relevant in own home nation

Availability by type and geographical location

Wraparound care to support parental working hours

Differentiating between centre-based childcare and education and homebased provision

Home-based provision, e.g. childminders, nannies or au-pairs, family members

Centre-based, e.g. pre-schools, kindergartens, nurseries

Differences in funding, cost and accessibility

Differences in staffing, routine and availability

LO4 Assess the effectiveness of social policy for ensuring the inclusion of all children in early education and care provision

Relationship between social policy and the development and review of curriculum

The national and local policy context of curriculum

The value of balanced curriculum and the role of policy in ensuring this

Benefits of holistic approaches to curriculum, e.g. related to social, emotional, physical and cognitive development and the interconnectedness of these areas

Consequences of gaps in curriculum for children's development, wellbeing and progress

Protecting children's rights by reflecting in curriculum

Governance, oversight and inspection processes stipulated in social policy

Support in curriculum policy for children to develop resilience and resourcefulness towards learning and social interactions

Equality legislation and practice

e.g.

In the UK, Equality Act 2010, protected characteristics

In Ireland, e.g. Irish Human Rights and Equality Commission

In the EU, e.g. European Commission on Human Rights

Internationally, e.g. Human Rights Act 1998, UNCRC

Social policy and the inclusion of all children in care, health and education provision

Children with special educational needs or disabilities

Children with medical needs, e.g. allergies, diabetes-mellitus, epilepsy, other long-term medical conditions

Children who are wards of the State, e.g. in the UK, 'looked after' children

Provision and support for looked after children in short- and long-term placements

Defining 'inclusive' ECEC environments as stipulated or referenced in social policy

Structure

Design

Facilities

Resources

Staff training, skills and capabilities

Representative staffing and role modelling

Other indicators of inclusivity

Gaps in social policy to ensure the provision and regulation of inclusive environments in ECEC.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>L01 Explore the current context of social policy for young children and families both nationally and internationally</p>		<p>D1 Critically evaluate how early education and care policy and provision can challenge structural national and international inequalities and contribute to social mobility for young children and families</p>
<p>P1 Discuss the impact of social policy on young children and their families, including those from disadvantaged groups</p> <p>P2 Explain how social policy related to early education and care is influenced by different national and international stakeholders</p>	<p>M1 Evaluate the contribution of social policy to the provision of early education and care environments that are safe, reduce inequalities and protect young children</p>	
<p>L02 Review how current legislation, policies and regulations position early education and care in the broader context of services for children and families</p>		<p>D2 Critically examine an aspect of legislation and associated policy and regulation in own home nation in terms of its impact on families from different backgrounds who use different early education and care services</p>
<p>P3 Explain the influence of political ideologies on the development of early education and care policy in own home nation</p> <p>P4 Discuss how effectively social policy supports families to access early education and care services</p>	<p>M2 Critically analyse the impact of legislation on the structure of the early education and care system in terms of policy, provision and regulation in own home nation</p>	

Pass	Merit	Distinction
<p>LO3 Examine the contexts underpinning the availability, structure and organisation of early education and care provision</p>		<p>LO3 and LO4</p> <p>D3 Critically review the contribution of legislation and social policy to supporting and promoting the progress and inclusion of all children in different types of early education and care provision</p>
<p>P5 Explain how early education and care provision is registered and regulated and the implications of this for settings, practitioners and children in own home nation</p> <p>P6 Assess the effectiveness of local policy in own home nation in enabling the provision of meaningful and sufficient early education and care services to meet the needs of families from differing socio-economic backgrounds</p>	<p>M3 Critically assess the availability and funding of different types of early education and care provision and how it is impacted by parental work patterns, family income and location</p>	
<p>LO4 Assess the effectiveness of social policy for ensuring the inclusion of all children in early education and care provision</p>		
<p>P7 Explain the curriculum and approach to pedagogy in own workplace setting and how it addresses the holistic needs of young children</p> <p>P8 Assess the effectiveness of different aspects of social policy in supporting and promoting the inclusion of different children in early education and care settings</p>	<p>M4 Critically reflect on own application of relevant social policy in practice and how effectively it contributes to the implementation of aspects of the curriculum that promote inclusion of different children with varied needs</p>	

Recommended Resources

Textbooks

FITZGERALD, D. and KAY, J. (2016) *Understanding Early Years Policy* (4th edn). London: Sage.

JENSON, J.M. and FRASER, M.W. (2016) *Social Policy for Children and Families* (3rd edn). London: Sage.

ADAMS, P. (2014) *Policy and Education*. Oxon: Routledge.

Journals

LEWIS, J. and WEST, A. (2017) 'Early childhood education and care in England under austerity: Continuity or change in political ideas, policy goals, availability, affordability and quality in a childcare market?', *Journal of Social Policy*, vol. 46, no. 2, pp. 331–48.

Websites

mentalhealth.org.uk	Mental Health Foundation Why relationships are so important for children and young people (Blog post)
jrf.org.uk	Joseph Rowntree Foundation Children webpages (General reference)
nspcc.org.uk	National Society for the Prevention of Cruelty to Children Children in Care (General reference)
who.int	Who Health Organisation Child Health (General reference)

Links

This unit links to the following related units:

Unit 10: Improving Quality in Early Education and Care Environments

Unit 11: Current and Emerging Pedagogies in Early Childhood Education and Care

Unit 13: Supporting Social Work with Children and Families

Unit 15: Approaches to Entrepreneurship in Early Childhood Education and Care

Unit 16: The Impact of Contemporary Global Issues on Children's Health and Wellbeing

Unit 17: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

Unit 19: Supporting Children in Home-based Childcare Environments

Unit 23: Managing and Leading People in Children's Early Education and Care Environments

Unit 24: Managing Children's Early Education and Care Environments

Unit 28: Comparative Education Systems: International Perspectives

Unit 30: Working in Partnership across Health, Education and Social Care Services

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO3	P5, P6, M3, D3
THEME 2: PROFESSIONAL IDENTITY	N/A	N/A
THEME 3: RELATIONSHIPS WITH OTHERS	N/A	N/A
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO1, LO2, LO4	P1–P4, P7, P8, M1, M2, M4, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early childhood education and/or care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early education, health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 19: Supporting Children in Home-based Childcare Environments

Unit code R/617/3650

Unit level 5

Credit value 15

Introduction

The aim of this unit is to provide students with a thorough understanding of how to support children in different types of home-based childcare learning environment. This includes the identification of effective resources and planning for indoor and outdoor home-based learning. Students will consider the promotion of children's safety and the security of the environment, including analysis of risk and health promotion. They will learn about monitoring access arrangements for children to keep children safe.

Students will investigate how home-based childcare providers collaborate with parents, caregivers and other agency professionals to support children's wellbeing, learning and development. Also in this unit students will examine professional practices for home-based childcare, and analyse what makes good practice and quality professional development for home-based practitioners to support children effectively.

To successfully achieve this unit, students are required to provide supporting evidence from their work experience. They will develop and demonstrate the practical competences required of the professional early childhood home-based practitioner by gathering evidence for their Practical and Reflective Evidence Portfolio (PREP). This unit will contribute to the students' PREP file and help to support their reflective practice log throughout their work experience. This will allow students to assess how effectively home-based childcare professionals provide for children and promote children's learning.

This unit will provide a thorough grounding in the key concepts of home-based childcare, and practical skills required in the early childhood care sector recognised by professional bodies and early learning employers as essential for home-based childcare practice. It supports students' progress towards self-employed roles in the sector, e.g. as a nanny, registered childminder or another alternative home-based early childhood practitioner.

To undertake this unit, students will be expected to complete a period of work experience in a home-based childcare setting. A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Learning Outcomes

By the end of this unit students will be able to:

1. Discuss types of learning environments for children in home-based childcare
2. Demonstrate how to ensure security and safety in home-based childcare environments
3. Analyse partnerships with parents, caregivers and other agencies in supporting children in their home-based childcare environment
4. Examine a range of professional practices appropriate to a home-based childcare environment.

Essential Content

LO1 Discuss types of learning environments for children in home-based childcare

Definitions and comparison of the features and characteristics of different early childhood care environments

Home-based

Pre-school

Nursery

Indoor

Outdoor

The role of practitioners in different environments, differences and commonalities

Home-based childcare to support children

Types of home-based childcare, nannies, registered childminders, and other casual home-based childcare such as infant-sitters and home-school assistants

The role of childminding agencies

Professional nannying, responsibilities around the home, requirements of regulation, support groups and networking for nannies. Considerations for looking after children in their own home

Registered childminders, requirements of inspecting bodies and regulators (e.g. OFSTED in England, CiW in Wales, Health and Social Care Trusts in Northern Ireland, TUSLA in the Republic of Ireland), networking, working in collaboration with other childminders

Guidance for infant-sitters and casual home-based childcare workers

Features of effective home-based childcare provision

Ensuring a warm and welcoming environment where all children's emotional needs are considered, and their wellbeing supported

Developing and providing resources that meet different children's interests, abilities and skills

Considering children's progression and interests when developing a wide range of resources

Resources for additional needs and children with specific abilities

Providing varied and culturally appropriate resources and facilities, including taking into account children's dietary requirements

Consideration for children's learning in home-based indoor spaces

Creating cosy and quiet spaces for young children

Maintaining a home-from-home environment, supporting children to feel relaxed and emotionally secure

Developing effective play opportunities which stretch and challenge children's abilities and provide interesting and accessible learning

Ensuring appropriately qualified and skilled practitioners, continuing professional development, appropriate registrations

Outdoor play and experiences

Consideration for children's learning in home-based outdoor spaces

Providing trip and visits to explore children's local community, e.g. parks, the beach, leisure centres and the countryside

Developing opportunities for messy play in the outdoors

Considering literacy and mathematics in the outdoors

Preparing outdoor resources for all weathers

LO2 Demonstrate how to ensure security and safety in home-based childcare environments

Developing a safe and secure home-based environment

Following national and local legislative and regulatory requirements and guidelines for maintaining children's safety

Staff training in health and safety

Appropriate people entering the building, e.g. support workers and future colleagues; maintaining accurate visitors' logs or records

Reviewing procedures for appropriate adults

Conducting relevant and sufficient safety checks, including checks of criminal records, to adults working, or having unsupervised access to children

Keeping children safe in accordance with the United Nations Convention on the Rights of the Child (1989), protection and prevention rights

Ensuring children's emotional safety and wellbeing

Considering risk

Balancing risk and play opportunities effectively

Reviewing access to children's play and providing correct preparation for risk taking in play

Talking to parents about the benefits of risky play

Monitoring ratios and access arrangements

Considering procedures for adults and caregivers permissions on site

Ensuring correct regulations are met for child ratios

Providing sufficient adult to child balance for outings, activities and monitoring play

Preventing accidents and protecting children

Ensuring appropriate adult with current paediatric first aid certification as applicable and valid in own home nation, is on the premises at all times

Understanding first aid responsibilities

Completing risk assessments and reviewing procedures, resources and the environment

Attending training in the local community to improve quality and understanding local risk, protection and safeguarding requirements

LO3 Analyse partnerships with parents, caregivers and other agencies in supporting children in their home-based childcare environment

Networking with other home-based childcare providers

Local community networking for Registered Childminders and Nannies

The benefits and limitations of networking with others

Finding professional support and guidance

Collaborating, communicating and co-operating with parents, caregivers and other agencies

Ways of maintaining effective communication with parents and families

Using surveys, questionnaires and feedback forms to review and update practice

Co-operating with other agencies, data protection and information sharing

The importance of developing relationships with family and working closely with parents and caregivers

Providing a positive and welcoming environment for parents'/caregivers' views and opinions

Promoting parental/caregiver involvement in their children's learning at a home-based setting

Discussing issues and tackling challenges in collaboration with parents, caregivers and family members

Preparing children for transition, working with schools and other early learning providers

Working with teachers and schools in preparing children for transition

Supporting families and children with their expectations of school

Offering home-based breakfast clubs, after-school activities and arranging wraparound care

LO4 Examine a range of professional practices appropriate to a home-based childcare environment

Maintaining knowledge and good practice

Developing effective reflective practice

Reviewing and updating knowledge and skills

Considering change and professional challenges

Attending regular training and workshops

Locating training in the local community

Updating knowledge and skills concerning changes in national regulation, e.g. through attending workshops, conferences and national training events

Making local connections

Working with regulatory organisations

Seeking advice and support from the local authority and national organisations involved in the support of professionals working in children's early education and care

Developing relationships with local communities, engaging with community-run projects that develop children's social values, awareness, skills and citizenship

Developing a home-based childcare business

Carrying out research to determine the need for home-based care in own local area, e.g. through local parent groups, schools, local demographic data, using questionnaires, surveys and interviews

Deciding the scope and type of home-based provision

Deciding on age range of children

Sources of funding

Developing a business plan

Determining hours of working

Obtaining relevant, valid and current local authority and regulatory permissions and certifications

Developing resources

Planning for working, reviewing resources, adapting environments and considering ratios

Financial management and budgeting

Marketing own home-based childcare business, e.g. developing safe and secure website, social media presence, online and print advertising, business cards

Making local connections with other home-based childcarers for support and guidance

Continuous review and development.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Discuss types of learning environments for children in home-based childcare		D1 Critically evaluate the effectiveness of different home-based childcare environments
<p>P1 Discuss the different types of learning environments for children in a home-based setting</p> <p>P2 Explain how practitioners in home-based childcare environments can effectively support the progress of children</p>	<p>M1 Evaluate different indoor and outdoor learning experiences in home-based childcare environments in terms of their effectiveness in supporting the holistic progress and development of children</p>	
L02 Demonstrate how to ensure security and safety in home-based childcare environments		D2 Justify a range of ways to maintain a safe and secure home-based childcare environment that promotes children's safety and wellbeing, giving examples from own experience
<p>P3 Explain different ways of keeping children safe and secure in a home-based childcare environment</p> <p>P4 Demonstrate different ways of maintaining security in a home-based childcare environment</p>	<p>M2 Demonstrate how to effectively ensure security, providing an explanation of how this impacts on children's safety and wellbeing</p>	

Pass	Merit	Distinction
<p>LO3 Analyse partnerships with parents, caregivers and other agencies in supporting children in their home-based childcare environment</p>		<p>LO3 and LO4</p> <p>D3 Critically reflect on how developing a range of professional practices including partnership working effectively supports children’s learning and development in a home-based childcare environment</p>
<p>P5 Discuss types of partnerships developed by home-based childcare professionals to support children</p> <p>P6 Discuss strategies for building effective partnerships with parents and other agencies in a home-based childcare environment</p>	<p>M3 Compare strategies for working with parents and other agencies in supporting children in a home-based childcare environment.</p>	
<p>LO4 Examine a range of professional practices appropriate to a home-based childcare environment</p>		
<p>P7 Discuss the import of adopting different professional practices in a home-based childcare environment</p> <p>P8 Explain how home-based childcare practitioners can improve their professional practice</p>	<p>M4 Analyse the benefits to a home-based provider developing professional practice, drawing on considerations of reflective practices in a local and national context</p>	

Recommended Resources

Textbooks

CLARK, A. and MOSS, P. (2011) *Listening to Young Children: The Mosaic Approach*, London: NCB Publishing.

LEE, A. (2008) *How to Start Your Childminding Business*. London: How to Books.

RIDDALL-LEECH, S. (2006) *Childminding: A Coursebook for the Certificate in Childminding*. London: Heinemann.

STONE, T. (2008) *Childminding: the Secrets of Success*, London: T-Squared.

Journals

CANNING, N. (2010) 'The influence of the outdoor environment: Den-making in three different contexts', *European Early Childhood Education Research Journal*, vol. 18, no. 4, pp. 555–66.

LEMAY, L., BIGRAS, N. and BOUCHARD, C. (2016) 'Respecting but not sustaining play: Early childhood educators' and home childcare providers' practices that support children's play', *Early Years*, vol. 36, no. 4, pp. 383–98.

TERRY, J. (February 2008) 'Childminding: Time for reform?', *Journal of Social Welfare Law*, pp. 389–98.

Websites

anauk.org	The Association of Nanny Agencies Training for nannies and home-based workers (General reference, training)
bapn.org.uk	British Association for Professional Nannies (General reference)
childcare.co.uk	Social networking web page for parents, workers and caregivers Childminders, nannies (Training, general reference, article)
childmindinguk.com	Childminding UK Information for registered childminders and setting up a business

childrenandnature.org	Canadian Nature Network for children and schools Learning outdoors, resources, advice and guidance for teachers and parents
denmark.dk	Danish Pre-School Association Forest schools, outdoor play, risk (General reference)
forestschoollassociation.org	Forest School Association (General reference)
pacey.org.uk	Professional Association for Childcare and Early Years (General reference, research, policy and practice information)
tactyc.org.uk	Association for Professional Development in Early Years (General reference, journals and conference materials)
youtube.com	Norwegian outdoor school Risk, Outdoor play (Video)

Links

This unit links to the following related units:

Unit 10: Improving Quality in Early Education and Care Environments

Unit 12: Child-centred Practice in Working with Children, Families and Communities

Unit 15: Approaches to Entrepreneurship in Early Childhood Education and Care

Unit 17: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

Unit 18: Social Policy: Influences on Practice and Provision

Unit 22: Supporting Children's Medical Needs

Unit 23: Managing and Leading People in Children's Early Education and Care Environments

Unit 24: Managing Children's Early Education and Care Environments

Unit 27: Outdoor Play and Learning

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1, LO2, LO4	P2, P3, P4, P5, M1, M2, M3, D1, D2
THEME 2: PROFESSIONAL IDENTITY	LO4	P7, P8, M4, D3
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	P5, P6, M3, D3
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO4	M4, D3

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in the early childhood home-based environments. Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 20: Health Education and Promotion in Action: Developing the Healthy Child

Unit code Y/617/3651

Unit level 5

Credit value 15

Introduction

The link between good health and wellbeing for children is important for potential development and education outcomes. Consequently, practitioners working in early education and care settings have a responsibility to promote and educate the health of young children. This unit identifies ways that practitioners can lead on working with colleagues, families and other professionals to meet this responsibility.

The unit is designed to give students the opportunity to explore the reasons for and the origins of health promotion and health education. The content will explore the lifestyle changes that have impacted upon children's health and wellbeing, such as lower levels of physical activity, increased use of electronic entertainment and parental lifestyle.

Practitioners working in early childhood settings have many opportunities to teach infants and children about promoting health. The contemporary health issues that affect children globally, such as infectious diseases, mental health, obesity and dental caries are addressed in the content. Students will also explore the health issues that affect children in their home nation and within early childhood settings.

Policies relating to promoting the health of children globally, nationally and locally will be explored. Promoting health should be looked at in its broadest sense and not limited to the aims of specific policy and legislation.

The assessment gives students the opportunity to lead on developing a health promotion activity relevant to an early education and care setting. Completing the unit will support students' progress in continuing higher education in subjects related to children's health and wellbeing, as well as support progression in leadership roles in children's care settings.

Learning Outcomes

By the end of this unit students will be able to:

1. Analyse the purposes of health promotion and education in early childhood
2. Explore health and wellbeing priorities in early education and care settings
3. Summarise the role of practitioners in working with children, families and other professionals to promote health
4. Lead on developing a health promotion activity relevant to an early education and care setting.

Essential Content

LO1 Analyse the purposes of health promotion and education in early childhood

Definitions of key terms

Health promotion, health education, health, wellbeing, determinants of health

Review of the determinants of health

Socio-economic, e.g. poverty, social status, education

Physical and biological characteristics, e.g. genetics, ethnicity, gender

Socio-cultural, e.g. social support networks, customs and traditions

Physical environment, e.g. safe water and air, housing

Parental influences such as addiction, educational level

Other environmental factors

Historical background to children's health

Child mortality patterns in the 20th and 21st centuries

Causes of poor health and death in children historically and in contemporary society, e.g. impact of poverty, lack of sanitation causing infectious diseases, poor diet, child abuse, lack of medical interventions such as antibiotics

The move from survival to improving quality of children's health by health promotion

Contemporary national and regional developments, e.g. in the UK, the introduction of health visitors and the school nurse service

Models of health promotion

Biomedical, sociological and ecological, medical, social and empowerment, educational, social, stages of change, Health Belief Model

Global approaches to health promotion, role of the World Health Organisation

Policy for health promotion

Global approaches e.g. the Ottawa Charter

National approaches, e.g. in England, the Healthy Child Programme, the Early Years Foundation Stage, NICE Guidance for Health Promotion

Local approaches to include strategies and policies in settings

Opportunities for health promotion

In early childhood settings, in schools

LO2 Explore health and wellbeing priorities in early education and care settings

Health promotion priorities in early education and care settings

Preventing infection, e.g. through effective handwashing, management of bodily fluids, education about immunisations, avoiding infestations

Healthy eating, healthy teeth and preventing dental caries (decay), healthy drinking, supporting the continuation of breastfeeding for mothers

Avoiding or reducing obesity levels and promoting physical development

Promoting emotional health and wellbeing through nurturing loving relationships with infants and children, creating opportunities for children to develop a sense of belonging, listening to children, developing resilience, managing transitions between home and setting and within setting

Other priorities that promote the global health and wellbeing of children of different ages and stages, age/stage-specific or age/stage-related priorities

Play as health promotion

Outdoor play to promote physical activity and development and to reduce or prevent obesity

Therapeutic benefits of play, e.g. the use of puppets, drawing and stories

Role play to teach children about health and the role of professionals, such as visiting the dentist

Use of books and other resources to help promote healthy habits

LO3 Summarise the role of practitioners in working with children, families and other professionals to promote health

Ways of promoting health with children

Working with colleagues and leading on identifying health promotion needs

Devising playful activities that educate children about health

Playful approaches relevant to infants and/or children's age and stage of development

Considering the needs of all children, including ways to promote the health of children with special and/or complex medical needs, children in statutory care

Positive role modelling to children and colleagues

Using available and relevant resources such as books, websites and other methods to communicate health promotion messages

Safeguarding considerations and requirements

Working with families to promote and educate about children's health

Ways of working with parents to promote children's health, e.g.:

Using sensitive approaches to working with parents

Working with parents who may not be literate or do not have English as a first language

Cultural, religious, socio-economic, educational influences on parental health beliefs

Needs of families who may find accessing health services a challenge, e.g. in the UK and EU, Gypsy, Roma, Traveller and refugee families

Working with other professionals to promote children's health

Roles and responsibilities of health professionals working with ECEC settings, e.g. health visitors, school nurses, dentists/dental nurses

LO4 Lead on developing a health promotion activity relevant to an early education and care setting

The health education and promotion needs of children in an ECEC setting

Areas of health relevant to own setting, locality or nation that may need promoting

The importance and relevance of the area of health promotion and how it will benefit the children

Ethical considerations

Inclusive approaches

Safeguarding considerations

Planning and implementing an activity aimed at promoting this aspect of health

Types of health promotion or education activity

Developing a plan including purpose, target group(s), resources required, anticipated outcomes, factors to consider in implementing, e.g. timing, environmental, accessibility, appropriateness for age/stage, needs of participants

The relevance to the priorities and needs of the setting

Planning an activity that is inclusive, ethical, sustainable and sensitive to children's and families' situations

Participation of families and other professionals as relevant to the activity

Benefits of the activity

Risk factors and mitigating risk

Reviewing the activity

Next steps.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the purposes of health promotion and education in early childhood		D1 Critically evaluate different approaches to promoting health at global, national and local levels and their impact on improving the health of children
<p>P1 Analyse historical and current determinants of health and how these can be used to promote children's health</p> <p>P2 Discuss the relationship between models of health promotion and global, national and local approaches to health promotion and education</p>	<p>M1 Evaluate the relationship between determinants of health and approaches taken on global, national and local levels to promote health in children</p>	

Pass	Merit	Distinction
<p>LO2 Explore health and wellbeing priorities in early education and care settings</p>		<p>LO2 and LO3</p>
<p>P3 Explain how different aspects of health and wellbeing can be promoted in ways that are appropriate to the age and stage of development of infants and/or children in early education and care settings</p> <p>P4 Review the health promotion priorities in own early education and/or care setting</p>	<p>M2 Reflect on the effectiveness of different health promotion priorities in own early education and/or care setting in maintaining and improving the health and wellbeing of children of different ages and stages using the setting</p>	<p>D2 Critically review the role of early childhood practitioners in leading health promotion priorities and activities in partnership with others in early education and care settings, taking into account the diversity of children and their families</p>
<p>LO3 Summarise the role of practitioners in working with children, families and other professionals to promote health</p>		
<p>P5 Discuss different strategies that early childhood practitioners can use to promote the health and wellbeing of the children that use their setting</p> <p>P6 Summarise how practitioners can work in supportive and sensitive ways with families to promote the health of children in a setting</p>	<p>M3 Critically analyse the effectiveness of different ways of working with colleagues, children and families in maintaining and improving the health and wellbeing of children in an early education and/or care setting</p>	

Pass	Merit	Distinction
<p>LO4 Lead on developing a health promotion activity relevant to an early education and care setting</p>		<p>D3 Critically reflect on the success of the health promotion activity in promoting infants and/or children's health and wellbeing and in meeting the health promotion priorities of own early education and/or care setting</p>
<p>P7 Prepare a purposeful and engaging health promotion activity relevant to the infants and/or children in an early education and/or care setting</p> <p>P8 Analyse the key factors that will need to be addressed to make the health promotion activity successful</p>	<p>M4 Implement own effective health promotion activity in an early education and/or care setting showing how the activity benefits the infants and/or children the activity is directed towards</p>	

Recommended Resources

Textbooks

- BURTON, M., PAVORD, E. and WILLIAMS, B. (2014) *An Introduction to Child and Adolescent Mental Health*. London: Sage Publishing.
- HOWARD, C., BURTON, M., LEVERMORE, D. and BARRELL, R. (2017) *Children's Health and Emotional Wellbeing in Primary Schools*. London: Sage Publishing.
- MARMOT, M. (2015) *The Health Gap*. London: Bloomsbury Publishing.
- MUSGRAVE, J. (2017) *Supporting Children's Health and Wellbeing*. London: Sage Publishing.
- ROSE, J., GILBERT, L. and RICHARDS, V. (2016) *Health and Wellbeing in Early Childhood*. London: Sage Publishing.

Children's books

- VERDICK, E. (2008) *Germs are Not for Sharing*. London: Bloomsbury Publishing.

Websites

- | | |
|---------------|--|
| annafreud.org | Anna Freud National Centre for Children and Families
Early years staff wellbeing: a resource for managers and teams
(Tools) |
| bbc.co.uk | British Broadcasting Corporation (BBC)
Child Health
(General reference) |
| gov.uk | UK national government website
1. Change4Life
Training resources
2. Public Health England
Child Health Profiles
Research
3. UK Physical Activity Guidance
General information for o-5 year old children |

hse.ie	Child Health in Ireland Children and Family Services, Child and Adolescent Health Services (Research and general information)
nhs.uk	National Health Service website Children's Health (General information)
unicef.org.uk	United Nations Children's Fund How We Protect Children's Rights (General information)
who.org	World Health Organisation Child Health (General information)

Links

This unit links to the following related units:

Unit 6: Promoting Healthy Living

Unit 22: Supporting Children's Medical Needs

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	All criteria
THEME 2: PROFESSIONAL IDENTITY	LO3 and LO4	P5, P6, M3, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO3 and LO4	P5, P6, P7, P8, M3, M4, D2
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO1 and LO2	P1–P4, M1, M2, D1

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified or experienced in health promotion and education to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in an early education and care setting.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 21: Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing

Unit code D/617/3652

Unit level 5

Credit value 15

Introduction

Childhood experiences, both positive and negative, have a huge impact on lifelong health and opportunity. When children are exposed to the trauma caused by adverse and stressful experiences, it can have long-lasting impact on their ability to think, interact with others and on their learning ability. A history of Adverse Childhood Experiences (ACEs) can underpin poor educational attainment, health-harming behaviours and antisocial and criminal behaviour in adolescence, and in later life the development of premature ill health and death. As the number of ACEs increases, so does the risk for these outcomes. But ACEs should not be seen as any child's 'destiny'. There is much that can be done to offer hope and build resilience in children who have experienced adversity in their early life.

It is important for the early childhood practitioner to be aware of the impact of trauma on children's development and the range of strategies that have been developed to help children overcome the effects of trauma.

In this unit, students will learn about the range of ACEs and how the associated trauma impacts upon the developing brain and children's health and wellbeing. This unit will give students the opportunity to explore the range of strategies that are available to alleviate the impact of trauma. Resilience is an important factor in allowing children to bounce back from adverse experiences and students will consider the importance of building resilience in all children. Interventions aimed at reducing children's exposure to ACEs will be reviewed by students undertaking this unit.

Upon completion of this unit, students will have developed increased knowledge and awareness of the causes of trauma in childhood and how the impact of this trauma can be alleviated. This unit supports students' progress in employment in early education and care settings. It also supports students continuing in higher education in subjects such as early childhood education, psychology and children's health.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain how adverse childhood experiences impact upon child health and wellbeing
2. Review strategies used to alleviate the impact of trauma
3. Discuss the importance of building resilience in children
4. Explore interventions aimed at preventing adverse childhood experiences.

Essential Content

LO1 Explain how adverse childhood experiences impact upon child health and wellbeing

Adverse Childhood Experiences (ACEs) – traumatic events or chronic stressors occurring in childhood that are uncontrollable to the child

Childhood abuse (physical, emotional and sexual) and neglect

Bullying

Parental mental illness

Parental substance abuse

Witnessing domestic violence

Parental abandonment through separation or divorce

Parental imprisonment

Death of someone close (especially sudden death)

Living in relative poverty

Homelessness

Childhood trauma and effects on the developing brain

Evidence from the field of neuroscience and impact of stress hormones cortisol and adrenaline

Impact of exposure to chronic, prolonged traumatic experiences on children's brains, e.g. physical and neurological impact of cortisol on prefrontal cortex and amygdala

Measuring impact, e.g. using ACE score

Brain-body pathway – connection between trauma in childhood and chronic physical health conditions, e.g. gastrointestinal symptoms, sleep disturbances, cardiovascular symptoms

Emotional signs

Difficulty with self-regulation of emotions

Anger, fear, sadness and shame

Feeling out of control

Feeling overwhelmed

Compulsive behaviours

Numbness

Depression

Anxiety

Lack of emotions

Developmental signs

Signs in young children, e.g. generalised fear, nightmares, heightened arousal and confusion

Signs in school-age children, e.g. aggressive behaviour and anger, regression to behaviour seen at younger ages, repetitious traumatic play, post-traumatic stress disorder, loss of ability to concentrate, poor school performance

Long-term impact of experiencing four or more ACEs

Increased risk of health-harming behaviours, e.g. high-risk drinking, smoking, drug use

Increased risk of physical ill-health and disease, e.g. heart disease, type 2 diabetes

Increased risk of psychological harm, e.g. mental illness

Consequence of increased risk of antisocial behaviours, e.g. committing violence, being imprisoned

LO2 Review strategies used to alleviate the impact of trauma

Overview of the United Nations Convention on the Rights of the Child – Article 39 (recovery from trauma and reintegration)

Neuroplasticity

Characteristics and features of a range of strategies to alleviate impact of trauma e.g.

Family therapy

Psychotherapy services for children

Role of specialist children and young people's support services (e.g. in the UK, Child and Adolescent Mental Health (CAMHS))

School counselling service

Support for development of self-regulation in children

Cognitive Behaviour Therapy (CBT) for children

Play therapy

Creative arts therapies, e.g. art therapy, drama therapy, music therapy

Other strategies, e.g. in the UK, mindfulness for young children, relaxation exercises for young children, Nurture Groups in schools (Boxhall, 1969), Attachment Aware Schools' Programme, Calm Schools Initiative in USA

Link between different strategies and theoretical and biological models of children's development, e.g. Bowlby's attachment theory and evidence from neuroscience

Impact of different therapeutical approaches

e.g. the development of children's emotional and socio-emotional wellbeing, improvement in academic performance

Specialist practitioners who facilitate the use of different strategies

e.g. counsellors, emotional coaches, family play inclusion workers

The role of early childhood practitioners in supporting the use of different strategies

LO3 **Discuss the importance of building resilience in children**

Building resilience

Definition and purpose

Specific models and links to national and regional play and learning frameworks, e.g. in the UK, Attachment-based Key Person Approach

Resilience framework for early education and care settings

Competencies to be developed in young children, i.e. self-awareness, self-management, responsible decision-making, effective communication, social awareness, risk awareness, information management, self-efficacy

Cultural connections for children

Protective effects of engaging in community, recreational and support activities during childhood

e.g.

School/outside of school sports clubs/teams

School/outside of school dance/arts/drama clubs

Community/social clubs

Membership of religious organisations

Scouts/Guides

Volunteering

LO4 **Explore interventions aimed at preventing adverse childhood experiences**

National and local government responsibilities

e.g.

Strategies to prevent homelessness and address family poverty

Provision of adequate adult mental health and addiction services

Support for children and families, e.g. pre-to post-maternity and infant practitioner support

Adequate funding for childcare and day care services, e.g. in the UK, Children's Centres and SureStart provision

Family mediation services for parents who are separating or divorcing

Strategies to support development of parenting skills and family support

e.g.

The Solihull Approach, Hand in Hand Parenting Approach in the UK

Starke Eltern – Starke Kinder (Strong Parents – Strong Children) programme in Germany

Good Parent – Good Start campaign in Poland

School-based strategies, e.g. the Roots of Empathy programme in primary schools.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain how adverse childhood experiences impact upon child health and wellbeing		LO1 and LO2 D1 Critically evaluate how strategies used to alleviate the trauma of adverse childhood experiences help to reverse the effects of trauma on the developing brain
P1 Review the range of adverse experiences that can impact upon child health and wellbeing P2 Assess the consequences of adverse experiences for child health and wellbeing	M1 Critically analyse the impact of adverse childhood experiences upon child health and wellbeing	
LO2 Review strategies used to alleviate the impact of trauma		
P3 Discuss specialised interventions used to alleviate the impact of trauma P4 Review strategies that early education and care settings can implement to help alleviate the impact of trauma	M2 Critically review the reasons for the success of strategies used to alleviate the impact of trauma	

Pass	Merit	Distinction
L03 Discuss the importance of building resilience in children		D2 Critically review the importance of building resilience in all children and in relation to the approaches taken in own setting
<p>P5 Explain why it is important to build resilience in children who have experienced trauma</p> <p>P6 Reflect on the approaches used in own setting to help build resilience in children</p>	M3 Evaluate the range of strategies used to build resilience in children	
L04 Explore interventions aimed at preventing adverse childhood experiences		D3 Critically evaluate the challenges which could impact upon the success of interventions aimed at preventing adverse childhood experiences
<p>P7 Explore government responsibilities towards preventing the occurrence of adverse childhood experiences</p> <p>P8 Examine interventions aimed at ensuring close attachments between parents or caregivers and children</p>	M4 Critically analyse the impact of interventions required to reduce the occurrence of adverse childhood experiences	

Recommended Resources

Textbooks

BOMBER, L. and HUGHES, D. (2103) *Settling Troubled Pupils to Learn: Why Relationships Matter in School*. New York: Worth Publishing.

BURDICK, D. (2014) *Mindfulness Skills for Kids and Teens*. Eau Claire: PESI Publishing.

CONKBAYIR, M. (2017) *Early Childhood and Neuroscience: Theory, Research and Implications for Practice*. London: Bloomsbury Academic.

De THIERRY, B. (2015) *Teaching the Child on the Trauma Continuum*. Tolworth: Grosvenor House Publishing Limited.

De THIERRY, B. (2016) *The Simple Guide to Child Trauma*. London: Jessica Kingsley Publishers.

FUGGLE, P., DUNSMUIR, S. and CURRY, V. (2012) *CBT with Children, Young People and Families*. London: Sage Publications.

GOLDING, K. (2014) *Using Stories to Build Bridges with Traumatized Children: Creative Ideas for Therapy, Life Story Work, Direct Work and Parenting*. London: Jessica Kingsley Publishers.

HORWATH, J. and PLATT, D. (2018) *The Child's World: The Essential Guide to Assessing Vulnerable Children, Young People and their Families*. 3rd edn). London: Jessica Kingsley Publishers.

STEELE, W. and MALCHIODI, C.A. (2011) *Trauma-Informed Practices with Children and Adolescents*. London: Routledge.

TREISMAN, K. (2016) *Working with Relational and Developmental Trauma in Children and Adolescents*. London: Routledge.

TREISMAN, K. (2017) *A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma*. London: Jessica Kingsley Publishers.

Publications

BALBERNIE, R. (2017) 'EYFS Best Practice: all about.....intergenerational trauma', *Nursery World*, 20 August.

Brown, E. (2017) 'A unique child: trauma – after the event', *Nursery World*, 3 September.

Websites

beaconhouse.org	Beacon House Offers a specialist trauma and attachment service for children (General reference, research and training)
irct.org.uk	Institute of Recovery from Childhood Trauma Umbrella organisation that exists to ensure that recovery from childhood trauma is available for all (General reference)
nctsn.org	National Child Traumatic Stress Network Resources for parents and teachers about trauma and supporting the traumatised child (General reference)
nspcc.org	National Society for the Prevention of Cruelty to Children (NSPCC) Helps children who have been abused to rebuild their lives, protects those at risk, and finds the best ways of preventing abuse from ever happening. Offers resources and programmes to support families (General reference)
nurtureuk.org	Nurture Group Network Voluntary organisation dedicated to improving the health and wellbeing of children and young people and removing barriers to learning by promoting nurture in education (General reference, research and training)
pipuk.org	Parent Infant Partnership UK Provides specialist therapeutic intervention to the parent-infant partnerships most at risk (General reference)

rootsofempathy.org	<p>Roots of Empathy</p> <p>School-based programme aimed at improving social and emotional competence and increasing empathy, leading to reduced likelihood of bullying behaviour</p> <p>(General reference and training)</p>
solihullapproachparenting.com	<p>Solihull Approach</p> <p>Offer training to parents and professionals (e.g. education) on how to enhance emotional wellbeing</p> <p>(General reference and training)</p>
trc-uk.org	<p>Trauma Recovery Centre</p> <p>Information about therapy for traumatised children and training courses for professionals</p> <p>(General reference and training)</p>
youngminds.org.uk	<p>Young Minds</p> <p>Training and resources to improve the emotional health and wellbeing of children</p> <p>(General reference and training)</p>

Links

This unit links to the following related units:

Unit 2: Protecting Children in Early Education and Care Environments

Unit 3: Play and Learning in Early Childhood

Unit 4: Supporting and Promoting Children's Development (Infants and Toddlers)

Unit 5: Supporting and Promoting Children's Development (Young Children)

Unit 6: Promoting Healthy Living

Unit 12: Child-centred Practice with Children, Families and Communities

Unit 13: Supporting Social Work with Children and Families

Unit 16: The Impact of Contemporary Global Issues on Children's Health and Wellbeing

Unit 17: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

Unit 30: Working in Partnership across Health, Education and Social Care Services

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO2–LO4	P3–P8, M2–M4, D1–D3
THEME 2: PROFESSIONAL IDENTITY	LO3	P6, M2, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO2 and LO3	P4, P6, M2, M3, D1, D2
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO4	P7, P8, M4, D3

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early childhood education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in the early childhood education and care sector. Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 22: Supporting Children's Medical Needs

Unit code H/617/3653

Unit level 5

Credit value 15

Introduction

A great deal of effort is invested in promoting children's health and wellbeing and preventing medical conditions that can impact negatively on their development and education potential. However, it is inevitable that some children will have medical conditions that require support in education and care settings. The conditions that affect children's health may be acute (short-term) or chronic (on-going). In addition to this, there is an increasing number of infants and children who have complex medical needs in early childhood settings. Practitioners working in early education and care settings should be familiar with common medical conditions that affect the children in their care, and how to provide effective support.

In this unit, students will examine a range of medical conditions that affect infants and children and explore the role of practitioners and professionals in responding effectively to these conditions, providing holistic support to infants and children in their care.

The unit explores the historical antecedents of our response to meeting children's medical needs in early education and care settings, as well as examining the pattern and incidence of conditions affecting children within their own settings, and on a national and international scale. Students will also review measures and interventions to detect, diagnose, treat, manage and support a range of medical conditions affecting infants and young children including reducing the impact of such conditions on children's social, emotional and educational participation and wellbeing.

Students will also reflect on policies that support children's medical needs from a global, national and local perspective, as well as reflecting on ways in which practitioners in early childhood settings can work with other professionals, parents and caregivers to support children with medical needs and their families, including coping with the death of a child and end-of-life care.

Completing this unit will support students' progress in continuing higher education subjects related to children's health and wellbeing, as well as support progression in leadership roles in children's care settings.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore causes and management of common acute, chronic and complex medical conditions that affect children
2. Explain the possible impact of having medical needs on children from a holistic perspective
3. Discuss the importance of working with other professionals and parents or caregivers to support children's medical needs
4. Reflect on the role of the practitioner in supporting children's medical needs.

Essential Content

LO1 Explore causes and management of common acute, chronic and complex medical conditions that affect children

Definitions of classifications of health conditions

Acute, chronic, complex, life-limiting, life-threatening, terminal

Definitions of key terms

Health and wellbeing, antenatal healthcare, paediatric intensive care, congenital, genetic, medication, health, intravenous, subcutaneous

Historical background

Improvements in antenatal care, improvements in paediatric medicine, paediatric intensive care, reduction in infectious diseases – immunisations and improved sanitation, impact of poverty on children's health

Causes of common acute health conditions that require medical support

Bacterial infections – otitis media, gastroenteritis, tonsillitis, chest infections

Anaphylactic shock and allergic reactions

Care of the unwell child, e.g. reducing pain and fever, controlling temperature

Medication – use of antibiotics and analgesia (painkillers)

Causes of common chronic health conditions that require medical support

Including asthma, diabetes, epilepsy, sickle cell anaemia, glue ear, mental health, cystic fibrosis

Causes of conditions that may require complex medical support

Including antenatal factors, e.g. poor maternal nutrition, foetal alcohol syndrome; genetic conditions, premature birth, trauma – at birth or following an injury

Practical knowledge and understanding of medical needs of children

The value of practitioners being knowledgeable about common conditions and their treatment and impact on practice

Training needs for administering medicine and carrying out procedures, e.g. suction, tracheostomy care, tube feeding, manual handling, bladder and bowel support, vagal nerve stimulator

Training and support needs with regard to self-management, e.g. using reflective practice to improve own practice and emotional needs in meeting the needs of children with severe or complex medical needs

Recognising and managing first aid situations, e.g. accidents and injuries, anaphylactic reaction, hypoglycaemia for children with insulin dependent diabetes, epileptic fit, asthma attack, sickle cell crisis

LO2 Explain the possible impact of having medical needs on children from a holistic perspective

Physical

Pain and discomfort because of injections, blood samples, reduced mobility for some children, other relevant physical impacts

Ways in which the practitioner can support the child in mitigating negative impact

Emotional

Increased resilience, frustration, concerns about health, fear about the future, teasing and bullying, other emotional impacts

Ways in which the practitioner can support the child in mitigating negative impact

Social

Absence from setting may make friendships difficult to maintain; medical needs may need to be met in playtime or during activities; other social impacts

Ways in which the practitioner can support the child in mitigating impact

Learning

Absence from the setting, missing out on education, other impacts on learning

Ways in which the practitioner can support the child in mitigating negative impact

Dietary restriction

Tube feeding, coeliac disease, diabetes, cystic fibrosis, other conditions and approaches to dietary restriction related to the management of medical conditions

Ways in which the practitioner can support the child in mitigating negative impact

Inclusion

Challenges and opportunities to include children with medical needs in all activities, e.g. addressing reduced or limited mobility, planning to take into account fatigue or opportunities for rest and treatment, promoting the use of accessible equipment and resources for all during play

Strategies practitioners can adopt to actively promote an inclusive environment for children with medical needs

LO3 Discuss the importance of working with other professionals and parents/caregivers to support children's medical needs

Other professionals who support children's medical needs

Health visitor, school nurse, physiotherapy, speech and language therapist, specialist nurse, general practitioner, paediatric hospital services, clinical psychologist, education psychologist, social worker, other professional relevant to own local or national region

Working with others

Ways of working with different professionals to support children's medical needs and working with parents in supportive and sensitive ways

Using inter-professional support in managing own emotions and responses to the impact of medical needs on children, families and practitioners

Challenges and benefits of working with others to provide effective holistic care and support

Working with parents or caregivers to support children's medical needs

Being aware of impact of children's medical needs on families; awareness of parents or caregivers as experts; sensitivity to parents' or caregivers' situation; awareness of cultural and/or religious influences on parents' or caregivers' decisions about their children's health

Recognising and respecting parents' health beliefs

Awareness of potential safeguarding health issues

Communication with parents of children with medical needs

Being aware and sensitive to potential challenges and opportunities when working with parents or caregivers, e.g. health beliefs, cultural and religious beliefs

Benefits to the child, family and education and care practitioners

LO4 Reflect on the role of the practitioner in supporting children's medical needs

Preparing children for hospital visits and stays

Liaison with parents, other professionals, managing the transition of the child, explanation to other children, other ways of preparing children, the use of books and play opportunities

The role of play in supporting children with medical needs

Developing playful approaches when meeting children's medical needs

Therapeutic play

Managing physical and outdoor play for children with medical needs

The use of appropriate resources to support play – books and role play

Policies and procedures to support children's medical needs

Relevant global, national and local policies, e.g. in the UK, the Children and Families Act 2014

Lead on creating and implementing policies to support children's medical needs

Structures and systems in place to support the learning and progress of children with medical needs in the setting, e.g. in the UK, Education and Health Care Plans

Promoting inclusion for children with medical needs

Adapting the environment and learning for children

Knowing the child, the use of observations

Effective communication

How to communicate effectively verbally and in writing with practitioners, other professionals and parents or caregivers

Record-keeping

Having difficult discussions

Regular staff briefings and staff support sessions

Coping with the death of a child

Causes of death in children

Statistics relating to child death

Anticipatory grief, bereavement

Supporting staff, parents or caregivers and families, and other children

Remembering the child

Palliative care

Life-limiting health conditions, including cancer, heart problems, metabolic and genetic conditions

Hospice care

End-of-life care

Care of the child, e.g. managing symptoms, pain, toileting and feeding

The roles of parents, family, caregivers and practitioners

Spiritual and psychological care

Helping children cope with death

Impact of end-of-life care on practitioners.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore causes and management of common acute, chronic and complex medical conditions that affect children		LO1 and LO2 D1 Critically evaluate different approaches used in early education and care settings for the treatment and management of different medical conditions that affect children, including meeting their holistic health and wellbeing needs
P1 Explain the causes of common conditions which requires children to have support with medical needs P2 Investigate the impact of the treatment for and management of an identified condition on a child	M1 Critically discuss the value of practitioners being knowledgeable and informed on the causes, treatment and management of common acute, chronic and complex medical conditions that affect children	
LO2 Explain the possible impact of having medical needs on children from a holistic perspective		
P3 Discuss the impact of having medical needs on a specific child's holistic development and early education P4 Defend the need for inclusive practices in early education and care settings to effectively meet the needs of children with medical needs	M2 Critically examine the actual and potential impact of having medical needs on the child's holistic development and the strategies required in early education and care settings to effectively mitigate negative impact	

Pass	Merit	Distinction
<p>LO3 Discuss the importance of working with other professionals and parents/caregivers to support children’s medical needs</p>		<p>LO3 and LO4</p> <p>D2 Critically reflect on best practice approaches to partnership working with practitioners, other professionals, children with medical needs and their families to provide high quality education and care services</p>
<p>P5 Discuss the benefits and possible challenges of working with other professionals to support children with different medical needs</p> <p>P6 Examine the benefits and possible challenges of working with parents and caregivers of children with different medical needs</p>	<p>M3 Critically scrutinise the benefits and possible challenges of working with professionals, parents and caregivers to support children’s medical needs</p>	
<p>LO4 Reflect on the role of the practitioner in supporting children’s medical needs</p>		
<p>P7 Produce a professional plan to meet the education, health and care needs of a child with medical needs in a specified setting</p> <p>P8 Analyse the value of policies and procedures in providing effective support to children, practitioners and families in meeting children’s medical needs</p>	<p>M4 Critically reflect on the effectiveness of different policies and procedures in own setting in meeting the education, health and care needs of children with medical needs and in providing support to families and practitioners</p>	

Recommended Resources

Textbooks

- BURTON, M., PAVORD, E. and WILLIAMS, B. (2014) *An Introduction to Child and Adolescent Mental Health*. London: Sage Publishing.
- CLARK, C.D. (2003) *In Sickness and in Health: Children Coping with Chronic Illness*. New Brunswick: Rutgers University Press.
- HOWARD, C., BURTON, M., LEVERMORE, D. and BARRELL, R. (2017) *Children's Health and Emotional Wellbeing in Primary Schools*. London: Sage Publishing.
- MARMOT, M. (2015) *The Health Gap*. London: Bloomsbury Publishing.
- MUSGRAVE, J. (2017) *Supporting Children's Health and Wellbeing*. London: Sage Publishing.
- ROSE, J., GILBERT, L. and RICHARDS, V. (2016) *Health and Wellbeing in Early Childhood*. London: Sage Publishing.

Children's books

- KEELING, J. (2012) *Izzy and Ollie: Adventure in an ambulance*. Bristol: Small World Publishing.

Websites

- | | |
|--------------------|--|
| asthma.org.uk | Asthma UK
Charity for asthma support: making life easier with asthma
(General Reference) |
| anaphylaxis.org.uk | Anaphylaxis UK
Charity for people with anaphylaxis: the Anaphylaxis Campaign
(General Reference) |
| diabetes.org.uk | Diabetes UK
Charity for people with diabetes
(General Reference) |
| icrc.org | International Committee of Red Cross Health
(General Reference) |

legislation.gov

UK National Government Legislation website

Children and Families Act 2014: Duty to support children with medical conditions in schools

(Legislation)

ncb.org.uk

National Children's Bureau

Resources: Education, Health and Care Plans – examples of good practice

(Tools)

togetherforshortlives.org.uk

Together for Short Lives

Charity making a difference for children expected to have short lives

(General Reference)

who.org

World Health Organisation

Child and Adolescent Health pages

(General Reference)

Links

This unit links to the following related units:

Unit 6: Promoting Healthy Living

Unit 20: Health Education and Promotion in Action

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1 and LO2	P1–P4, M1, D2
THEME 2: PROFESSIONAL IDENTITY	LO3 and LO4	P5–P8, D4
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	P5, P6, M3
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO4	P7, M4, D4

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in an ECEC setting.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 23: Managing and Leading People in Children's Early Education and Care Environments

Unit code K/617/3654

Unit level 5

Credit value 15

Introduction

Children's early education and care environments need strong management and leadership of people to be effective for children, staff and parents. The impact of the management of people will determine a setting's outcomes at inspection and those responsible will need to have knowledge and understanding of the processes of managing and leading people in children's early education and care environments. Effective managers are also leaders and the development of these skills will promote the quality of provision of the setting and will improve outcomes for children. Those in leadership and management positions will also need to recognise their responsibilities in relation to their own developmental needs, as well as those that they are responsible for.

This unit will develop students' understanding of the relationship between leadership and management and the methods by which these are applied in early year settings. Through examining their own role, students will use knowledge gained to develop appropriate opportunities to effectively lead and manage people and a team in a children's early education and care environment including promoting a positive culture, clear communication, a shared vision and setting shared objectives and monitoring these. Students will reflect on their own role and responsibilities when working with others and evaluate their own working relationship with colleagues.

The skills and understanding gained in this unit will help students to develop management skills to lead or manage a team in children's early education and care environments.

Learning Outcomes

By the end of this unit students will be able to:

1. Discuss what constitutes effective management and leadership of a team in a children's early education and care environment
2. Explore how communication, through planning and shared objectives, can benefit individuals and organisations in children's early education and care environments
3. Examine the features of effective team performance and how these can be developed within children's early education and care environments
4. Review own management and leadership practice in children's early education and care environments.

Essential Content

LO1 Discuss what constitutes effective management and leadership of a team in a children's early education and care environment

Understand the relationship between leadership and management

Characteristics of a manager

Characteristics of a leader

Defining differences and similarities between the two roles

The value of vision in effective leadership and management

Theories and ideas of leadership and management

e.g.

Kotter – the emerging role of leadership (1995)

Tannenbaum and Schmidt's leadership continuum (1958)

McGregor and Herzberg's motivational leadership – theory X and Y (1960)

Hersey and Blanchard's situational leadership (1957)

Role of culture and values

Handy's organisational culture (1999)

Definition of culture

Definition of values

Schein's organisational culture (1985)

Factors that influence vision

Clear roles and responsibilities

Clear objectives

Clear communication

Value of each team member

Team dynamics

Positive team culture

Promoting positive culture in the setting

Encouraging innovative and creative methods of working within the team

Challenges to leadership and management

Lack of direction, team ethos, positive culture

Unclear vision or strategy

Conflict not being addressed

Practicalities of managing people

Rotas/timetabling staff, managing unexpected absences

Role allocation and identification

Dealing with the unexpected, e.g. injury

Staff development

Individual pathways for staff

Building capabilities

Enhancing the setting's provision and responding to need

Rewarding staff

Own personal and professional development

Challenges to managing people

Own training and development needs

Self-reflection in managing people, identifying successful management

LO2 Explore how communication, through planning and shared objectives, can benefit individuals and organisations in children's early education and care environments

Value of communication

Communication practices

Use of communication to promote partnership working

Maintaining confidentiality, e.g. in the UK and EU, the General Data Protection Regulation (GDPR) (EU) 2016/679 (2018)

Promoting a positive culture of communication

Types of communication and addressing the range of communication

Verbal, non-verbal, sign, pictorial, written, electronic, assisted, personal, organisational, formal, informal, public

Listening and information processing skills, impact on effective response to input

Use of planning with teams

Effective communication in planning

Common objectives and the use of a development plan

Impact of effective planning on outcomes

Impact of ineffective planning on efficiency, efficacy and relationships

Barriers to effective communication

Language – lack of clear communication

Inconsistent approach

Cultural barriers

Physical barriers

Using clues such as body language, tone of voice and eye contact

Overload of information with a limited focus

Limited preparation

Staff enthusiasm and moral low

Staff resistant to change

Impact on team

Strategies to overcome barriers

Skills and behaviours, e.g. active listening, awareness of and sensitivity towards cultural differences, using clear and concise language, being aware of verbal and non-verbal communication skills, use of different means of communication to meet different needs

Knowledge and values, i.e. knowing and valuing own staff, awareness of staff circumstances, motivations, concerns, personal and professional challenges

LO3 Examine the features of effective team performance and how these can be developed within children's early education and care environments

Understanding own role and responsibilities in working with other professionals

Role of communication

Clearly defined roles with responsibilities and rights outlined

Teamwork approach

Setting goals, boundaries and expectations

Balancing authority with understanding how to maintain equity

Skills training and mentoring

Effective team performance

Working with individuals and others to manage risk to individuals and others

Developing effective working relationships

Importance of agreeing common objectives and setting boundaries

Dealing constructively with conflict as it arises

Use of development plans/objectives

Setting direction

Providing clarity regarding roles and expectations

Challenges that teams may present for manager/leader

e.g. conflict between team members

Overcoming barriers, e.g. creating a 'team' culture, encouraging positive teamwork, strategies to support and motivate those who are resistant to change

Impact of ineffective teamwork on children, their families and others accessing the setting

Quality of the level of care for the children in the setting

Poor quality of collaboration

Low staff morale and enthusiasm

Lack of mutual trust and respect between team members

Failure to address conflict

Unclear direction for the setting

Consequences of ineffective team performance for the individual, team and setting

Role of human resource policies and procedures including disciplinary procedures and dismissal

Performance management

Reputational management

Increased oversight and scrutiny

Importance of supervision and appraisal

LO4 **Review own management and leadership practice in children's early education and care environments**

Applying leadership and management styles to own practice

Developing teamwork in different situations in early education and care environments

Bass and Ryterband's model of team development (1979)

Own responsibility and accountability

Emotional intelligence

Understand own role and responsibilities in working with colleagues

Approaches that can be used to effectively manage others

Building relationships, developing and maintaining positive relationships

Treating others equally with respect, trust and transparency

Keeping teams informed

Adapting leadership style in relation to individual motivations and needs

Leading a team in own setting to improve practice

Develop and agree common objectives with team

Evaluate own working relationship with colleagues

Dealing constructively with conflict as it arises

Outcome based monitoring

Analysing opportunities

Self-awareness

Reflective practice

Models of analysis.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Discuss what constitutes effective management and leadership of a team in a children’s early education and care environment</p>		<p>LO1 and LO2</p> <p>D1 Critically evaluate the impact of different approaches to management and leadership of people working in early education and care settings on individuals and teams working in the setting</p>
<p>P1 Discuss different theories of management and leadership used in early education and care environments</p> <p>P2 Analyse the factors that influence the vision and strategic direction of people within own setting</p>	<p>M1 Critically review the practical application of different theories of leadership in enabling a positive team culture in an early education or care environment</p>	
<p>LO2 Explore how communication, through planning and shared objectives, can benefit individuals and organisations in children’s early education and care environments</p>		
<p>P3 Analyse the role of communication in managing people in different situations in an early education or care team</p> <p>P4 Explain the need for effective planning with people and teams to provide benefit to a team, the organisation and children accessing a setting</p>	<p>M2 Critically reflect on the impact of different communication practices used in managing people in own setting</p>	

Pass	Merit	Distinction
<p>LO3 Examine the features of effective team performance and how these can be developed within children’s early education and care environments</p>		<p>LO3 and LO4</p> <p>D2 Justify own approaches to managing a team in an early education and care setting in terms of improved outcomes for children and their families accessing the setting, and in enabling effective team performance</p>
<p>P5 Discuss the features of effective team performance in an early education or care setting</p> <p>P6 Analyse the use of objectives or development plans to enable effective team performance</p>	<p>M3 Critically assess the challenges that can be faced by the team leader or manager in setting objectives or development plans to enable effective team performance in an early education or care setting</p>	
<p>LO4 Review own management and leadership practice in children’s early education and care environments.</p>		
<p>P7 Assess the effectiveness of own management and leadership practices when leading a team in different situations in own setting</p>	<p>M4 Critically reflect on the effectiveness own application of different leadership and management practices in different situations when leading a team in own setting</p>	

Recommended Resources

Textbooks

- HOYLE, J. R. (2006) 'Leadership styles', in F. English (ed.) *Encyclopedia of Educational Leadership and Administration*. Thousand Oaks, Ca: Sage, pp. 595–98.
- JONES, C. and POUND, L. (2008) *Leadership and Management in the Early Years: From Principles To Practice*. Maidenhead: Open University Press.
- NORTHOUSE P.G. (2016) *Leadership: Theory and Practice* (7th edn). Thousand Oaks, CA: Sage.
- O'SULLIVAN, J. (2015) *Successful Leadership in the Early Years*. London: Bloomsbury.
- SCHEDLITZKI, D. and EDWARDS, G. (2014) *Studying Leadership: Traditional and Critical Approaches*. London: Sage.

Journals

- ANTONAKIS, J., ASHKANASY, N.M. and DASBOROUGH, M.T. (2009) 'Does leadership need emotional intelligence?', *The Leadership Quarterly*, vol. 20, pp. 247–61.
- AVOLIO, B.J., WALUMBWA, F.O. and WEBER, T.J. (2009) 'Leadership: Current theories, research, and future directions', *Annual Review of Psychology*, vol. 60, pp. 421–49.
- BARLING, J., CHRISTIE, A. and TURNER, N. (2008) 'Pseudo-transformational leadership: Towards the development and test of a model', *Journal of Business Ethics*, vol. 81, pp. 51–61.
- BERKOVICH, I. and EYAL, O. (2015) 'Educational leaders and emotions: An international review of empirical evidence 1992–2012', *Review of Educational Research*, vol. 85, no. 1, pp. 129–67.
- BLACKMORE, J. (2011) 'Lost in translation? Emotional intelligence, affective economies, leadership and organizational change', *Journal of Educational Administration and History*, vol. 43, no. 3, pp. 207–25.
- BRENNAN, J. and MAC RUAIRC, G. (2011) 'Taking it personally: Examining patterns of emotional practice in leading primary schools in the Republic of Ireland', *International Journal of Leadership in Education*, vol. 14, no. 2, pp. 129–50.
- BUSH, T. (2008) 'From management to leadership: Semantic or meaningful change?', *Educational Management, Administration and Leadership*, vol. 36, no. 2, pp. 271–88.
- CREVANI, L., LINDGREN, M. and PACKENDORFF, J. (2010) 'Leadership, not leaders: On the study of leadership as practices and interactions', *Scandinavian Journal of Management*, vol. 26, pp. 77–86.
- DIEFENBACH, T. and SILLINCE, J.A.A. (2011) 'Formal and informal hierarchy in different types of organization', *Organization Studies*, vol. 32, no. 11, pp. 1515–37.

Websites

nurseryworld.co.uk	<i>Nursery World</i> Management section (General reference)
earlyyears Careers.com	Early Years Careers Early Years Management (General reference)
teachearlyyears.com	Teach Early Years Nursery Management (General reference)

Links

This unit links to the following related units:

Unit 24: Managing Children's Early Education and Care Environments

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO3 and LO4	D2
THEME 2: PROFESSIONAL IDENTITY	LO1–LO4	D1, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO1–LO4	All criteria
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	N/A	N/A

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early education and care settings.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 24: Managing Children's Early Education and Care Environments

Unit code M/617/3655

Unit level 5

Credit value 15

Introduction

Every children's early education and care environment should strive for excellence in service and quality to provide the best start in life for children. Early childhood practitioners need to develop the skills to manage the curriculum, whilst still focusing on the children's learning and holistic development, and ensuring that the day-to-day running of the setting takes place. This unit also explores the strategic relationships with key stakeholders including social services, schools, health and inspection frameworks. This unit is aimed at students who are new to the management of children's early education and care environments.

In this unit, students will consider the nature and purpose of curriculum with a focus on how management implements the curriculum to meet the holistic needs of the children as well as developing an understanding of how to manage staff resources effectively to deliver high quality provision.

Students will investigate theories and frameworks of best practice and current home country curricula and consider how these can be applied through effective curriculum planning, monitoring and evaluation. Learners will explore managerial roles, including those of leading the curriculum and effective provision for children with additional needs, as well as issues of effectively managing resources for the curriculum through environment, staff and budget.

This unit supports students intending to move to more senior positions within children's early education and care environments or who intend to continue in higher education in early education and care related areas.

Learning Outcomes

By the end of this unit students will be able to:

1. Analyse the theoretical approaches to facilitate play and learning to support children's holistic development in a children's early education and care environment
2. Explore the strategic management of the curriculum in a children's early education and care environment
3. Examine the operational management in a children's early education and care environment that provides children with the opportunity to progress
4. Review own role in influencing development and change in the children's early education and care environment through management of others.

Essential Content

LO1 Analyse the theoretical approaches to facilitate play and learning to support children's holistic development in a children's early education and care environment

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 learning and teaching

Paradigms of learning

Contemporary models

Pedagogical models of learning and teaching

Dispositions to learning

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

Best practice

National curriculum

Statutory framework and guidance

Home country curricula

Aspects of the curriculum

Home country curricula, e.g. in the UK, the Early Years Foundation Stage Curriculum includes the following areas: Personal, social and emotional development; Literacy; Communication and language; Mathematics; Understanding the world; Physical development; Expressive arts and design

Assessing use of resources

Resources including materials, budget, equipment and personnel

Indoor and outdoor environment

Self-assessment audit of early education and care setting

Health and safety and risk management policies in line with current legislation

Information from external sources, including primary caregivers, key stakeholders, inspection reports

Effective management

Sharing vision

Making decisions

Effective interpersonal skills

High expectations

Role models

Setting and raising the standard

Interpersonal skills

Managing differences

Giving constructive feedback

Managing individuals and others to assess and manage risks and hazards

Using own practice to promote a balanced approach to risk management

Reflecting on health, safety and risk management policies to ensure they are fit for purpose.

LO2 Explore the strategic management of the curriculum in a children's early education and care environment

Strategic management

Impact of local and national initiatives and legislation on managing the early learning curriculum

Managing change

Human resource management, including size and skills of workforce to meet curriculum needs

Selection and recruitment, induction, performance reviews

Information management, including learning and development for staff, early childhood practitioners as researchers, 'critical friends'

Effective communication strategy, including family, governors and multi-agency partnerships

Relationships with other key stakeholders

Including social services, schools, health and inspection frameworks

Importance of developing relationships with stakeholders

Ensure consistency and clarity in communications with stakeholders

LO3 Examine the operational management in a children's early education and care environment that provides children with the opportunity to progress

Operational management

Effective day-to-day management, including use of different management styles and time management

Facilities management on a day-to-day basis, including equipment, materials, health and safety

Managing teams effectively

Promoting a positive culture, effective working relationships, trust, empowerment, motivational

Effective communication within own job role and as a manager

Barriers and challenges to communication

Resource management

Accountability and responsibility

Reflection on own role and responsibilities in working with colleagues

Monitoring the effectiveness of communication practices

Propose improvements to communication practices

Use of communication to promote partnership working

Role of the ECEC practitioner

Provision of a safe and effective environment

Consultation with primary caregivers and multi-agency team, planning, implementation and assessment of learning

Holistic approach

Inclusivity and meeting individual needs, including children with additional needs

Formative and summative monitoring

Documentation; groupings of children

Outcomes for children

Reflective practitioner

Change management

Theoretical approaches to managing change

Adair's Action-centred Leadership model (1970)

LO4 Review own role in influencing development and change in the children's early education and care environment through management of others

Reflect on roles and responsibilities of supervisory/management

Effectiveness in meeting roles and responsibilities

Effectiveness in meeting organisational objectives

Effectiveness in meeting needs of individuals and addressing challenges

Success of supervising others

Effectiveness in providing an enabling environment for original thought and creative practice

Impact on practice and provision

Managing of others

Providing feedback on performance to individuals and team

SMART target setting for individuals and team

Plan-Do-Review cycle of evaluative practice

Work with individuals and team to identify opportunities for development and growth

Recognition of meeting of objectives

Use of professional supervision and a performance management cycle

Professional competencies and behaviours

Ability to integrate own skills and knowledge in supporting others

Working in demanding environments

Knowledge and ability to carry out job role and objectives

Ability to make decisions about best practice, resources

Lead by example – promote vision and strategic direction

Lead and manage change

Identify components of a positive culture within team

Ability to work autonomously

Ability to respond to poor performance

Good administrative and finance skills

Clear identifiable objectives

Matching of personnel skills, interests, knowledge and expertise to objectives.

Personal competences and behaviours

Creativity and innovation

Proactivity and decisiveness

Being a team player and positive role model

Empathetic to needs of others, supportive

Ability to disengage and reflect

Autonomy, dignity, professionalism, discretion

Ambassador for promoting rights and needs of individuals

Valuing diversity and individuality, equal opportunities

Ability to lead and manage

Clear roles and responsibilities set

Self-development in driving progressive improvement

Reflective practice

Impact on own personal and professional development

Future career path needs

Implications for driving development, innovation and change and championing best practice

Monitoring and evaluation of objectives.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the theoretical approaches to facilitate play and learning to support children’s holistic development in a children’s early education and care environment		LO1 and LO2 D1 Critically evaluate own experience of implementing and supporting a model of learning and teaching in own setting and use of own strategic management and partnership approaches to ensure quality of outcomes
P1 Analyse the theories and frameworks that contribute to the development of curricula P2 Evaluate the interaction between curriculum and models of learning and teaching	M1 Reflect on the use of curriculum to shape and develop learning and teaching in own setting	
LO2 Explore the strategic management of the curriculum in a children’s early education and care environment		
P3 Explain how different aspects of strategic management contribute to the holistic progress and development of children P4 Assess the value of strategic partnerships in developing quality within the children’s early education and care environment	M2 Critically illustrate the relationship between strategic approaches and partnership and how they enhance the quality of play and learning in a children’s early education and care environment	

Pass	Merit	Distinction
<p>LO3 Examine the operational management in a children’s early education and care environment that provides children with the opportunity to progress</p>		<p>LO3 and LO4</p>
<p>P5 Illustrate how early childhood practitioners enhance the progress of different children through developing play and learning opportunities in both indoor and outdoor areas</p> <p>P6 Evaluate the role of the early childhood practitioner in the operational management of play and learning in the setting</p>	<p>M3 Critically assess the operational management skills required to develop the practitioners’ role in enabling play and learning in different environments that effectively support children’s holistic development and progress</p>	<p>D2 Critically reflect on own management of changes in play and learning and the impact on children and staff</p>
<p>LO4 Review own role in influencing development and change in the children’s early education and care environment through management of others</p>		
<p>P7 Reflect on how own skills and behaviours evidence professional competences and behaviours to effectively manage and supervise others</p> <p>P8 Review how reflecting on own management and supervision of others can support own professional development</p>	<p>M4 Evaluate the impact of own personal and professional development in enabling an environment where development and change is encouraged and facilitated</p>	

Recommended Resources

Textbooks

GARVEY, D. and LANCASTER, A. (2010) *Leadership for Quality in Early Years Education*. London: National Children's Bureau.

HAFFORD-LETCFIELD, T., LEONARD, K., BEGUM, N. and CHICK, N. (2007) *Leadership and Management in Social Care*. London: Sage.

JONES, C. and POUND, L. (2008) *Leadership and Management in the Early Years: From Principles to Practice*. Maidenhead: Open University Press.

KAY, J. (2012) *Good Practice in the Early Years* (3rd edn). London: Continuum.

MACLEOD-BRUDENELL, I. (2004) *Advanced Early Years Care and Education*. Oxford: Heinemann Educational.

PAIGE-SMITH, A. and CRAFT, A. (2011) *Developing Reflective Practice in the Early Years*. Berkshire, England: Open University Press.

PRICE, D. and OTA, C. (2014) *Leading and Supporting Early Years Teams*. Oxon: Routledge.

SANDERSON, H. (2014) *Person-centred Teams: A Practical Guide*. London: Jessica Kingsley Publishers.

Journals

AUBREY, C., GODFREY, R. and HARRIS, A. (2013) 'How do they manage? An investigation of early childhood leadership', *Educational Management Administration and Leadership*, vol. 41, no. 1, pp. 5–29.

BRICK, A. (2012) 'Building a model of early childhood practitionerism from practitioners' perspectives', *Journal of Early Childhood Research*, vol. 11, no. 1, pp. 27–44.

BROGAARD CLAUSEN, S. (2015) 'Schoolification or early years democracy? A cross-curricular perspective from Denmark and England', *Contemporary Issues in Early Childhood*, vol. 64, no. 4, pp. 355–73.

Websites

annafreud.org	Anna Freud National Centre for Children and Families Early years staff wellbeing: a resource for managers and teams (Tools)
nurseryworld.co.uk	Nursery World Management section (General reference)
earlyyearscareers.com	Early Years Careers EY Management (General reference)
teachearlyyears.com	Teach Early Years Nursery Management (General reference)
gov.uk	UK government website Study of Early Education and Development: Good Practice in Early Education (January 2017). Callanan, M., Anderson, M., Haywood, S., Hudson, R. and Speight, S. – NatCen Social Research (Report)

Links

This unit links to the following related units:

Unit 23: Managing and Leading People in Children's Early Education and Care Environments

Unit 25: Mentoring and Supervision in Early Education and Care Practice

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	P3, D1
THEME 2: PROFESSIONAL IDENTITY	LO1, LO3, LO4	P5, P6, M1, D1, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO2–LO4	P5–P8, M1, M3, M4 D1, D2
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO2	M2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early childhood education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early education and care settings.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 25: Mentoring and Supervision in Early Education and Care Practice

Unit code T/617/3656

Unit level 5

Credit value 15

Introduction

The purpose of this unit is to enable students to understand the role and contribution of mentorship and supervision in children's early education and care environments to support the personal development and lifelong learning of staff. Mentorship is achieved through effective leadership, mentoring and/or supervision.

This unit will support students' understanding of mentoring and supervision as establishing and developing learning relationships that support people to take charge of their own development. The unit will enable students to develop their confidence and motivation, through self-reflection and improved understanding, and their interpersonal skills. Further, this unit aims to develop students' practice in being able to lead, mentor and carry out meaningful supervision in children's early education and care environments.

Students will review relevant theories, approaches and principles of leadership, mentoring and supervision, as well as considering the purposes and benefits of mentoring in children's early education and care environments. Students will plan, implement and review a period of mentoring in their own workplace. The focus on personal and professional development through developing others will support students' progress through lifelong learning and increase their capacity to develop as well-rounded practitioners in the sector, and for students to experience management and supervisor behaviours.

Learning Outcomes

By the end of this unit students will be able to:

1. Review theories and principles of team and individual leadership, mentoring and supervision in children's early education and care environments
2. Explore how mentorship, through mentoring and supervision practices, can benefit individuals and organisations in children's early education and care environments
3. Apply mentoring and supervision techniques to support mentorship of individuals in children's early education and care environments
4. Review own leadership and mentoring/supervision practice in a children's early education and care environment.

Essential Content

LO1 **Review theories and principles of team and individual leadership, mentoring and supervision in children's early education and care environments**

Leadership theory and research

Theories of leadership in in children's early education and care environments.

Emotional intelligence leadership theory

Leader member exchange (LMX) theory

Transformational change theory

Principles of individual leadership

Overarching leadership principles, ensuring direction, alignment and commitment within teams and organisations

Leadership in children's early education and care environments

Ensuring own care practices are safe, high-quality, compassionate and children-centred

Being a reflective practitioner

Taking responsibility for actions

Being responsible for own health and wellbeing, taking action to address concerns

Providing support to other team members, emotional, physical and work-related

Principles of team leadership

Creating a strong sense of team identity

Implementing and measuring the effectiveness of staff development programmes

Leading self and others, being self-aware

Recognising impact of own actions on others

Providing clear objectives

Self- and people-management, including conflict resolution

Enabling effective staff buy-in and engagement

Providing opportunities for learning and innovation

Team working

Identifying complementary skills

Encouraging co-operative and collaborative working practices

Effective and efficient practices: working towards and completing shared or common goals and tasks

Implementing and meeting quality improvement measures.

Mentoring and supervision

Definitions

Relationship between supervision and mentoring

Commonalities in supervision and mentoring, e.g. underlying principles or skills, facilitating individual and group personal and professional development, supporting meaningful personal or professional transitions or development

Differences between supervision and mentoring, e.g. supervision is based on completion of tasks while mentoring focuses on longer term professional development

Relationship between the mentor/s or supervisor/s and the mentee or learner

Uses of supervision and mentoring in different contexts in children's early education and care environments

Models of mentorship applied in children's early education and care environments

Mentorship as mentoring, supervision and leading depending on setting, role and need

One to one – supervising practitioner and student worker

Co- or peer mentoring – experienced or more senior student workers supporting new student workers

Group – Collaborative Learning in Practice (real life learning in teams in settings)

Mentoring and coaching models and principles

e.g.

Facilitated mentoring (Jones and Jowett, 1997)

Mentoring lifecycle (Hay, 1995)

Action reflection model (Handal and Lauvås, 1983, 1990)

Situated learning (Lave and Wenger, 1991)

Gardner's multiple intelligences (1983)

Kolb's learning cycle (1984)

GROW model (Whitmore 1992)

Showing initiative within the remit of own role

LO2 Explore how mentorship, through mentoring and supervision practices, can benefit individuals and organisations in children's early education and care environments

The role and responsibilities of the workplace mentor/supervisor

Supporting planning, training and assessment of mentees

Facilitation of tasks

Communication

Lines of reporting

Working within boundaries of own role

Support from senior staff

Similarities and differences between coaching and mentoring and professional talking therapies

Purpose and impact of mentorship and supervision practices on an organisation

Principles, scope and purpose of professional supervision

Role of the requirements of legislation, codes of practices and agreed ways of working influence professional supervision.

Creating more inclusive environments for work, and support retention and progression of disadvantaged groups

Encouraging an environment of continuous improvement, development and learning – performance management cycle.

Sustainable processes – identifying and addressing gaps to improve

Professional supervision and mentoring supports performance

Improved consistency across the team in terms of children's care and provision

More cost-effective use of resources

Improved management of staff and staff morale

Personal and professional development of individuals and teams

Increased efficiency – identifying skills and potential to address specific gaps

Frequency and location

Sources of evidence used to inform supervision/mentoring

Role of preparation for supervision/mentoring for both supervisor/supervisee.

Alternative strategies for developing and supporting employees

Counselling

Additional training courses

Workshops

Distance/flexible/e-learning

Webinars

Legal and organisational boundaries in mentorship and supervision

Legal and organisational boundaries regarding the health, safety and safeguarding of participants

Legal and organisational boundaries regarding ensuring equality of access and opportunity, fairness, objectivity, understanding

Legal and organisational boundaries regarding promoting and advocating diversity, difference and inclusion

Legal and organisational boundaries regarding non-discriminatory practice, sensitivity, cultural awareness, inclusive practice and procedures

Legal requirements for information sharing, e.g. in the UK and EU, General Data Protection Regulation (GDPR) (EU) 2016/679 (2018)

Role of confidentiality, boundaries, roles and accountability within the process

Other ethical considerations

Concepts of power and authority, i.e. personal/positional, zero-sum power dynamics

Potential consequences power relationship between self and the coached or mentee, e.g. abuse of power and authority, personal intimacy, harassment

Requirements for supervision of mentors

Ethical obligations as recognised in professional Codes of Conduct e.g. the Standards of Conduct and Practice for Social Care Workers (NISCC, 2015)

Legal rights and professional boundaries of supervisors and mentors

Contractual requirements

Professional conduct

Best and evidence-based practice

Regular supervision

Taking action according to organisational policy and procedure

Information handling, recognising the role of GDPR (or other data protection regulations are relevant to own home nation)

Precise and clear recording and reporting

Maintenance of legible and accurate records

Storage of information

Sharing of information

Consent of mentee

Access to information and individuals especially when at risk

Maintaining own health

Wellbeing and safety

Escalating where necessary

Cultural issues in mentoring and coaching others

Working within a diverse workforce – awareness of impact of own personal beliefs and values, conscious and unconscious biases on attitudes and behaviours

Own role in promoting and advocating diversity and inclusive practices

Impact of stereotyping, including of gender, religion, ethnicity, disability, sexual orientation, age, class and effect on individual and organisation

LO3 **Apply mentoring and supervision techniques to support mentorship of individuals in children's early education and care environments**

Professional mentoring and supervision practice

Role modelling

Supporting the development of others, including supervising, teaching, guiding and participating in the assessment of other staff – early education or care practitioners new to the role

Peer mentoring

Arranging professional mentoring/supervision in own work placement or setting

Differences between supervised and unsupervised mentoring

Professional mentoring or supervision as a structured activity with ground rules established

Setting's expectations with regard to professional mentoring and supervision

Own experience of being mentored or experiencing supervision

Undertaking practical supervised and unsupervised mentoring sessions with early childhood practitioners

Positive and constructive feedback mechanisms

Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) target setting

Evaluative reflection

Communication

Discourse analysis theories, relationship characteristics and contrasts between them

Supervision and mentoring and the management of the coaching or mentoring relationship

The importance of rapport – trust, mutual respect and sensitivity

Active listening, encouraging mentee to own their own development

Ability to communicate complex, sensitive and undesired information

Keeping information confidential

Keeping records of formal meetings with mentee

Organisational skills needed for mentoring and coaching

Planning and structuring sessions
Recording information and report writing
Time management
Setting and maintaining boundaries
Assessment and evaluation, action planning

Interpersonal skills needed for mentoring and coaching

Demonstrating empathic understanding
Self-awareness and transparent communication
Effective questioning
Being supportive
Encouraging and motivating
Non-confrontational yet clear and honest
Reflective listening
Non-prejudicial

Appropriate physical environments for mentoring and coaching

Comfortable
Private area
Suitable and culturally inclusive surroundings
Ensuring noise levels do not impede clarity and security of communication
Physically safe environments for both supervisor/mentor and supervisee/mentee
Respecting mentee's personal space, ensuring own proximity is comfortable to support mentee's comfort levels

Barriers to supervision and mentoring

Time
Resources
Attitudes
Values
Perceived power differences/consequence
Ownership

Strategies for overcoming barriers:

Utilising strategic thinking, i.e. developing a logical, evidenced-based, cost-effective and practical plan to overcome barriers and challenges, including finding an appropriate space to carry out sessions, awareness of mentees concerns or needs beforehand to support planning

Appropriate organisational planning

Action learning and planning

Mutually established goals/outcomes and boundaries

Self-reflection and self-awareness

Techniques for programme monitoring, review and evaluation

LO4 Review own leadership and mentoring/supervision practice in a children's early education and care environment

The cycle of reflection in relation to mentoring practice

Gibbs Reflective Cycle (1988)

Reflection in action and reflection on action

Using reflection to inform future behaviour, particularly directed towards sustainable performance

Structural considerations for language in reflective writing

Avoiding generalisation

Adopting a critical and objective approach

Reflecting on own personal development in a critical and objective way

Content of reflections

Reflecting on own abilities, views, beliefs, attitudes and values and impact on own mentoring practice

Barriers experienced in mentoring practice for self and others

Recognising own needs and boundaries, level of competence

Knowing when to escalate and seek support from more experienced supervisors or mentors

Own response to criticism

Identifying areas of own professional growth or development through mentoring others

Forward planning for improvement.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Review theories and principles of team and individual leadership, mentoring and supervision in children's early education and care environments</p>		<p>LO1, LO2 and LO3</p> <p>D1 Critically review the effectiveness of own leadership and mentoring practice in supporting the development of workers in own children's early education and care settings using different theories, and principles of team and individual leadership styles</p>
<p>P1 Compare relevant theories of team and individual leadership in relation to practice in children's early education and care environments</p> <p>P2 Discuss professional models of supervision and mentoring in relation to supporting practice in children's early education and care environments</p>	<p>M1 Critically analyse own approach to supervision or mentoring other workers in a children's early education and care environment in a leadership role</p>	
<p>LO2 Explore how mentorship, through mentoring and supervision practices, can benefit individuals and organisations in children's early education and care environments</p>		
<p>P3 Discuss the impact of mentorship and supervision strategies on practice in organisations</p> <p>P4 Discuss the impact of mentorship and supervision strategies on workers receiving this support</p>	<p>M2 Debate the benefits of supervision and mentoring for individuals and organisations in different children's early education and care environments</p>	

Pass	Merit	Distinction
<p>LO3 Apply mentoring and supervision techniques to support mentorship of individuals in children’s early education and care environments</p>		
<p>P5 Create a plan for the delivery of a series of practical mentoring or supervision sessions within own setting to support early childhood practitioners</p> <p>P6 Discuss how communication theories are reflected in the plan to provide effective support to early childhood practitioners</p>	<p>M3 Implement a series of accurately planned and relevant informal mentoring or supervision sessions to support early childhood practitioners in own setting, using different theories of communication and addressing barriers faced</p>	
<p>LO4 Review own leadership and mentoring/supervision practice in a children’s early education and care environment</p>		<p>D2 Critically reflect on the effectiveness of own leadership and mentoring practice in improving own development and the quality of provision in own setting</p>
<p>P7 Discuss own leadership and mentoring styles as applied in practice within own setting</p> <p>P8 Examine the impact of own leadership and mentoring on the practice of own mentee</p>	<p>M4 Review the impact of own leadership and mentoring styles on own practice and that of others</p>	

Recommended Resources

Textbooks

HAWKINS, P. and SHOHET, R. (2012) *Supervision in the Helping Professions (Supervision in Context)* (4th edn). Maidenhead: Open University Press.

JONES, C. and POUND, L. (2008) *Leadership and Management in the Early Years: From Principles to Practice*. Maidenhead: Open University Press.

O'SULLIVAN, J. (2015) *Successful Leadership in the Early Years*. London: Bloomsbury.

SANDERSON, H. (2014) *Person-centred Teams: A Practical Guide*. London: Jessica Kingsley Publishers.

Journals

OPENGART, R. and BIEREMA, L. (2015) 'Emotionally intelligent mentoring: Reconceptualizing effective mentoring relationships', *Human Resource Development Review*, vol. 14, no. 3, pp. 234–58.

BRENNAN, J. and MAC RUAIRC, G. (2011) 'Taking it personally: Examining patterns of emotional practice in leading primary schools in the Republic of Ireland', *International Journal of Leadership in Education*, vol. 14, no. 2, pp. 129–50.

Websites

nurseryworld.co.uk	<i>Nursery World</i> Management section (General reference)
earlyyearscareers.com	Early Years Careers Early Years Management (General reference)
teachearlyyears.com	Teach Early Years Nursery Management (General reference)
gov.uk	UK government website Government publications – Study of Early Education and Development: Good Practice in Early Education (January 2017). Callanan, M., Anderson, M., Haywood, S., Hudson, R. and Speight, S. – NatCen Social Research (Report)

cumbria.gov.uk

Cumbria County Council website

Elibrary – Effective supervision in Early Years Settings
Guidance Booklet

(e-book)

cambridgeshire.gov.uk

Cambridgeshire County Council website

Residents/Working together: Children, families and
adults/Early years and childcare providers
support/Early years staff supervision

(General reference)

Links

This unit links to the following related units:

*Unit 23: Managing and Leading People in Children’s Early Education and Care
Environments*

Unit 24: Managing Children’s Early Education and Care Environments

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO3	P5, M3
THEME 2: PROFESSIONAL IDENTITY	LO1–LO4	P1–P5, P7, M1– M4, D1, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO1–LO4	P1–P8, M1–M4, D1, D2
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO4	D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early education and care settings.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 26: Healthcare Play

Unit code A/617/3657

Unit level 5

Credit value 15

Introduction

Play is at the very centre of a healthy child's life, accepted as vital to healthy growth and development and a natural part of childhood. From the earliest age, play helps children to learn, to relate to other people and to have fun. When children are admitted to hospital, they are at their most vulnerable. They are not only ill, but are also separated from their friends, familiar surroundings and usual daily routines and activities. Play can really make a difference at this most stressful time for the child, but the importance of play in children's healthcare services can be overlooked.

Many children are admitted to hospital at some stage during their childhood and, as an early childhood practitioner, it is important to understand the play-based strategies that can be used to alleviate any stresses associated with hospitalisation.

In this unit, students will learn how ill-health and hospitalisation impact upon the individual child and their family. Students will explore the historical context of the development of play within healthcare settings, including government frameworks and the important role of voluntary organisations. This unit will give students the opportunity to explore the range of play programmes available for children who are unwell in healthcare-related environments and the important role of the Health Play Specialist within the multidisciplinary team.

Upon completion of this unit, students will have developed increased knowledge and awareness of the importance of healthcare play in meeting the developmental and therapeutic needs of children in a range of settings. This unit supports students' progress in employment in early education and care settings. It also supports students continuing in higher education in subjects such as early childhood education and children's health.

Learning Outcomes

By the end of this unit students will be able to:

1. Review the impact of ill-health and hospitalisation on the child, parents or caregivers and siblings
2. Explore the historical context of the development of play within healthcare settings
3. Explore the range of therapeutic play programmes for children who are unwell in a variety of settings
4. Discuss the role of healthcare play specialists within the multidisciplinary team caring for the unwell child.

Essential Content

LO1 Review the impact of ill-health and hospitalisation on the child, parents or caregivers and siblings

Impact on the child

Holistic progress and development, links between physical, psychological and social wellbeing

Stress and anxiety due to fear of the unknown

Fear of treatment, procedures, medical equipment

Bewilderment at unfamiliar sights, sounds, smells, routines and food

Frustration, boredom, restriction, helplessness, dependence with no means of expression

Relative loss of control, autonomy and competence

Concern about what they are missing at school, with friends

How a child may express their feelings

Expressions of protest and anger

Clinginess and insecurity around being left, even for very short periods of time

Loss of interest in play materials

Regression from newly acquired skills

Examples of impact on parents and caregivers who stay with their unwell child

Anxiety about their sick child

Separation from normal support of family and friends

Unfamiliar surroundings

Hospital routine

The long hospital day, with associated boredom and isolation

Lack of sleep

Medical terminology

Concern about how the rest of the family are managing at home

Financial implications

Time off work, time taken away from routine activities at home

Examples of impact on siblings

Fear of what they do not know

Resentment that unwell child is taking so much of parents' time and attention

Guilt that it could be their fault in some way

Jealousy that unwell child is given presents and does not have to do schoolwork

Isolation through being separated from parents, cared for by others and not being told what is happening

Anger that this is happening in their family; towards the sibling for being unwell

Despair that life will never get better

Disruption of their routine, health and wellbeing

LO2 Explore the historical context of the development of play within healthcare settings

Historical timeline within the UK

Robertson and Robertson (1952) 'A Two-Year-Old Goes to Hospital'

Platt Report (1955)

National Association for the Welfare of Children in Hospital (1963)

National Association of Hospital Play Specialists (NAHPS) (1975)

The first training course for Hospital Play Specialists established (1973)

Department of Health Expert Group on Play (1976)

Hospital Play Specialist Education Trust (1985)

United Nations Convention on the Rights of the Child (UNCRC) (1989)

Action for Sick Children (1991)

Quality Management for Children: Play in Hospital audit tool (1990)

National Service Framework for Children, Young People and Maternity Services (2003)

Introduction of curriculum frameworks and qualifications specifically for healthcare play

Historical timeline within Republic of Ireland

Organisation Mondiale pour l'Education Pre-scolaire survey of play facilities in 17 Dublin hospitals (1969)

Association for the Welfare of Children in Hospital Ireland formed (1970) – name changed to Children in Hospital Ireland (CHI)

Charter for the Care of Sick Children (1973)

Irish Association of Hospital Play Staff

European Union

European Association of Children in Hospital Charter (1998)

Council of Europe guidelines on child-friendly healthcare (2011)

Impact of government frameworks

e.g.

Setting standards for children throughout the health and social care services on offer to them

Promoting hospital services that are both child- and family-centred

Emphasising the agency of parents as 'experts' on their children and role in accompanying their child throughout their hospital stay

The role and importance of the play specialist involved in the care of children in hospital, recommendations regarding access to a hospital play specialist

Emphasising that play provision in hospital can have a therapeutic value and is proven to hasten recovery

Supporting and promoting the role of the hospital play specialist within the multidisciplinary team

Impact of voluntary organisations

e.g. Action for Sick Children:

Provide a consultative role to key policy makers and government in the development of healthcare policies for children

Campaign on all aspects of children's healthcare

Advocate for family-focused healthcare environments

Act as a watchdog for children and young people's health services

Work in partnerships with healthcare professionals and providers to encourage the involvement of children and their families in the development of healthcare services

Maintain a charter for children's health services, which includes every child in hospital having full opportunity for play, recreation and education

Tutors are expected to use the historical timelines above as reference points but deliver with respect to the historical timeline as relevant within own home country

LO3 Explore the range of therapeutic play programmes for children who are unwell in a variety of settings

Range of play programmes

Managing unplanned/emergency admissions through familiarising all children with healthcare experiences, e.g. hospital role play within the early education or care setting; 'Well Teddy' clinic offered by children's hospitals; visits to early education and care settings by Health Play Specialist to deliver a Hospital Awareness Scheme, other programme as relevant to own home nation

Normalising play

Therapeutic play programmes and benefits

Pre-admission play programmes: medical play preparation to help children understand their illness and treatment prior to admission

Distraction play: to help children cope better during their treatment and procedures

Post-procedural play: to enable children to make sense of what has happened and explore their feelings in a safe and secure environment

Types of settings

Community or home care

Hospital (in-patient, out-patient, accident and emergency department, day care)

Children's hospice

LO4 Discuss the role of healthcare play specialists within the multidisciplinary team caring for the unwell child

Range of professionals working within the multidisciplinary team

e.g. medical and nursing staff; speech and language therapists; occupational therapists; physiotherapists; dieticians; psychologists; specialist nurses; teachers and learning support assistants

Role of Healthcare Play Specialist

Organising daily normalising play services in the playroom or at the child's bedside

Providing play to achieve developmental goals

Advising parents or caregivers and staff on appropriate play for sick and injured children

Using play to prepare children for hospital procedures such as injections, scans, investigations, surgery

Contributing to clinical judgements through documentation and through their observations

Helping children deal with fear and anxiety, including specialised play support for needle-phobic children

Helping children cope with pain

Helping children regain skills lost through the effects of illness or hospitalisation

Supporting families including siblings

Resources for healthcare play

Age-appropriate resources, e.g. sensory media, storytelling, puppets, music and musical instruments, malleable materials, art materials, small world hospital play figures and equipment

Other professionals, e.g. clown doctors, animal and pet handlers

Examples of specialist resources for specific medical procedures

Mini MRI scanner

Doll/teddy with intravenous infusion

Additional aspects of professional practice

Health and safety in play, including hygiene and infection control

Anti-discriminatory practice

Equal opportunities

Potential challenges to the success of healthcare play

Availability of hospital play specialists

Adequate funding for resources

Acceptance of importance of healthcare play by other professionals within the multidisciplinary team.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Review the impact of ill-health and hospitalisation on the child, parents or caregivers and siblings		LO1 and LO2 D1 Critically evaluate the effectiveness of the development and response of healthcare services in own home nation to address the impacts of ill-health and hospitalisation on the child and their family
P1 Analyse the potential effects of ill-health and hospitalisation on children’s holistic development P2 Discuss the impact of ill-health and hospitalisation on the child’s parents or caregivers, and siblings	M1 Critically analyse the impact of ill-health and hospitalisation on children and their families	
LO2 Explore the historical context of the development of play within healthcare settings		
P3 Review the development of healthcare play in different national contexts	M2 Critically assess the impact of government frameworks and voluntary organisations on the development of healthcare play in different contexts	

Pass	Merit	Distinction
LO3 Explore the range of therapeutic play programmes for children who are unwell in a variety of settings		LO3 and LO4
<p>P4 Discuss the range of therapeutic play programmes developed for children who are unwell in a variety of settings</p> <p>P5 Implement own planned play activity in an early education or care setting which would familiarise children with a therapeutic play programme approach used in a specific healthcare setting.</p>	M3 Critically analyse the benefits of different therapeutic play programmes for children who are unwell in a variety of settings	D2 Critically review the value of different and varied therapeutic play programmes within the multidisciplinary team caring for the unwell child, to the outcomes for the child and their family
LO4 Discuss the role of health play specialists within the multidisciplinary team caring for the unwell child		
<p>P6 Analyse the main responsibilities of the health play specialist</p> <p>P7 Review potential challenges to the success of healthcare play</p>	M4 Critically reflect on the impact of the role of the health play specialist within the multidisciplinary team	

Recommended Resources

Textbooks

HUBBUCK, C. (2009) *Play for Sick Children: Play Specialists in Hospitals and Beyond*. London: Jessica Kingsley Publishers.

TONKIN, A. (ed.) (2014) *Play in Healthcare: Using Play to Promote Child Development and Wellbeing*. London: Routledge.

Publications

TONKIN, A. (2014) *The Provision of Play in Healthcare Delivery*. National Association of Hospital Play Specialists.

Journals

COYNE, I. and KIRWAN, L. (2012) 'Ascertaining children's wishes and feelings about hospital life', *Journal of Child Health Care*, vol. 16, no. 3, pp. 293–304.

HAYES, A. (2011) 'All about the role of ... Hospital Play Specialist', *Nursery World*, 27 June.

Websites

actionforsickchildren.org	Action for Sick Children Voluntary organisation which campaigns on all aspects of childhood healthcare (General reference)
childreninhospital.ie	Children in Hospital Ireland (CHI) Voluntary organisation which delivers hospital play schemes with the help of volunteers (General reference)
each-for-sick-children.org	European Association of Children in Hospital (EACH) The EACH Hospital Charter (2014) Ten articles supporting the rights of sick children and their families (General reference)

hpset.org.uk	Healthcare Play Specialist Education Trust Advancement and improvement of the education and training of healthcare play specialists (General reference)
nahps.org.uk	National Association of Health Play Specialists Professional support for health play staff (General reference)
unicef.org.uk	United Nations Children's Fund United Nations Convention on the Rights of the Child (UNCRC) Legally-binding international agreement setting out the rights of every child (General reference)

Links

This unit links to the following related units:

Unit 12: Child-centred Practice with Children, Families and Communities

Unit 21: Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing

Unit 22: Supporting Children's Medical Needs

Unit 30: Working in Partnership across Health, Education and Social Care Services

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	P1–P8, M1–M4, D1, D2
THEME 2: PROFESSIONAL IDENTITY	LO3	P5
THEME 3: RELATIONSHIPS WITH OTHERS	LO3 and LO4	P5–P8, M3, M4, D2
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO2	P3, M2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations. Students would benefit from input from a Health Play Specialist. Visits to a Children's Hospital and Children's Hospice to see the play programmes available are recommended.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector with specific experience of caring for children and healthcare play to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early education or care.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 27: Outdoor Play and Learning

Unit code F/617/3658

Unit level 5

Credit value 15

Introduction

In this unit, students will explore the importance of outdoor play and learning for children in early childhood to support and promote their holistic development. Play and learning in the outdoors is a fundamental component in supporting children's development through active learning, allowing them to take risks and embrace challenge. There is an increasing body of research which highlights the positive impact and associated benefits of outdoor play and learning on children's mental health, wellbeing and behaviour. As children continue to grow up in an ever-evolving, technologically based society they are losing the connection with nature; the impact of this on aspects of their development is explored in this unit.

Outdoor play and learning develop skills for life such as independence, resilience, perseverance and teamwork, which are transferrable into a range of other contexts including classroom-based activities. This unit enables students to interrogate children's development of these skills in practice-based outdoor environments. Students will explore the work of several theorists and outdoor play and learning through different approaches, such as Forest Schools, which have influenced outdoor play and learning. They will consider how play and learning beyond the classroom context empowers children to take the lead in their learning and adults working with them to take on a less direct teaching approach with children, supporting and facilitating as and when appropriate.

This unit will allow students to consider how they support and promote children's experiences to maximise play and learning in the outdoors, and how they can facilitate and enhance provision to ensure high quality opportunities are provided on a regular basis. Students will consider the importance of risk benefit assessment to promote outdoor play and learning as a positive and beneficial experience for children. They will consider this in relation to their own practice and identify opportunities within their own setting to develop outdoor play and learning further.

This unit requires students to demonstrate their skills, knowledge and understanding of outdoor play and learning, through their practice in the workplace. Completion of this unit will provide a useful foundation for continuing higher education in early childhood related degree programmes and support enhanced roles in workplace practice, should students wish to develop their expertise further to fulfil roles such as forest school practitioner or leader.

Note: Neither this unit or qualification will lead to recognition as a Forest School Association Endorsed Forest School Trainer.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the importance and value of access to outdoor play and learning on a frequent basis, for children in early childhood
2. Explore a range of theorists and approaches and consider their influence on current outdoor play and learning practices
3. Discuss risk benefits for children in relation to outdoor play and learning to advocate its values to others
4. Plan and provide outdoor play and learning opportunities which support and promote children's holistic development.

Essential Content

LO1 Explain the importance and value of access to outdoor play and learning on a frequent basis, for children in early childhood

Uniqueness of outdoor opportunities

Experiences cannot be recreated effectively in the indoor environment

Nature Deficit Disorder, children's diminishing contact with nature and its impact

Values and benefits

Children's autonomy; sense of awe and wonder; exploration; experimentation

Freedom for children to take the lead and adults/teachers to be equal play partners when required

Sustained shared thinking

Significant contribution towards children's personal, social and emotional development; confidence, self-esteem, resilience, perseverance

Mastery of skills in outdoor play and learning which promote learning back in the classroom

Opportunity to refine motor skills through gross and fine motor movements; not directly linked to classroom activity

Playing and learning outside can be especially empowering for those children who find the more structured environment of the classroom challenging

Tool use; benefits and values

Initiatives

e.g. Outdoor Classroom Day, World Mud Day

Promoting the benefits of play and learning outdoors

LO2 Explore a range of theorists and approaches and consider their influence on current outdoor play and learning practices

Friedrich Froebel (1782–1852)

Kindergarten

Children's holistic development as imperative, i.e. health, physical development, the environment, emotional wellbeing, mental ability, social relationships and spiritual aspects

Science and mathematics influenced enhancement with natural materials, gifts and occupations

Open-ended provision, child-initiated play

Role of the practitioner as observer and giving sensitive guidance when appropriate

The influence of people and materials available on how children behave in the environment

Margaret McMillan (1860–1931)

One of the first UK nursery pioneers

Optimum learning is through first-hand experiences, active learning, free access to materials

No formal structure, child-led, freedom to explore

Focus on the importance of children accessing outdoors for their health and wellbeing

Children encouraged to experience the natural world

Promotion of positive play in the outdoors, freedom to develop independence through a safe and stimulating environment

Rudolf Steiner (1861–1925)

Austrian philosopher and educationalist

Priority is to provide an unhurried and creative learning environment

Three distinct phases of early childhood development in seven-year cycles

A deep connection with nature is central

Focus on experiential learning

Concept that everything that surrounds young children, both visible and invisible, has an impact on them

Strong focus on creating awe and wonder

A 'whole child' approach, nurturing the child's 'gifts'

Maria Montessori (1870–1952)

Italian teacher and physician

Respect for the child, allowing them to make choices, creating independent learners

Hands-on practical approach, encouraging exploration and enthusiasm over sustained periods of time

Connection with the natural world and outdoors is a central philosophy

Observation is a key part of the Montessori approach

Reggio Emilia Approach

Originated in the Italian town of Reggio Emilia, developed by Loris Malaguzzi

The environment viewed as 'the third teacher'

Key set of principles, i.e. children must have some control over the direction of their learning; children must be able to learn through experiences of touching, moving, listening and observing; children have a relationship with other children and with material items in the world that they must be allowed to explore; children must have endless ways and opportunities to express themselves

Focuses on process as opposed to end-product

Forest Schools Approach, ethos and principles

Inspired by many of the early childhood pioneers

History of the Forest Schools Approach

Long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit

Planning, adaptation, observations and reviewing are integral elements

Takes place in a woodland or natural wooded environment to support the development of a relationship between children and the natural world

Aims to promote the holistic development of participants, fostering resilient, confident, independent and creative children

Offers children the opportunity to take supported risks appropriate to the environment and to themselves

Run by qualified Forest School practitioners who continuously maintain and develop their professional practice

Uses a range of child-centred processes to create a community for development and learning

Recognised qualifications evolved for leaders in some countries, e.g. UK, Canada, Denmark

Influence on current outdoor practice in own national region and setting

Use of the outdoors in session planning

Practitioners' roles including observation, assessment and support

Children's contribution in planning, engaging and reviewing outdoor play and learning experiences

Links to curricula

Staff training and development

LO3 Discuss risk benefits for children in relation to outdoor play and learning to advocate its values to others

Risk taking

'Risky play', definition, benefits, e.g. problem-solving and resilience, challenges, e.g. tool use and fires

Alternative terms with more positive connotations, e.g. adventurous play, positive risk taking

Distinction between risky play or positive risk taking and hazardous or potentially harmful risk

Considerations for practitioners, e.g. safety, risk assessment including identification of benefits, exploring own anxieties, using empowering rather than prohibitive language in play

Working with other practitioners, parents and caregivers to promote the importance of risky play for children and the significance of the opportunities it provides

Risk benefit

Importance of risk benefit assessments; balancing the activity against the potential risks and minimising risk

Process for completing risk benefit assessments for a range of outdoor experiences, i.e. hazard identification; deciding who might be harmed and how; risk evaluation, identifying and implementing measures to reduce risk; recording findings; periodic review and revision as necessary

Promoting children assessing their own risks and developing awareness of hazards in their surroundings

Dynamic risk assessment; the practice of mentally observing, assessing and analysing an environment in the moment, to identify and remove risk

LO4 **Plan and provide outdoor play and learning opportunities which support and promote children’s holistic development**

Individual needs

Focus on holistic development

Starting point when accessing outdoors

Confidence, reluctance

Skills and awareness in the surroundings

Supporting all children’s needs effectively including those with Special Educational Needs and Disabilities including access needs, to ensure reasonable adjustments are made for them to benefit from play and learning opportunities outdoors

Observation, assessment and planning

Observe and note children’s holistic development in the outdoors

Note how they play and learn, activities they respond to, opportunities that can be provided based on children’s interest and motivations

Plan and enhance spontaneously, if possible in the here and now, to maximise impact

Using assessments made to inform future play and learning opportunities

Providing stimulating play and learning experiences

Providing appropriate experiences for children to progress and extend their play and learning, including through risky or adventurous play opportunities that challenge

Talking with children about what they would like to see and do in their outdoor play environment

Taking note of the child’s voice; making resources available for self-selection which can be used in an open-ended way

Loose parts play

Invitations and provocations

Child-initiated play and learning

Children participating in self-chosen pursuit 'free play'

Taking ownership

Self-selecting materials or resources to play with

Practitioner role in supporting child-initiated play e.g. making resources available, allowing the child to lead, providing encouragement and attention

Adult-led play and learning

The adult plans, organises, shows or tells the children what they need to do, e.g. in activities such as tool use, where a high level of supervision and guidance is required to ensure safe practices

Adult engagement in outdoor play and learning extending and facilitating play when requested by the children or appropriate to the situation

Opportunities for sustained shared thinking where practitioners engage as equals in the play

Purpose and value of adult-led activities, opportunities provided for revisiting play, learning and the development of skills and developing higher level skills

Evaluating play and learning

Level of engagement, wellbeing and involvement

Tracking children's development over time in outdoor play and learning situations with regards to their holistic development

Supporting future outdoor play

Adult and child's or children's role in extending learning and thinking

Appropriateness of environment

Development of the site/provision.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Explain the importance and value of access to outdoor play and learning on a frequent basis, for children in early childhood</p>		<p>LO1 and LO2</p> <p>D1 Critically reflect on how different approaches to outdoor play and learning can be used to improve early childhood education and care practice in own local region and promote children's holistic development</p>
<p>P1 Explain the impact of outdoor play and learning opportunities on children's experiences in early childhood</p> <p>P2 Discuss the relationship between values associated with outdoor play and learning and children's holistic development</p>	<p>M1 Evaluate the impact of consistent engagement in outdoor play and learning on children's holistic development in early childhood</p>	
<p>LO2 Explore a range of theorists and approaches and consider their influence on current outdoor play and learning practices</p>		
<p>P3 Analyse the influence of outdoor play experiences on children's play and learning in early childhood and care settings</p> <p>P4 Discuss how own practice is influenced by different approaches to outdoor play and learning in relation to children's development</p>	<p>M2 Critically compare different approaches in terms of how early childhood practitioners could use these to effectively support children's holistic development</p>	

Pass	Merit	Distinction
<p>LO3 Discuss risk benefits for children in relation to outdoor play and learning to advocate its values to others</p>		<p>LO3 and LO4</p> <p>D2 Critically evaluate the effectiveness of own implementation of different high quality outdoor play and learning experiences in terms of their impact on children’s holistic development and plan for further improvement</p>
<p>P5 Interpret what is meant by ‘risk benefit’ and its role in outdoor play and learning</p> <p>P6 Demonstrate accurate and relevant use of the risk benefit assessment approach for an outdoor play and learning activity</p>	<p>M3 Critically analyse own use of accurate and relevant risk benefit assessments when providing outdoor play and learning experiences</p>	
<p>LO4 Plan and provide outdoor play and learning opportunities which support and promote children’s holistic development</p>		
<p>P7 Produce plans for different activities to support children’s access to high quality outdoor play and learning opportunities, which support their holistic development</p> <p>P8 Implement own planned outdoor play and learning activities towards supporting children’s social engagement and holistic development</p>	<p>M4 Evaluate own effectiveness in planning and implementing high quality outdoor play and learning activities in relation to their impact on children’s development and progress</p>	

Recommended Resources

Textbooks

- BILTON, H. (2019) *Outdoor Learning in the Early Years: Management and Innovation*. Oxon: Routledge.
- EPHGRAVE, A. (2018) *Planning in the Moment with Young Children: A Practical Guide for Early Years Practitioners and Parents*. Oxon: Routledge.
- CONSTABLE, K. (2014) *Bringing the Forest School Approach to your Early Years Practice*. Oxon: Routledge.
- HANSCOM, A. (2016) *Balanced and Barefoot*. California: New Harbinger.
- KNIGHT, S. (2011) *Risk and Adventure in Early Years Outdoor Play*. London: Sage.
- WAITE, S. (2017) *Children Learning Outside the Classroom from Birth to Eleven*. London: Sage.
- WHITE, J. (2013) *Play and Learning Outdoors: Making provision for high quality experiences in the outdoor environment with children 3–7*. London: Routledge.

Journals

- BENTO, G. and DIAS, G. (2017) 'The importance of outdoor play for young children's healthy development', *Porto Biomedical Journal*, vol. 2, no. 5, pp. 157–60.
- BURRISS, K. and BURRISS, L. (2011) 'Outdoor play and learning: Policy and practice', *International Journal of Education Policy and Leadership*, vol. 6, no. 8, pp. 1–12.

Websites

- | | |
|------------------------------|--|
| forestschoollassociation.org | Forest School Association
The professional body and UK wide voice for Forest School, promoting best practice, cohesion
(General reference) |
| lotc.org.uk | The Council for Learning Outside the Classroom
The national voice for learning outside the classroom in the UK
(General reference) |

playengland.org.uk	Play England Campaigns for all children and young people to have freedom and space to play throughout childhood in the UK (General reference)
unicef.org.uk	United Nations Children’s Fund United Nations Convention on the Rights of the Child (UNCRC) (Report)
irishforestschoollassociation.ie	Supports the development of Forest School learning in Ireland (General reference)

Links

This unit links to the following related units:

Unit 3: Play and Learning in Early Childhood

Unit 4: Supporting and Promoting Children’s Development (Infants and Toddlers)

Unit 5: Supporting and Promoting Children’s Development (Young Children)

Unit 8: Promoting Inclusive Early Education and Care Environments

Unit 10: Improving Quality in Early Education and Care Environments

Unit 19: Supporting Children in Home-based Childcare Environments

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1, LO3, LO4	P1, P2, M1, D1
THEME 2: PROFESSIONAL IDENTITY	LO4	M3, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	All criteria
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	N/A	N/A

Essential requirements

Students must clearly show how their knowledge and skills impact on practice.

Delivery

Tutors must be appropriately qualified and experienced in the early childhood and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in the early childhood and care sector.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 28: Comparative Education Systems: International Perspectives

Unit code J/617/3659

Unit level 5

Credit value 15

Introduction

Early childhood practitioners can often take inspiration from early education systems from around the world to enhance their own practice. They also look to early childhood education and care pioneers to better understand current ideas.

This unit aims to introduce students to how early childhood and care has developed over a number of years. Students will also gain an understanding of how different countries approach early childhood education and care through a comparative examination of different systems. Students will also consider how these systems support children's learning, development and progress as well as examining what the adult role encompasses in each system. They will also consider the limitations and benefits of differing approaches and how considering an international approach could enhance practice and outcomes for children.

On completion of this unit students will have gained an awareness of the leading pioneers for current early childhood practice, and their impact on the education and care systems we have today. They will have expanded their knowledge of early education systems from around the world and the role of the adult within those systems. They will have identified limitations, benefits, similarities and differences between differing approaches.

This unit supports students' progression opportunities in higher education onto degree programmes such as Early Childhood Studies, Education Studies and then into postgraduate teaching courses. Employment opportunities could see students in roles such as room leaders, teaching assistants and childcare practitioners, as it requires them to think critically about the viability of the application of differing approaches to practice and the best outcomes for the child.

Learning Outcomes

By the end of this unit students will be able to:

1. Discuss a range of comparative early education systems
2. Review the influence of early years pioneers on comparative early education systems
3. Explore the role of the early childhood practitioner in a range of comparative early education systems
4. Devise comparative learning plans to support the holistic development of a child or children in own care.

Essential Content

LO1 Discuss a range of comparative early education systems

Education systems adopted in United Nations (UN) World Regions

Africa

Americas

Asia

Europe

Oceania

Examples from at least three world regions must be included in delivery

Western educational paradigms

Europe, e.g. Reggio Emilia (Italy), Montessori (Italy), Steiner (Germany), EYFS (England)

Americas, e.g. High Scope (USA)

Oceania, e.g. Te Whariki (New Zealand)

Non-western and indigenous educational paradigms and traditions

African, e.g. Egypt, Cameroon, Kenya, Nigeria, Botswana

Asian, e.g. Bangladesh, China, Japan, Malaysia, Myanmar, India, Nepal, Kuwait, Turkey, Iraq

Other indigenous traditions from the Americas, Europe and Oceania

Key ideas

Curriculum

Structure and content of learning day

Inclusion

Early intervention

Policy context, drivers, influence

Socio-cultural context, ethnocentrism, tradition

Age at which children enter formal education

Compulsory education, age of entry and exit

Class or group ages in different systems of education

Formal progression of children within education systems, age-related versus outcome-related
Impact on outcomes of children of different formal and compulsory systems of education

Home Learning Environment (HLE)

Ways in which children learn at home

The importance of a stimulating HLE

The impact of lack of stimulation in the HLE

Neuroscience and early brain development

Definition of neuroscience in relation to early brain development

Positive factors which can affect brain development

Impact and value of positive early experiences on children's neurodevelopment

Impact and value of positive social interactions

Negative factors which can affect brain development, e.g. teratogens such as drugs, alcohol, smoking, stress

Prenatal brain development

The first 1,000 days

Role of parents in children's learning

Parent partnership in comparative and international early education systems

The impact of parental involvement on children's learning

Importance of practitioner awareness of the relationship between brain development, home learning environments and differing education systems in understanding children's early learning and development

LO2 Review the influence of early years pioneers on comparative early education systems

Theoretical approaches developed by early pioneers

e.g.

Froebel – learning through play, gifts and occupations, outdoor play, real life skills

Isaacs – nursery school movement, learning through play and the role of the adult, promoting independence

McMillan – outdoor learning, child health, free school meals

Piaget – cognitive development and learning through exploration

Vygotsky – learning through play, zone of proximal development

Bruner – modes of representation, cognitive development, scaffolding and constructivism.

Montessori – self-motivation, freedom of movement

Influence of pioneers' theories on current early childhood education and care pedagogy and practice in different education systems

e.g.

The purpose of the education system, anticipated outcomes

Design and layout of the learning environment

Structure and content of learning

Use of indoor and outdoor learning environments

Resources

Role of the practitioner

Management of learning environments

Observing and measuring learning, progress and development

Relationships between the practitioner, child and family and other caregivers

Relationships between the practitioner and external agencies

Tension and harmony between pioneering approaches and other influences on education systems

Social influences, e.g. culture and tradition

Political influences, e.g. role of the government in children's learning

Socio-economic influences, e.g. wealth, poverty and associated availability of resources and priority of need, levels of adult education

Environmental influences, e.g. geographical location, rural, city environments

Influence of international organisations in early education systems, e.g.

Organisation for Economic Co-operation and Development (OECD), United Nations Educational Scientific and Cultural Organization (UNESCO), European Union (EU), United Nations (UN), World Bank, United Nations Children's Fund (UNICEF)

LO3 Explore the role of the early childhood practitioner in a range of comparative early education systems

Pedagogical approach

Formal and informal approaches to education and care

Comparison of the role of practitioners in different education systems

Types of practitioners

Roles of different practitioners

Practitioner qualifications and training, continuing professional development

Creating a stimulating environment, e.g. enabling adult-led and child-directed activities, design, layout, creating and using resources, indoor and outdoor play

Role of the practitioner in the socio-cultural environment of the setting, e.g. relationship between different practitioners and the child, parent or caregiver, community members

Other roles and responsibilities, e.g. physical care including nutrition, hydration and exercise, health, safety and safeguarding considerations, lines of reporting

Multidisciplinary approaches to education and care

LO4 Devise comparative learning plans to support the holistic development of a child or children in own care

Planning for learning

Using approaches used in differing education systems to plan for children's learning

e.g. play-based learning, selecting appropriate resources as relevant to approach, ensuring appropriate indoor or outdoor environment

Different planning methods

e.g. in the moment planning

Observing play and learning

Overview of purposes of observation, different methods of observation, benefits and limitations in relation to approaches selected

Documenting learning

e.g. learning journeys

Assessing progress

e.g. using expected milestones, alternative measures of progress as relevant to approaches selected

Promoting children's development and next steps/targets

e.g. identifying children's interests and development needs, adapting plans to meet these needs as appropriate, identifying indicators of progress and development as relevant to programmes selected

Working in collaboration with others

Identifying the roles of others in achieving planned outcomes, e.g. other practitioners, professionals, family and friends, the child, other children, other members of the community, as relevant to approaches selected.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss a range of comparative early education systems		LO1 and LO2 D1 Critically evaluate different systems of, and early years pioneers approaches to, early education in terms of their relationship to children's progress and development in early education and care settings
P1 Discuss the key principles and ideas in different Western paradigms of early education in terms of their impact on children's learning and development P2 Analyse educational traditions in different non-Western and indigenous approaches to early education in terms of their impact on children's learning and development	M1 Critically compare different Western paradigms and traditional non-Western and indigenous approaches to early education in terms of their relationship to children's learning and development	
LO2 Review the influence of early years pioneers on comparative early education systems		
P3 Analyse the influence of early years pioneers on current early education and care pedagogy and practice in own setting in comparison to that within a system of early education from a different world region P4 Assess the challenges faced in adopting pioneering approaches to early education taking into consideration other influences on systems of early education in different world regions	M2 Critically assess the relationship between the influence of early years pioneers and other influences on different and current systems of early education in different world regions	

Pass	Merit	Distinction
LO3 Explore the role of the early childhood practitioner in a range of comparative early education systems		LO3 and LO4
P5 Examine the role of the early childhood practitioner in comparative early education systems	M3 Evaluate the role of the early childhood practitioner in comparative early education systems	D2 Critically reflect on how own application of comparative approaches to early education have developed own practice towards providing innovative, child-centred learning environments for children in own care
LO4 Devise comparative learning plans to support the holistic development of a child or children in own care.		
<p>P6 Discuss approaches to planning for learning taking into account children’s needs, interests, next steps and current level of development</p> <p>P7 Plan different and relevant comparative learning opportunities for a child or children in own care that reflect the application of approaches used in differing education systems</p>	M4 Justify own plans and selection of approaches in relation to anticipated outcomes for the child or children’s progress and development	

Recommended Resources

Textbooks

CLARK, M. and WALLER, T. (2017) *Early Childhood Education and Care: Policy and Practice*. London: Sage.

CONKBIYER, M. (2017) *Early Childhood and Neuroscience: Theory, Research and Implications for Practice*. London: Bloomsbury.

JOHNSTONE, J., NAHMAD-WILLIAMS, L., OATES, R. and WOOD, V. (2018) *Early Childhood Studies: Principles and Practice*, Oxon: Routledge.

MACBLAIN, S. (2018) *Learning Theories for Early Years Practice*. London: Sage.

PACKER, M.J. (2017) *Child Development: Understanding a Cultural Perspective*. London: Sage.

PENN, H. (2011) *Quality in Early Childhood Services, an International Perspective*. Maidenhead: Open University Press.

Publications

UNESCO (2004) 'Access, public investment, and equity in ECCE: the Nexus in nine high-population countries', *UNESCO Policy Brief on Early Childhood, 19*.

Websites

education.govt.nz	Te Whariki Te Wharhiki: Early Childhood Curriculum (Report)
foundationyears.org.uk	The Foundation Years Home page (General resource)
montessorieducationuk.org	Montessori Home page (General resource)
oecd.org	Organisation for Economic Co-operation and Development (OECD) Home page (General resource)

reggiochildren.it	Reggio Emilia Home page (General resource)
steinerwaldorf.org	Steiner Waldorf Home page (General resource)
unicef.org.uk	United Nations Children’s Fund Home page (General resource)

Links

This unit links to the following related units:

Unit 10: Improving Quality in Early Education and Care Environments

Unit 11: Current and Emerging Pedagogies in Early Childhood Education and Care

Unit 14: Impact of Curriculum on Early Childhood Education and Care

Unit 16: The Impact of Contemporary Global Issues on Children's Health and Wellbeing

Unit 18: Social Policy: Influences on Practice and Provision

Unit 24: Managing Children's Early Education and Care Environments

Unit 30: Working in Partnership across Health, Education and Social Care Services

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	P1, M1
THEME 2: PROFESSIONAL IDENTITY	LO3	P3, M1
THEME 3: RELATIONSHIPS WITH OTHERS	LO4	P4, M2, D2
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO1	P2, M1, D1

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early childhood education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early childhood education and care.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 29: Innovative Approaches to Children's Play and Learning in Practice

Unit code A/617/3660

Unit level 5

Credit value 30

Introduction

As covered in Unit 3, play is a complex subject that has never been easy to define in research or practice. The field of Early Childhood Education and Care (ECEC) needs not only knowledgeable practitioners but also those who have an understanding of how to provide innovative approaches to engage young children and families in play and learning. Building on previous theoretical and practice knowledge of play and learning, those working in the field need to develop a critical eye to consider how to develop their own creativity and innovative practice. A deep understanding of how research should be embedded into Early Childhood practice, through consideration of global practice, is essential to support and develop quality practice in supporting play and learning.

This unit will support students to explore new initiatives in global practice and reflect on how this could impact on their own practice. Practical skill development in the use of observation as a research technique and how to comply with complex ethical procedures will be supported. Students will use observation in practice to create a small-scale innovative change. Students will be encouraged to reflect on this experience with reference to key literature. The voice of the child is a strong focus in this unit.

This unit is designed to continue students' knowledge of how play and learning develops and the way in which innovative practice can support quality practice. An exploration of key research perspectives of innovative practice from around the world introduces the unit. This continues with a focus on research in areas such as digital literacies; funds of knowledge; schema; social interactions; mathematical graphics and mark making; and working with families to create change. Using observation to consider these in practice, with an opportunity to implement change, will enable students to develop important practice skills.

This unit builds on students' learning from *Unit 3: Play and Learning in Early Childhood*, which is a prerequisite for students undertaking this unit and provides underpinning knowledge and skills which students will utilise in completing assessments for this unit.

On completion of this unit, students will have developed a strong level of knowledge and experience to support play and learning in practice from a theoretical standpoint. They will be equipped to lead practice on observation to implement change and develop innovative and creative practice. Students will be able to apply this knowledge to practice in Early Childhood and acknowledge how a deep understanding of theory can support practice of the individual and the whole setting.

Note: Neither this unit or qualification will lead to recognition as a Forest School Association Endorsed Forest School Trainer.

Learning Outcomes

By the end of this unit students will be able to:

1. Compare different innovative approaches in early childhood education and care practice, with reference to key literature
2. Discuss an area of innovative practice in supporting young children's play and the key dilemmas and debates involved
3. Use different observation strategies to support research and practice in young children's self-chosen play and to reflect a chosen area of contemporary research
4. Reflect on own use of innovative strategies in practice to enhance children's play, learning and development.

Essential Content

LO1 Compare different innovative approaches in early childhood education and care practice, with reference to key literature

Factors that impact own understanding of early child education and care philosophies or curriculum

The social construction of childhood, how children and the idea of childhood is constructed in differing cultures

Definitions of 'curriculum', and its relationship to educational policy

How own image of the child influences practice and innovation, e.g. the child as a rich, competent learner or a vulnerable commodity

Policy in ECEC and how it positions the child and family

The influence of neoliberalist policy on innovative practice

Analysis of the Reggio Emilia approach (Italy)

History and rationale

The approach as a philosophy rather than a curriculum

Relationship to the Hundred Languages of Children (Malguzzi, 1920–94)

Structure and content of documentation in comparison to other approaches

Examples of innovative and inclusive practice in ECEC using this approach

The voice of the child

Analysis of the Te Whariki approach (New Zealand)

History and rationale

Approach to observation, 'Learning Stories'

Learning styles of young children

The development of children's 'working theories'

Examples of innovative and inclusive practice in ECEC using this approach

The voice of the child

Analysis of the Early Years Learning Framework (Australia)

History and rationale

Meaning of and approach to 'belonging', 'being' and 'becoming'

Approach to observing young children

Examples of innovative and inclusive practice in ECEC using this approach

The voice of the child

Analysis of the Forest School approach (Denmark)

History and rationale

Underpinning cultural philosophies

Roles of risk, adventure and creativity in play and learning

Use of natural resources for learning

Approach to observing young children

Examples of innovative and inclusive practice in ECEC using this approach

The voice of the child

Analysis of the Pen Green approach – developing a research community (UK)

History and rationale

Parents as decision makers

Advocacy

Reflective practice

'Possible Lines of Direction', method of planning

Examples of innovative and inclusive practice in ECEC using this approach

The voice of the child

Analysis of other innovative approaches to early childhood education and care as relevant to own national region

LO2 Discuss an area of innovative practice in supporting young children's play and the key dilemmas and debates involved

Key principles/pedagogical approaches

Play and participation, encouraging children's agency through practice

Developing a democratic approach to play and learning

Understanding children's play through schema

Risk and adventure in play

Children's 'funds of knowledge'

Children, families and practitioners' perceptions of 'work' and 'play'

Enabling social interactions and communication

Determining power relationships through play, issues of diversity and inclusion

Stories in play, socio-cultural perspectives of literacy

Understanding children's mathematical graphics

Playful approaches to children's mark making

Involving parents/caregivers and families in change

Digital literacies

Using natural resources

Towards research-based practice

LO3 Use different observation strategies to support research and practice in young children's self-chosen play and to reflect a chosen area of contemporary research

Overview of ethical issues in early childhood research and practice

Ethical guidelines

Informed consent and assent

Confidentiality, vulnerability and child protection

Feedback of research

Developing research and practice through observation

Differences between self-chosen play and structured play

Learning from children's self-chosen play using examples from innovative practice

Identifying self-chosen play in practice

Learning about the child from observation

The role of the Practitioner Researcher

Innovative methods in participatory research

Selecting and using a range of observational approaches

Developing an observation plan to support identification of a practice issue

Identifying an issue in practice using observation and contemporary research

Action, change and reflection

The child's voice

Using documentation to hear the voice of the child

Selecting appropriate participatory approaches to enable the voice of the child

Enabling children to be agents by understanding their dialogue

LO4 Reflect on own use of innovative strategies in practice to enhance children's play, learning and development

Key principles

Positionality

Being reflexive

Creative listening

Meaningful participation

Creativity and innovation

Presenting observations and findings

Presenting theoretical perspectives

Reflecting on change and moving forward.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>L01 Compare different innovative approaches in early childhood education and care practice, with reference to key literature</p>		<p>D1 Critically evaluate the role of differing innovative approaches to early childhood education and care, justifying their implementation in own setting with regard to the development of practice</p>
<p>P1 Analyse different innovative approaches in early childhood education and care practice with reference to key literature</p> <p>P2 Discuss the implications of the implementation of these approaches in own setting in comparison to current approaches being utilised</p>	<p>M1 Critically analyse the role of differing innovative approaches in early childhood education and care in supporting the development of practice in own setting</p>	
<p>L02 Identify an area of innovative practice in supporting young children's play and the key dilemmas and debates involved</p>		<p>D2 Critically evaluate the implementation of an area of innovative practice and the key dilemmas and debates involved in supporting the development of young children's play and learning</p>
<p>P3 Analyse an area of innovative practice implemented in a setting to support the development of young children's play and learning</p> <p>P4 Outline key practice dilemmas and debates to consider when implementing ideas to effect change in early education and care settings</p>	<p>M2 Critically analyse an area of innovative practice implemented to support the development of young children's play and learning in early education and care settings</p>	

Pass	Merit	Distinction
<p>L03 Use different observation strategies to support research and practice in young children's self-chosen play and to reflect a chosen area of contemporary research</p>		<p>L03 and L04</p>
<p>P5 Produce a rationale for the use of observations to instigate innovative change in practice</p> <p>P6 Use contemporary research to support own observations of different children throughout a period of experience in own placement setting</p>	<p>M3 Critically analyse the rationale behind the use of observations alongside contemporary research to instigate innovative change in practice</p>	<p>D3 Critically reflect on the process of implementing innovative change in early childhood practice using observations alongside contemporary research</p>
<p>L04 Reflect on own use of innovative strategies in practice to enhance children's play, learning and development.</p>		
<p>P7 Present a synopsis of the innovative change implemented in practice through observations</p> <p>P8 Reflect on the process of creating change in practice</p>	<p>M4 Justify practice decisions to creating innovative change in practice with relation to theoretical perspectives</p>	

Recommended Resources

Textbooks

- ATHERTON, F. and NUTBROWN, C. (2013) *Understanding Schemas and Young Children: From birth to three*. London: Sage.
- BROADHEAD, P., HOWARD, J. and WOOD, E. (eds) (2010) *Play and Learning in the Early Years: From research to practice*. London: Sage.
- CARR, M. and LEE, W. (2012) *Learning Stories: Constructing Learner Identities in Early Education*. London: Sage.
- CREMIN, T., FLEWITT, R., MARDELL, B. and SWANN, J. (eds) (2016) *Storytelling in Early Childhood: Enriching language, literacy and classroom culture*. Abingdon: Routledge.
- GOODLIFF, G., CANNING, N., PARRY, J. and MILLER, L. (eds) (2018). *Young Children's Play and Creativity: Multiple Voices*. Abingdon: Routledge.
- ROBERTS-HOLMES, G. (2018) *Doing your Early Years Research Project: A step-by-step guide* (4th edn). London: Sage.

Journals

- CARRUTHERS, E. and WORTHINGTON, M. (2005) 'Making sense of mathematical graphics: The development of understanding abstract symbolism', *European Early Childhood Education Research Journal*, vol. 13, no. 1, pp. 57–79.
- GUNN, A.C. (2017) 'A philosophical anchor for creating inclusive communities in early childhood education: Anti-bias philosophy and Te Whāriki: early childhood curriculum', *Waikato Journal of Education*, vol. 9, pp. 129–42.
- HONG, S.B., SHAFFER, L. and HAN, J. (2017) 'Reggio Emilia inspired learning groups: Relationships, communication, cognition, and play', *Early Childhood Education Journal*, vol. 45, no. 5, pp. 629–39.
- MARSH, J., HANNON, P., LEWIS, M. and RITCHIE, L. (2017) 'Young children's initiation into family literacy practices in the digital age', *Journal of Early Childhood Research*, vol. 15, no. 1, pp. 47–60.

Websites

ecrh.edu.au	Early Childhood Research Hub Early Years Learning Framework (General reference)
forestschoollassociation.org	Forest School Association (General reference)
naeyc.org.uk	National Association for the Education of Young Children (General reference)
eecera.org	European Early Childhood Education Research Association (Research)
ucl.ac.uk	University College London Thomas Coram Research Unit (General reference)

Links

This unit links to the following related units:

Unit 3: Play and Learning in Early Childhood

Unit 5: Supporting and Promoting Children's Development (Young Children)

Unit 13: Supporting Social Work with Children and Families

Unit 14: Impact of Curriculum on Early Childhood Education and Care

Unit 20: Health Education and Promotion in Action: Developing the Healthy Child

Unit 24: Managing Children's Early Education and Care Environments

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO2	P3, P4
THEME 2: PROFESSIONAL IDENTITY	LO4	P7, P8
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	P5, P6
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO1	P1, P2

Essential requirements

The use of a range of observation formats is essential for students to achieve the Learning Outcomes of this unit.

Delivery

Tutors must be appropriately qualified and experienced in the early education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early childhood settings.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

Unit 30: Working in Partnership across Health, Education and Social Care Services

Unit code F/617/3661

Unit level 5

Credit value 15

Introduction

Partnership working is often seen as the panacea of service delivery. There are often very clear benefits for service users from services working together. However, partnership working is complex and requires substantial investment in terms of time, monetary and physical resources so it is vital that there is a clear rationale of the benefits of unified working rather than joint working across services. To evaluate this, it is necessary to consider carefully what partnership is, how partnerships can be organised and ways to evaluate the benefits.

This unit covers the range of partnership working: partnerships orientated to supporting children and families often from individual practitioners; the way a setting can work with the local community; approaches to service organisation and delivery across and between services. Working with different groups also requires different skills and awareness. The unit explores these issues and the way that individuals work in teams as partnership arrangements. For partnerships to be effective there needs to be adequate resource, careful attention to service organisation but also consideration of the identities of practitioners who deliver services. For this to be effective practitioners need to reflect on how they work with others and this forms a core part of the unit.

On completion of this unit students will have developed a clear understanding of what partnership working is, how partnerships can be organised, and what can facilitate and hamper effective partnership working. They will have drawn on a range of evidence, reflected on their experiences working in partnership and considered factors that help to achieve successful partnerships. The unit will provide a range of practical skills to enable students to work more effectively in multidisciplinary team environments and recognise how different professionals, working together, can effectively support young children and their families. The unit also provides skills relevant to study at degree level in subjects related to education, health and social care.

Learning Outcomes

By the end of this unit students will be able to:

1. Discuss different approaches to partnership working and the challenges and benefits of each
2. Explore the outcomes of positive partnership working across health, education and social care services
3. Explore how practitioners can establish effective partnership working with parents or primary caregivers
4. Examine own contributions to working as part of a team.

Essential Content

LO1 Discuss different approaches to partnership working and the challenges and benefits of each

Approaches to partnership working

The work of individual practitioners with children and families

The work of a setting with the community

Across agencies and services

Other relevant definitions

Organising partnerships

From informal working together to fully integrated services, partnership as a continuum

Models of partnership working in early education and care

Child and family focused

Setting focused

Inter and multi-agency focused

The advantages and disadvantages of academic models of partnership working

The impact of organisational structures on partnership working across separate organisations

Co-locating practitioners from different agencies in the same space

Clear divides between professions

Employing organisations maintaining separate professional identities

Co-location and integration of roles across professional boundaries

Impact on children

Considerations in establishing formal partnerships

Rationale for partnerships, e.g. what it will achieve that is currently not being achieved, when the partnership should be in place, duration, location, impact of the partnership on the overall ethos of the partners concerned, structure and organisation, consultation processes and procedures, risk-benefit analysis

Approaches to partnership to benefit children

e.g. In England, Education and Health Care Plans (EHC) for children with special educational needs and/or disabilities (SEND), Common Assessment Framework (CAF) to support young children with additional needs; coordinated support plan in Scotland; Understanding the Needs of Children in Northern Ireland (UNOCINI)

Tutors should deliver with reference to examples of approaches to partnership working to the benefit of children in their own national region

LO2 Explore the outcomes of positive partnership working across health, education and social care services

Outcomes for users of services

Positive outcomes, e.g. improved experiences and responsiveness, empowerment, increased autonomy, inclusion

Negative outcomes of ineffective partnerships, e.g. duplication, missed opportunities for intervention, miscommunication, lack of understanding, disempowerment

Outcomes for practitioners and other professionals

Positive outcomes, e.g. coordinated services, clear roles and responsibilities, effective and transparent communication between involved parties, positive work environment and sense of achievement, effective and efficient use of resources, shared expertise

Negative outcomes of ineffective partnerships, e.g. miscommunication between service providers, poor use and/or mismanagement of funding, lack of integrated services available, inadequate time for establishing partnerships, legal action and/or reputational damage

Outcomes for organisations or services

Positive outcomes, e.g. coherent and coordinated approach, shared principles, integrated service provision, efficient use of resources, community cohesion, sharing of good working practices, improved outcomes for service users

Negative outcomes of ineffective partnerships, e.g. communication breakdown, disjointed services, increased costs, reputational damage, impact on staff recruitment and retention, loss of time, increased bureaucracy,

The importance of communication of information

e.g. written and verbal approaches for effective information sharing

Categories of information

Consequences of not sharing necessary information or sharing information inappropriately between partners

Legal implications of information or data sharing, e.g. in the UK and EU, complying with the General Data Protection Regulation 2018

Ethics in information sharing

Agreeing protocols within and between agencies

Challenges, e.g. sharing necessary information while maintaining the confidence of service users

The role of identity in partnerships between professionals and organisations

Work location

Space

Work roles and responsibilities

Leadership, management and workplace hierarchies

Professional identity

LO3 Explore how practitioners can establish effective partnership working with parents or primary caregivers

The historical journey towards parental partnerships

e.g. in the UK, the Plowden Report (1967), Reggio Emilia approach

Benefits of family partnerships

e.g. Increased co-operation and understanding, more positive outcomes for children, increased family engagement

Using evidence to inform the approach to partnership working with parents or primary caregivers

Using academic evidence

Giving parents or primary caregivers a stake in the partnership

Strategies for working with families, e.g. home visits, transitions, information events, workshops, key worker approach

Working with all families, e.g. fathers, gay and lesbian headed families, step-families, shared parenting, foster and adoptive families

Addressing barriers to partnership working

Cultural considerations

Parental experiences of education

The role of power

LO4 Examine own contributions to working as part of a team

Own contribution

Development of skills, knowledge and understanding

Communication skills used when working, building or leading teams

Meeting individual needs of team members

Reflection on practice

Identifying areas for development

Taking on roles and managing conflict in teams to lead to more effective outcomes

e.g. Thomas and Kilmann (1974) and ways to manage team conflict (i.e. compromiser, leader, summariser/clarifier, evaluator, ideas generator)

Own roles and responsibilities in team meetings or briefings

Own roles and responsibilities when obtaining and disseminating information

Professional approaches to working with team members

How to work effectively within a team

Supporting team members

Meeting objectives set by the team

Dealing with conflict situations

Communication with the teams

Barriers that can affect team working.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Discuss different approaches to partnership working and the challenges and benefits of each		D1 Critically evaluate how different approaches to partnership working and the organisation of education, health and social care services impact early education and care settings in own local region
<p>P1 Discuss different approaches to partnership working and how these may impact on practitioners</p> <p>P2 Analyse the different ways partnership working can be organised</p>	<p>M1 Critically analyse how different approaches to partnership can support effective practice in early education and care</p>	
L02 Explore the outcomes of positive partnership working across health, education and social care services		D2 Critically review what safeguards organisations should implement to ensure information remains secure and trust is maintained between all involved in partnerships
<p>P3 Discuss why effective sharing of information is a key requirement for effective partnership working</p> <p>P4 Review the potential advantages and disadvantages for professionals working across agencies</p>	<p>M2 Critically discuss the impact of working across services on outcomes for children, parents, or primary caregivers and practitioners</p>	

Pass	Merit	Distinction
<p>L03 Explore how practitioners can establish effective partnership working with parents or primary caregivers</p>		<p>L03 and L04</p>
<p>P5 Explain the benefits for settings and families from effective partnership working with parents and/or primary caregivers</p> <p>P6 Analyse how settings and practitioners can foster positive relationships when working with parents or primary caregivers</p>	<p>M3 Critically analyse how academic evidence regarding partnership working can facilitate effective partnership working with parents and/or primary caregivers</p>	<p>D3 Critically evaluate own role as an effective member of a team working in partnership across different health, care and support services and the impact of this on families</p>
<p>L04 Examine own contributions to working as part of a team</p>		
<p>P7 Lead effectively on one aspect of practice in a multidisciplinary team in own workplace setting</p> <p>P8 Analyse own effectiveness in minimising barriers to effective team working, using examples from own practice</p>	<p>M4 Critically reflect on how to improve own personal contribution and minimise barriers to ensure the effectiveness of a team, giving examples from own practice</p>	

Recommended Resources

Textbooks

GASPER, M. (2010) *Multi-agency Working in the Early Years: Challenges and Opportunities*. London: Sage.

LUMSDEN, E. (2018) 'Children within the family context', in D. Fitzgerald and H. Maconochie (eds) *Early Childhood Studies: A Student's Guide*. London: Sage

SANDERSON, H. (2014) *Person-centred Teams: A Practical Guide*. London: Jessica Kingsley Publishers.

WILSON, T. (2015) *Working with Parents, Carers and Families in the Early Years*. London: David Fulton.

Journals

Epstein, J.L. (1995) 'School/family/community partnerships: caring for the children we share', *Phi Delta Kappan*. vol. 76, no. 9, pp. 701–12.

Rouse, E. (2012) 'Partnerships in early childhood education and care: empowering parents or empowering practitioners', *Global Studies of Childhood*, vol. 2, no. 1, pp. 14–25.

Websites

earlychildhoodaustralia.org.au	Early Childhood Australia National Quality Standard Professional Learning Programme Collaborative Partnerships with Parents (Newsletter)
whatworksscotland.ac.uk	What Works Scotland Evidence Review: Partnership Working Across UK Public Services (2015) (Research)

Links

This unit links to the following related units:

Unit 10: Improving Quality in Early Education and Care Environments

Unit 13: Supporting Social Work with Children and Families

Unit 20: Health Education and Promotion in Action: Developing the Healthy Child

This unit maps to the four qualification themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO3	P3, P5, P6, M1–M3, D2, D3
THEME 2: PROFESSIONAL IDENTITY	LO1, LO2, LO4	P1–P4, P7, P8, M1, M2, M4, D1, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO1, LO2, LO4	P1–P4, P7, P8, M1, M2, M4, D1, D2
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO1	P1, M1 D1

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the early education and care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early education and/or care services.

Evidence against practice-based criteria can be collated in the Practical Reflective Evidence Portfolio (PREP).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PREP that accompanies this specification.

11 Appendices

Appendix 1: Mapping of HND in Early Childhood Education and Care against FHEQ Level 5

Key	
KU	Knowledge and Understanding
CS	Cognitive Skills
AS	Applied Skills
TS	Transferable Skills

The qualification will be awarded to students who have demonstrated:

FHEQ Level 5 descriptor		Early Childhood Education and Care HND Programme Outcome
Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed	KU1	Understanding of the conceptual underpinnings of early childhood as a subject area, including its historical origins, development and limitations
	KU2	Systematic knowledge and critical understanding of babies and young children and childhood nationally and globally from a range of disciplinary perspectives, including psychological, health and welfare and cultural perspectives.
	KU3	A systematic knowledge and critical understanding of the areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate.
	KU4	An understanding of all aspects of significant policy and provision for babies and young children, families and communities.
	KU5	A working knowledge of the importance of, but also the challenges and constraints of, multi-professional, interprofessional, multi-agency and inter-agency working in order to meet the needs of babies and young children, families and communities.

FHEQ Level 5 descriptor	Early Childhood Education and Care HND Programme Outcome	
	KU6	A working knowledge and understanding of the pedagogical approaches for working with babies and young children, families and communities.
	KU7	A good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with babies and young children, families and communities.
	CS1	Analyse and constructively critique theories, practice and research in the area of child development.
	CS2	Be able to adopt multiple perspectives in relation to early childhood and systematically analyse the relationships between them
	CS3	Reflect upon the ethics of studying babies, young children, families and communities
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	AS1	Detect meaningful patterns in play, behaviour and experience, and evaluate their significance.
	AS2	Demonstrate the ability to plan for, and where appropriate, implement, play and the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of babies' and young children's health and emotional wellbeing
	AS3	Demonstrate the ability to plan for, and where appropriate, implement, meeting and working effectively, and in collaboration with parents, carers and other agencies.
	AS4	Demonstrate the ability to plan for, and where appropriate, implement, meeting and promoting children's health, well-being, protection and safety, and the conditions that enable them to flourish
	AS5	Demonstrate the ability to lead, support and work collaboratively with others in the early childhood context.
	AS6	Use skills of observation and analysis in relation to aspects of the lives of babies and young children.
	AS7	Demonstrate the ability to give voice to and where appropriate act as an advocate for babies and young children, families and communities.
	AS8	Demonstrate the ability to give voice to and where appropriate act as an advocate for babies and young children, families and communities.

FHEQ Level 5 descriptor	Early Childhood Education and Care HND Programme Outcome	
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study	KU8	A good working knowledge of the methods required for systematic study and research relative to children and childhood.
	KU9	Knowledge of a range of research paradigms, research methods and measurement techniques, and some awareness of their limitations.
	KU10	Detailed knowledge of several specialised areas and/or applications, some of which are the cutting edge of research in the subject area.
	TS6	Demonstrate knowledge and awareness of the skills needed for different relational approaches
	AS9	Pose, operationalise and critique research questions related to early childhood, and demonstrate competence in research skills through practical and theoretical activities.
	CS8	Present a range of theoretical positions and offer and justify a well-informed point of view.
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge	AS10	Be aware of the complexity of ethical principles and issues, and demonstrate this in relation to personal study, particularly with regard to the research project.
	TS5	Be able to listen carefully to others and reflect critically upon one's own and others' skills and views
	AS12	Demonstrate resilience and self-care towards becoming an effective practitioner in early childhood education and care practice.
	KU11	Awareness of the impact of own experiences on fair and reasonable judgement, knowing where to go to obtain appropriate guidance and support, and own role in the decision-making hierarchy.
	AS13	Be able to take charge of own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning and further development of workplace competencies

Typically, holders of the qualification will be able to:

FHEQ Level 5 descriptor	Early Childhood Education and Care HND Programme Outcomes	
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis	TS1	Reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of early childhood studies.
	CS4	Reflect upon a range of perspectives, including psychological, sociological, health, welfare education, cultural and economic ones, and consider how these underpin different understandings of babies and young children and childhood, nationally and globally
	CS5	Analyse and evaluate competing positions in relation to the construction of babies and young children and childhood by different subjects, societal agents and time, place and culture.
	CS6	Critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies and young children and childhood.
	CS7	Explore critically the interrelationship between political, economic, cultural and ideological contexts in the lives of babies and young children.
	TS2	Use a range of sources of information critically.
	TS3	Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes

FHEQ Level 5 descriptor	Early Childhood Education and Care HND Programme Outcomes	
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively	TS4	Communicate confidently and effectively, both orally and in writing, both internally and externally, with individuals using early education and care services, organisations and other stakeholders, adapting own communication to suit the needs of the audience.
	TS7	Communicate ideas, arguments and research findings both effectively and fluently by written, oral and visual means.
	TS8	Present information to others in a variety of appropriate and innovative forms
	AS11	Competently initiate, design, conduct and report an early childhood research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations
	TS9	Demonstrate strong interpersonal skills, including demonstrating empathic and active listening and oral communication skills, as well as the associated ability to persuade, present and negotiate.
Undertake further training, develop existing skills and acquire new competences that will enable the assumption of significant responsibility within organisations	TS10	Identify personal and professional goals for continuing professional development to enhance competence to practise within an early education and care-related field.
	TS11	Take advantage of available pathways for continuing professional development through higher education and Professional Body qualifications.

Holders will also have:

FHEQ Level 5 descriptor	Early Childhood Education and Care HND Programme Outcomes	
The qualities and transferable skills necessary for employment and requiring the exercise of personal responsibility and decision-making	TS12	Undertake self-directed study and project management in order to meet desired objectives.
	TS13	Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams
	TS14	Have insight and confidence in leading and working collaboratively with others.
	TS15	Reflect adaptability and flexibility in approach to work, showing resilience under pressure and meeting challenging targets within given deadlines.
	TS16	Interpret and use numerical and other forms of data, critically and securely.
	TS17	Have the ability to write for different purposes, which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary
	TS18	Use the communication skills necessary to effectively converse, debate, negotiate, persuade and challenge the ideas of others.
	CS9	Use ICT appropriately as part of the learning process in a range of contexts, both at one's own level to and enhance provision for children

Appendix 2: HNC/HND Early Childhood Education and Care Programme Outcomes for Learners

Unit	Knowledge and Understanding											Cognitive skills									Applied skills												
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	11	12	13
1				x	x	x	x				x		x				x		x	x	x	x	x	x	x						x	x	
2	x	x		x	x	x	x				x		x		x	x	x	x	x			x	x	x		x	x		x		x		
3	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x			
4	x	x	x	x	x	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	
5	x	x	x	x	x	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	
6	x	x	x	x	x	x	x				x	x	x	x	x	x	x	x	x	x	x		x	x	x		x	x		x		x	x
7	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x				x		x	x	x	x	x				x
8	x	x	x	x	x	x	x				x	x	x	x	x		x		x			x	x	x		x	x		x		x	x	
9	x	x	x			x	x	x	x	x	x	x	x	x	x		x	x	x				x	x	x	x	x	x	x	x	x	x	x
10	x		x	x	x	x					x		x		x		x		x		x	x	x	x	x	x					x	x	
11	x	x	x			x	x	x		x	x	x	x	x	x	x	x	x	x				x	x	x	x	x		x				x
12		x	x	x	x	x	x				x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x		x		x	x
13		x	x	x	x	x	x				x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x		x		x	x
14	x	x	x	x	x	x	x				x	x	x		x	x	x	x	x	x	x	x	x	x	x	x							x

Unit	Knowledge and Understanding											Cognitive skills									Applied skills												
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	11	12	13
15				x	X	X	X				X					X	X		X		X	X	X	X		X	X				X	X	
16	X	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X				X	X	X	X	X		X			X	
17	X	X		X	X	X	X				X		X		X	X	X	X	X			X	X	X		X	X		X		X		
18	X		X	X	X	X					X		X		X	X		X		X		X	X	X	X	X					X	X	
19				x	X	X	X				X					X	X		X	X	X	X	X	X		X	X				X	X	
20	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X		X		X	X
21	X	X	X	X	X	X	X				X	X	X	X	X		X		X			X	X	X		X	X		X		X	X	
22	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X		X		X	X
23	X		X	X	X	X					X		X		X	X		X		X		X	X	X	X	X					X	X	
24	X	X	X	X	X	X	X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X						X	
25	X		X	X	X	X					X		X		X	X		X		X		X	X	X	X	X					X	X	
26	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X		X		X	X
27	X	X	X	X	X	X	X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X						X	
28	X	X	X	X	X	X	X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X						X	
29	X	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
30		X	X	X	X	X	X				X	X	X	X	X	X	X	X	X			X	X	X	X	X	X		X		X	X	

Transferable skills																		
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
6	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X
7	X	X	X			X	X	X	X	X	X	X			X	X	X	X
8	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X
9	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X
10	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11	X	X	X			X	X	X			X	X			X		X	X
12	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X
13	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X
14	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
15	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X

Transferable skills																		
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
16	X	X	X			X	X	X			X	X			X	X	X	X
17	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
18	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
19	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X
20	X	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X
21	X	X	X	X	X	X	X	X	X		X	X			X	X	X	X
22	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
23	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
24	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
25	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
26	X	X	X	X		X	X	X	X		X	X	X	X	X		X	X
27	X	X	X	X	X	X	X	X			X	X		X	X		X	X
28	X	X	X		X	X	X	X		X	X	X		X	X		X	X
29	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
30	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X

Appendix 3: Level 5 Higher National Diploma in Early Childhood Education and Care: mapping of transferable employability and academic study skills

Skill Sets	Cognitive skills							Intra-personal Skills				Interpersonal Skills			
	Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self Management	Independent learning	Self Reflection	Team Work	Leadership	Cultural Awareness
1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	X	X	X	X	X	X			X	X	X	X			X
3	X	X	X	X	X	X	X		X	X	X	X			
4	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	X	X	X	X	X	X		X	X	X	X	X			X
7	X	X	X			X	X	X	X	X	X				
8	X	X	X	X	X	X		X	X	X	X	X			X
9	X	X	X	X	X	X	X		X	X	X				
10	X	X	X	X	X	X	X	X	X	X	X	X	X		
11			X			X		X	X	X	X				
12	X	X	X	X	X	X			X	X	X	X			X
13	X	X	X	X	X	X		X	X	X	X	X			X
14	X	X	X	X	X	X	X		X	X	X	X			X

Skill Sets	Cognitive skills							Intra-personal Skills				Interpersonal Skills			
	Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self Management	Independent learning	Self Reflection	Team Work	Leadership	Cultural Awareness
15	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16	X	X	X	X	X	X	X	X	X	X					
17	X	X	X	X	X	X		X	X	X	X	X			X
18	X	X	X	X	X	X	X	X	X	X	X	X			
19	X	X	X	X	X	X	X	X	X	X		X			
20	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21	X	X	X	X	X			X	X	X		X			
22	X	X	X	X	X	X		X	X	X		X			
23	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
24	X	X	X	X	X	X	X	X	X	X	X	X	X		
25	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
26	X	X	X	X	X		X	X	X	X		X			
27		X	X	X	X		X	X	X	X	X	X			
28	X	X	X	X	X	X	X	X	X	X	X	X			X
29	X	X	X	X	X	X	X	X	X	X	X	X			X
30	X	X	X	X	X			X	X	X	X	X	X		

Appendix 4: Glossary of command verbs used for internally assessed units

This is a summary of the key terms used to define the requirements within units.

Term	Definition
Analyse	<p>Present the outcome of methodical and detailed examination either:</p> <ul style="list-style-type: none"> • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts; and/or • of information or data to interpret and study key trends and interrelationships. <p>Analysis can be through activity, practice, written or verbal presentation.</p>
Apply	<p>Put into operation or use.</p> <p>Use relevant skills/knowledge/understanding appropriate to context.</p>
Arrange	Organise or make plans.
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts.
Calculate	Generate a numerical answer with workings shown.
Compare	<p>Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.</p> <p>This is used to show depth of knowledge through selection of characteristics.</p>
Compose	Create or make up or form.
Communicate	<p>Convey ideas or information to others.</p> <p>Create/construct Skills to make or do something, for example a display or set of accounts.</p>
Create/ Construct	Skills to make or do something, for example a display or set of accounts.
Critically analyse	Separate information into components and identify characteristics with depth to the justification.
Critically evaluate	Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth.
Define	State the nature, scope or meaning.

Term	Definition
Describe	Give an account, including all the relevant characteristics, qualities and events.
Discuss	Consider different aspects of: <ul style="list-style-type: none"> • a theme or topic; • how they interrelate; and • the extent to which they are important.
Demonstrate	Show knowledge and understanding.
Design	Plan and present ideas to show the layout/function/workings/object/system/Process.
Determine	To conclude or ascertain by research and calculation.
Develop	Grow or progress a plan, ideas, skills and understanding.
Differentiate	Recognise or determine what makes something different.
Discuss	Give an account that addresses a range of ideas and arguments
Evaluate	Work draws on varied information, themes or concepts to consider aspects, such as: <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance Students' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Explain	To give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Make clear by using examples or provide diagrams.
Indicate	Point out, show.
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression.
Investigate	Conduct an inquiry or study into something to discover and examine facts and information.
Justify	Students give reasons or evidence to: <ul style="list-style-type: none"> • support an opinion; or • show something to be right or reasonable.

Term	Definition
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.
Produce	To bring into existence.
Reconstruct	To assemble again/reorganise/form an impression.
Report	Adhere to protocols, codes and conventions where, findings or judgements are set down in an objective way.
Review	<p>Make a formal assessment of work produced.</p> <p>The assessment allows students to:</p> <ul style="list-style-type: none"> • appraise existing information or prior events • reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts.
Stage & Manage	Organisation and management skills, for example running an event or a business pitch.
State	Express.
Suggest	Give possible alternatives, produce an idea, put forward, e.g. an idea or plan, for consideration.
Undertake/ Carry Out	Undertake/carry out. Use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence used for BTEC Higher Nationals:

Type of evidence	Definition
Case study	A specific example to which all students must select and apply knowledge.
Project	A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.
Written task or report	Individual completion of a task in a work-related format, e.g. a report, marketing communication, set of instructions, giving information.
Simulated activity/ role play	A multi-faceted activity mimicking realistic work situations.
Team task	Students work together to show skills in defining and structuring activity as a team.
Presentation	Oral or through demonstration.
Production of plan/business plan	Students produce a plan as an outcome related to a given or limited task.
Reflective journal	Completion of a journal from work experience, detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.

Appendix 5: Assessment Methods and Techniques for Higher Nationals

Assessment Technique	Description	Transferable Skills Development	Formative or Summative
Academic graphic display	This technique asks students to create documents providing well-presented information for a given purpose. Could be hard or soft copy.	Creativity	Formative
		Written Communication	Summative
		Information and Communications Technology	
		Literacy	
Case Study	This technique present students with a specific example to which they must select and apply knowledge.	Reasoning	Formative
		Critical Thinking	Summative
		Analysis	
Discussion Forum	This technique allows students to express their understanding and perceptions about topics and questions presented in the class or digitally, for example online groups, blogs.	Oral/written Communication	Formative
		Appreciation of Diversity	
		Critical Thinking and Reasoning	
		Argumentation	
Examination	This technique covers all assessment that needs to be done within a centre-specified time constrained period on-site. Some units may be more suited to an exam-based assessment approach, to appropriately prepare students for further study such as progression on to Level 6 programmes or to meet professional recognition requirements.	Reasoning	Summative
		Analysis	
		Written Communication	
		Critical Thinking	
		Interpretation	

Assessment Technique	Description	Transferable Skills Development	Formative or Summative
Independent Research	This technique is an analysis of research organised by the student from secondary sources and, if applicable, primary sources.	Information and Communications Technology	Formative
		Literacy	
		Analysis	
Oral/Viva	This technique asks students to display their knowledge of the subject via questioning.	Oral Communication	Summative
		Critical Thinking	
		Reasoning	
Peer Review	This technique asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.	Teamwork	Formative
		Negotiation	Summative
		Collaboration	
Presentation	This technique asks students to deliver a project orally or through demonstration.	Oral Communication	Formative
		Creativity	Summative
		Critical Thinking	
		Reasoning	
Production of an Artefact/Performance or Portfolio	This technique requires students to demonstrate that they have mastered skills and competencies by producing something. Some examples are project plans, using a piece of equipment or a technique, building models, developing, interpreting, and using maps.	Creativity	Summative
		Interpretation	
		Written and oral Communication	
		Decision-making	
		Initiative	
		Information and Communications	
		Technology	
		Literacy, etc.	

Assessment Technique	Description	Transferable Skills Development	Formative or Summative
Project	This technique is a large-scale activity requiring self-direction, planning, research, exploration, outcome and review.	Written Communication	Summative
		Information Literacy	
		Creativity	
		Initiative	
Role Playing	This technique is a type of case study, in which there is an explicit situation established, with students playing specific roles, understanding what they would say or do in that situation.	Written and Oral Communication	Formative
		Leadership	
		Information Literacy	
		Creativity	
		Initiative	
Self-reflection	This technique asks students to reflect on their performance, for example, to write statements of their personal goals for the course at the beginning of the course, what they have learned at the end of the course and their assessment of their performance and contribution; completion of a reflective journal from work experience, detailing skills acquired for employability.	Self-reflection	Summative
		Written Communication	
		Initiative	
		Decision-making	
		Critical Thinking	
Simulated Activity	This technique is a multi-faceted activity based on realistic work situations.	Self-reflection	Formative
		Critical Thinking	Summative
		Initiative	
		Decision-making	
		Written Communication	

Assessment Technique	Description	Transferable Skills Development	Formative or Summative
Team Assessment	This technique asks students to work together to show skills in defining and structuring an activity as a team. All team assessment should be distributed equally, each of the group members performing their role, and then the team collates the outcomes, and submits it as a single piece of work.	Collaboration	Formative
		Teamwork	Summative
		Leadership	
		Negotiation	
		Written and Oral Communication	
Time-constrained Assessment	This technique covers all assessment that needs to be done within a centre-specified time constrained period on-site.	Reasoning	Summative
		Analysis	
		Critical thinking	
		Interpretation	
		Written Communication	
Top Ten	This technique asks students to create a 'top ten' list of key concepts presented in the assigned reading list.	Teamwork	Formative
		Creativity	
		Analysis	
		Collaboration	
Written Task or Report	This technique asks students to complete an assignment in a structured written format, for example, a project plan, a report, marketing communication, set of instructions, giving information.	Reasoning	Summative
		Analysis	
		Written Communication	
		Critical Thinking	
		Interpretation	

Appendix 6: HNC/HND unit mapping against the Early years educator Level 3: qualifications criteria (from 1st September 2024)

This qualification maps fully. Due to its size the full mapping document can be found in the qualification area on HN Global.

Appendix 7: Minimum Standards for Childminding and Daycare for Children Under Age 12 mapping

The following grid maps the content of the units in the Level 4 Higher National Certificate in Early Childhood Education and Care to the Northern Ireland Minimum Standards for Childminding and Daycare for Children Under Age 12, produced by the Department for Health, Social Services and Public Safety.

KEY

indicates partial coverage of the Northern Ireland Minimum Standards for Childminding and Daycare for Children Under Age 12

a blank space indicates no coverage of the underpinning knowledge

Minimum Standards	Unit numbers	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Standard 1: Safeguarding and Child Protection Children are safeguarded through systems and practices that are consistent with the Regional Child Protection Policies and Procedures.	1.1	#	#		#		#		
	1.2	#	#						
	1.3		#						
	1.4		#						
	1.5	#	#						
	1.6		#						
Standard 2: Care, Development and Play Children's wellbeing is promoted and their care, developmental and play needs are met. A broad range of play and other activities is provided to develop children's physical, social, emotional & intellectual abilities.	2.1	#			#	#			#
	2.2				#	#			#
	2.3				#	#			#
	2.4			#	#	#			#
	2.5			#	#	#			

Minimum Standards	Unit numbers								
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Standard 3: Children's Health and Wellbeing The overall health and wellbeing of the child is promoted and safeguarded.	3.1						#		
	3.2						#		
	3.3						#		
	3.4	#					#		
	3.5						#		
Standard 4: Health and Safety in the Setting Children's safety is promoted at all times ensuring that proper precautions are taken to prevent accidents and minimise risks to them.	4.1		#						
	4.2	#	#						
Standard 5: Food and Drink Children are provided with a wide variety of nutritious foods and drinks that will contribute to their health, growth and development.	5.1						#		
	5.2						#		
	5.3						#		
	5.4						#		
Standard 6: Promote Positive Behaviour There is consistency in the use of positive strategies to establish acceptable patterns of behaviour and to promote children's wellbeing, self-esteem and development	6.1			#	#	#			
	6.2	#			#	#		#	
	6.3	#			#	#			
	6.4	#			#	#			#
Standard 7: Working in Partnership with Parents Providers work in partnership with parents to meet the needs of children both individually and as a group	7.1	#			#		#		#
	7.2	#							#
	7.3				#	#			
	7.4	#	#						#

Minimum Standards	Unit numbers								
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Standard 8: Equality The setting actively promotes equality of opportunity and inclusion for all children and their parents and staff and positively values diversity	8.1								#
	8.2	#	#	#	#	#	#	#	#
	8.3			#					#
	8.4			#					#
Standard 9: Additional Needs	9.1	#	#				#		#
	9.2	#							#
	9.3								#
	9.4	#	#						
Standard 10: Management and Monitoring Arrangements The Registered Person understands their role and responsibilities and avails of training to assist them in the discharge of their duties.		#	#				#		#
Standard 11: Organisation of the Setting Adult /child ratios, space and resources are organised to meet the children’s needs effectively		#	#	#	#	#	#		#
Standard 12: Suitable Person Those working with children in either a paid or voluntary capacity, or who have substantial access to them, are suitable individuals to do so		#	#				#		#
Standard 13: Equipment Sufficient furniture, play equipment and materials are provided. These are appropriate for their purpose and help create an accessible and stimulating environment.		#		#	#	#	#		#

Unit numbers		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Minimum Standards Standard 14: Physical Environment The premises are safe, secure and suitable for their purpose and meet relevant statutory requirements.		#	#				#		
Standard 15: Documentation Records are managed in accordance with legislative requirements and the setting's records management policy.		#	#	#	#	#	#		#
Standard 16: Complaints All complaints are taken seriously and dealt with promptly and effectively.		#	#						

Appendix 8: Example Delivery Plan for the HNC Diploma in Early Childhood Education and Care

SAMPLE PLAN	
Semester 1	Semester 2
Unit	Unit
1	1
2	3
4	7
5	8
6	

Delivery Plan for L4 HNC ECEC: assuming academic year of 30 weeks							
	Semester 1		Semester 2		TOTAL HOURS (GLH)		TOTAL HOURS
	Unit No.	Classroom hours	Unit No.	Classroom Hours	Classroom	Placement	
	1	21	1	15	36	+*24 GLH in placement	60
	2	39	7	45	84	+*36 GLH in placement	120
	4	30	3	30	60	+*60 GLH in placement	120
	5	30	6	30	60	+*60 GLH in placement	120
	8	30			30	+*30 GLH in placement	60
SEMESTER TOTALS							
TOTAL GLH (CLASSROOM)		150		120			
TOTAL GLH (PLACEMENT)		120		90			
TOTAL GLH (OVERALL)		270		210			
Total Placement hours (GL and non-GL)		270		315			
Total Qualification Time		600		600			

WEEKLY TOTALS (15 WEEK SEMESTER)						
TOTAL GLH PER WEEK	18		14			
TOTAL RECORDED HN HOURS PER WEEK (incl. GLH and additional mandatory placement hours)	28		29			
total additional independent study hrs per week	12		11			
Plus Maths or English (approx. 3hrs per week)	31		32			

Appendix 9: Recognition of Prior Learning

QCF Pearson BTEC Level 4 Higher National Certificate in Advanced Practice in Early Years Education mapped to the RQF Pearson BTEC Level 4 Higher National Certificate in Early Childhood Education and Care

HNCs in Early Childhood Education and Care: Unit Mapping Overview

This mapping document is designed to support centres who wish to recognise student achievement in older QCF Higher Nationals within the new RQF suites. The document demonstrates where content is covered in the new suite, and where there is new content to cover to ensure full coverage of learning outcomes.

P – Partial mapping (some topics from the old unit appear in the new unit)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

N – New unit

Unit no.	Unit title New RQF HN programme	Maps to unit number on existing QCF HN programme	Level of similarity between units
1	Personal and Professional Development through Reflective Practice	1	X
		5	P
2	Protecting Children in Early Childhood Education and Care Environments	9	P
		5	P
3	Play and Learning in Early Childhood	4	P
		5	P
		15	P
4	Supporting and Promoting Children's Development (Infants and Toddlers)	3	P
		4	P
		9	P
		5	P
		7	P
		15	P

Unit no.	Unit title New RQF HN programme	Maps to unit number on existing QCF HN programme	Level of similarity between units
5	Supporting and Promoting Children's Development (Young Children)	3	P
		4	P
		9	P
		5	P
		15	P
6	Promoting Healthy Living	12	P
		5	P
7	Preparing for Research	N/A	N
8	Promoting Inclusive Early Childhood Education and Care Environments	7	P
		5	P
		15	P

HNCs in Early Childhood Education and Care: Unit Mapping Depth

The RQF Pearson BTEC Level 4 HNC Certificate in Early Childhood Education and Care mapped against the current QCF Pearson BTEC Level 4 HNC Certificate in Advanced Practice in Early Years Education units (specification end date 30/11/18).

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
1	Personal and Professional Development through Reflective Practice	1	Professional Development through Reflective Practice	1	2
				2	1
					2
					3
					4
				3	1
					4
		5	The Whole Child Approach in Early Years Practice	2	4
2	Protecting Children in Early Childhood Education and Care Environments	9	Creating Safe Environments in Early Years Settings	1	1
					2
				2	1
					2
				3	3
					4
				4	3
					4
		5	The Whole Child Approach in Early Years Practice	3	3

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
3	Play and Learning in Early Childhood	4	Early Years Curriculum, Play and Learning	2	1
					2
					3
				3	1
					2
				4	4
		5	The Whole Child Approach in Early Years Practice	2	4
		15	Promoting and Understanding of the World in the Early Years	1	2
				3	4
4	Supporting and Promoting Children's Development (Infants and Toddlers)	3	Theories of Development and Progress – Birth to Seven Years, 11 Months	1	2
				2	1
		4	Early Years Curriculum, Play and Learning	4	4
		9	Creating Safe Environments in Early Years Settings	3	3
		5	The Whole Child Approach in Early Years Practice	1	1
					2
				2	3
					4
				3	4

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		7	Issues Affecting Children's Behaviour	1	1
					2
				2	1
					2
		15	Promoting and Understanding of the World in the Early Years	1	3
				2	4
5	Supporting and Promoting Children's Development (Young Children)	3	Theories of Development and Progress – Birth to Seven Years, 11 Months	1	2
				2	2
				3	1
				4	1
		15	Promoting and Understanding of the World in the Early Years	2	4
				3	1
					4
		9	Creating Safe Environments in Early Years Settings	3	3
		5	The Whole Child Approach in Early Years Practice	1	3
		4	Early Years Curriculum, Play and Learning	3	2
					4
				4	2
					4

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
6	Promoting Healthy Living	12	Health Promotion for Advanced Early Years Practitioners	1	1
				2	2
					3
				3	3
					4
		5	The Whole Child Approach in Early Years Practice	2	4
				3	4
8	Promoting Inclusive Early Childhood Education and Care Environments	7	Issues Affecting Children's Behaviour	3	2
					3
				4	2
					3
					2
		5	The Whole Child Approach in Early Years Practice	3	2
					3
		15	Promoting and Understanding of the World in the Early Years	2	2
1	Personal and Professional Development through Reflective Practice	1	Professional Development through Reflective Practice	1	2
				2	1
					2
					3
					4
				3	1

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
					4
		5	The Whole Child Approach in Early Years Practice	2	4
2	Protecting Children in Early Childhood Education and Care Environments	9	Creating Safe Environments in Early Years Settings	1	1
					2
				2	1
					2
				3	3
					4
				4	3
					4
		5	The Whole Child Approach in Early Years Practice	3	3
3	Play and Learning in Early Childhood	4	Early Years Curriculum, Play and Learning	2	1
					2
					3
				3	1
					2
				4	4
		5	The Whole Child Approach in Early Years Practice	2	4
		15	Promoting and Understanding of the World in the Early Years	1	2
				3	4

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
4	Supporting and Promoting Children's Development (Infants and Toddlers)	3	Theories of Development and Progress – Birth to Seven Years, 11 Months	1	2
				2	1
		4	Early Years Curriculum, Play and Learning	4	4
		9	Creating Safe Environments in Early Years Settings	3	3
		5	The Whole Child Approach in Early Years Practice	1	1
					2
				2	3
					4
				3	4
		7	Issues Affecting Children's Behaviour	1	1
					2
				2	1
					2
		15	Promoting and Understanding of the World in the Early Years	1	3
				2	4
5	Supporting and Promoting Children's Development (Young Children)	3	Theories of Development and Progress – Birth to Seven Years, 11 Months	1	2
				2	2
				3	1
				4	1

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		15	Promoting and Understanding of the World in the Early Years	2	4
				3	1
					4
		9	Creating Safe Environments in Early Years Settings	3	3
		5	The Whole Child Approach in Early Years Practice	1	3
		4	Early Years Curriculum, Play and Learning	3	2
					4
				4	2
					4
6	Promoting Healthy Living	12	Health Promotion for Advanced Early Years Practitioners	1	1
				2	2
					3
				3	3
					4
		5	The Whole Child Approach in Early Years Practice	2	4
				3	4
8	Promoting Inclusive Early Childhood Education and Care Environments	7	Issues Affecting Children's Behaviour	3	2
					3
				4	2
					3

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		5	The Whole Child Approach in Early Years Practice	3	2
					3
		15	Promoting and Understanding of the World in the Early Years	2	2
1	Personal and Professional Development through Reflective Practice	1	Professional Development through Reflective Practice	1	2
				2	1
					2
					3
					4
				3	1
					4
		5	The Whole Child Approach in Early Years Practice	2	4
2	Protecting Children in Early Childhood Education and Care Environments	9	Creating Safe Environments in Early Years Settings	1	1
					2
				2	1
					2
				3	3
					4
				4	3
					4
		5	The Whole Child Approach in Early Years Practice	3	3

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
3	Play and Learning in Early Childhood	4	Early Years Curriculum, Play and Learning	2	1
					2
					3
				3	1
					2
				4	4
		5	The Whole Child Approach in Early Years Practice	2	4
		15	Promoting and Understanding of the World in the Early Years	1	2
				3	4
4	Supporting and Promoting Children's Development (Infants and Toddlers)	3	Theories of Development and Progress – Birth to Seven Years, 11 Months	1	2
				2	1
		4	Early Years Curriculum, Play and Learning	4	4
		9	Creating Safe Environments in Early Years Settings	3	3
		5	The Whole Child Approach in Early Years Practice	1	1
					2
				2	3
					4
				3	4

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		7	Issues Affecting Children's Behaviour	1	1
					2
				2	1
					2
		15	Promoting and Understanding of the World in the Early Years	1	3
				2	4
5	Supporting and Promoting Children's Development (Young Children)	3	Theories of Development and Progress – Birth to Seven Years, 11 Months	1	2
				2	2
				3	1
				4	1
		15	Promoting and Understanding of the World in the Early Years	2	4
				3	1
					4
		9	Creating Safe Environments in Early Years Settings	3	3
		5	The Whole Child Approach in Early Years Practice	1	3
		4	Early Years Curriculum, Play and Learning	3	2
					4
				4	2
					4

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
6	Promoting Healthy Living	12	Health Promotion for Advanced Early Years Practitioners	1	1
				2	2
					3
				3	3
					4
		5	The Whole Child Approach in Early Years Practice	2	4
				3	4
8	Promoting Inclusive Early Childhood Education and Care Environments	7	Issues Affecting Children's Behaviour	3	2
					3
				4	2
					3
		5	The Whole Child Approach in Early Years Practice	3	2
					3
		15	Promoting and Understanding of the World in the Early Years	2	2
1	Personal and Professional Development through Reflective Practice	1	Professional Development through Reflective Practice	1	2
				2	1
					2
					3
					4
				3	1

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
					4
		5	The Whole Child Approach in Early Years Practice	2	4
2	Protecting Children in Early Childhood Education and Care Environments	9	Creating Safe Environments in Early Years Settings	1	1
					2
				2	1
					2
				3	3
					4
				4	3
					4
		5	The Whole Child Approach in Early Years Practice	3	3
3	Play and Learning in Early Childhood	4	Early Years Curriculum, Play and Learning	2	1
					2
					3
				3	1
					2
				4	4
		5	The Whole Child Approach in Early Years Practice	2	4
		15	Promoting and Understanding of the World in the Early Years	1	2
				3	4

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
4	Supporting and Promoting Children's Development (Infants and Toddlers)	3	Theories of Development and Progress – Birth to Seven Years, 11 Months	1	2
				2	1
		4	Early Years Curriculum, Play and Learning	4	4
		9	Creating Safe Environments in Early Years Settings	3	3
		5	The Whole Child Approach in Early Years Practice	1	1
					2
				2	3
					4
				3	4
		7	Issues Affecting Children's Behaviour	1	1
					2
				2	1
					2
		15	Promoting and Understanding of the World in the Early Years	1	3
				2	4
5	Supporting and Promoting Children's Development (Young Children)	3	Theories of Development and Progress – Birth to Seven Years, 11 Months	1	2
				2	2
				3	1
				4	1

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		15	Promoting and Understanding of the World in the Early Years	2	4
				3	1
					4
		9	Creating Safe Environments in Early Years Settings	3	3
		5	The Whole Child Approach in Early Years Practice	1	3
		4	Early Years Curriculum, Play and Learning	3	2
					4
				4	2
					4
6	Promoting Healthy Living	12	Health Promotion for Advanced Early Years Practitioners	1	1
				2	2
					3
				3	3
					4
		5	The Whole Child Approach in Early Years Practice	2	4
				3	4
8	Promoting Inclusive Early Childhood Education and Care Environments	7	Issues Affecting Children's Behaviour	3	2
					3
				4	2
					3

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
		5	The Whole Child Approach in Early Years Practice	3	2
					3
		15	Promoting and Understanding of the World in the Early Years	2	2
1	Personal and Professional Development through Reflective Practice	1	Professional Development through Reflective Practice	1	2
				2	1
					2
					3
					4
				3	1
					4
		5	The Whole Child Approach in Early Years Practice	2	4
2	Protecting Children in Early Childhood Education and Care Environments	9	Creating Safe Environments in Early Years Settings	1	1
					2
				2	1
					2
				3	3
					4
				4	3
					4
		5	The Whole Child Approach in Early Years Practice	3	3

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
3	Play and Learning in Early Childhood	4	Early Years Curriculum, Play and Learning	2	1
					2
					3
				3	1
					2
				4	4
		5	The Whole Child Approach in Early Years Practice	2	4
		15	Promoting and Understanding of the World in the Early Years	1	2
				3	4
4	Supporting and Promoting Children's Development (Infants and Toddlers)	3	Theories of Development and Progress – Birth to Seven Years, 11 Months	1	2
				2	1
		4	Early Years Curriculum, Play and Learning	4	4
		9	Creating Safe Environments in Early Years Settings	3	3
		5	The Whole Child Approach in Early Years Practice	1	1
					2
				2	3
					4
				3	4
		7	Issues Affecting Children's Behaviour	1	1
					2

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
				2	1
					2
		15	Promoting and Understanding of the World in the Early Years	1	3
				2	4
5	Supporting and Promoting Children's Development (Young Children)	3	Theories of Development and Progress – Birth to Seven Years, 11 Months	1	2
				2	2
				3	1
				4	1
		15	Promoting and Understanding of the World in the Early Years	2	4
				3	1
					4
		9	Creating Safe Environments in Early Years Settings	3	3
		5	The Whole Child Approach in Early Years Practice	1	3
		4	Early Years Curriculum, Play and Learning	3	2
					4
				4	2
					4

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
6	Promoting Healthy Living	12	Health Promotion for Advanced Early Years Practitioners	1	1
				2	2
					3
				3	3
					4
		5	The Whole Child Approach in Early Years Practice	2	4
				3	4
8	Promoting Inclusive Early Childhood Education and Care Environments	7	Issues Affecting Children's Behaviour	3	2
					3
				4	2
					3
		5	The Whole Child Approach in Early Years Practice	3	2
					3
		15	Promoting and Understanding of the World in the Early Years	2	2

Appendix 10: Checklist for qualification-specific Centre requirements: HNs in Early Childhood Education and Care

Prospective Centres may find this checklist helpful when completing their application to deliver **Higher Nationals in Early Childhood Education and Care**. Centres applying to deliver this qualification will be expected to evidence these requirements before approval is completed.

This is not an exhaustive list.

Centres and resources – see qualification specification Section 3, and individual unit descriptors

Students will be able to access relevant learning resources while on placement and campus (journal articles, periodicals, professional body guidance, education provider policies etc.)	
Students will have access to resources that enable them to fully participate in both in-person and online teaching and learning sessions	

Tutors – see qualification specification Section 3

<p>Tutors have relevant skills and knowledge. This could be demonstrated by tutors holding:</p> <ul style="list-style-type: none"> • England only - a qualification that meets the approved 'full and relevant' criteria for early years at level 3 or above. • A qualification relevant to early years at an appropriate level, usually at least the level above the Higher National Diploma qualification. • A teaching, learning and assessment qualification, or commitment to achieving one. • Significant professional experience in the early years sector detailed in profiles/CVs. 	
Tutors will undertake regular sector relevant training including safeguarding and child protection.	

Student recruitment and selection – see qualification specification Sections 2 and 3.

Qualification appropriate student selection process is in place. This may include interviews and written work	
England only Students meet (or will meet by completion of the qualification) the English and maths qualification requirements to be included in level 3 staff:child ratios.	

Placements – see qualification specification Sections 1, 2, 3 and 4, and individual unit descriptors

Placements are appropriate to the qualification: <ul style="list-style-type: none"> • enable students to meet the learning outcomes • provide students with ample opportunity to practise while supervised at occupational levels 4 and 5 	
Students will be able to access practice/placements with all three child age ranges: <ul style="list-style-type: none"> • from birth to one year, 11 months • from two years to four years, 11 months, and • five years to seven years, 11 months 	
Method of ensuring quality of placement learning experience	
Robust tracking system is in place to record placement hours	
Robust method of reporting placement hours to Assessment Boards	
Agreements are in place with placement providers	
Supervision policy is in place and visible to students, practice/placement supervisors and placement providers/employers.	
Appropriate insurance is in place for students while they are on placement	
Risk assessments must be in place in all placements to ensure that students' safety and wellbeing is maintained	
Method is in place for students to record their placement learning, development and reflection evidence, for example, a learning and development portfolio	
Named tutor/individual is in place to act as placement coordinator	

<p>Named tutor-assessor who is a member of the programme team who:</p> <ul style="list-style-type: none"> • England only – holds a qualification that is 'full and relevant' for working with children in the early years education and care sector. • Holds a recognised work-based learning assessor qualification, or achieves one within 12 months of starting to assess work-based evidence. • Has considerable experience of working in the early years sector. 	
<p>Experienced work-based supervisor(s) based in the placement setting(s)</p>	
<p>Appropriate assessors and supervisors are in place where students' practice/placement crosses regional/national/international boundaries</p> <ul style="list-style-type: none"> • Tutor-assessor • Work-based supervisor 	

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