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Summary of changes in Pearson BTEC Higher Nationals in Early Childhood Education and Care Issue 2

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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 2.7.

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.

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 allow 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 allowing for 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 allows 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
- Completing a higher apprenticeship programme
- Linking with the appropriate Professional Body
- 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.

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.
<table>
<thead>
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<th>Pathway</th>
<th>Job Roles</th>
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<tr>
<td>General</td>
<td>Advanced Practitioner in nursery and pre-school settings, Playgroup Leader, Nursery Nurse, further education practice assessor (additional assessor award required)</td>
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| 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 units allow coverage of the full Level 4 (in the HNC) and Level 5 (in the HND) EYE requirements, and access to a range of employment opportunities in the sector.

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 and maths 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 the UK will need to:

- complete an additional work placement in an early education and care setting in England that meets the mandatory work placement requirements for this qualification
- complete an element of assessed performance in the additional work placement setting, as well as attaining appropriate level 2 literacy and numeracy qualifications.

Students taking this qualification in Scotland, Wales or Northern Ireland who want to count at level 3 in the EYFS staff:child ratios may need to:

- take additional modules as part of their course as well as attaining appropriate level 2 literacy and numeracy qualifications (please refer to the DfE pages on the England government website for further details: www.gov.uk).

Northern Ireland

These qualifications are acceptable Higher Level qualifications for Early Years in Northern Ireland, and continue to confer practitioner status on students taking this qualification in Northern Ireland. They are suitable for students who have achieved practitioner status at Level 3, and for experienced workers who manage or take a lead role in a children's care, learning and development setting, or work role but who have not yet achieved a vocational qualification at this level.

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 good 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 behaviour throughout their learning, in the classroom and the workplace. The values, attitudes and behaviour identified reflect the requirements of codes of conduct, ethics and professional principles as set out by professional bodies, 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 do 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.
- 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.)
3.2.1 English language requirements for Higher Nationals

Pearson’s mission is to help people make progress in their lives through learning. In order to do this it is critical that students who are taught and assessed in English have the necessary language skills they need to be successful on Pearson BTEC Higher National qualifications.

To assist centres to recruit students who have the skills to benefit from undertaking a Higher National programme of study, we are providing the following clarification regarding the English language admission requirements when offering places to applicants.

All centres delivering Pearson BTEC Higher National qualifications in English must ensure that each applicant can demonstrate their capability to learn and be assessed at the relevant level in English. The standard that Pearson believes must be demonstrated for a student to be successful are equivalent to:

- Common European Framework of Reference (CEFR) level B2; or
- Pearson Test of English Academic (PTE Academic) 42; or
- Pearson Test of English General (PTE) Level 3; or
- Pearson Versant English Test 58-68; or
- International English Language Testing System (IELTS) 5.5; with both Reading and Writing elements at 5.5; or
- Having recently completed a formal programme of study in English at an appropriate level (such as a level 3 BTEC or ‘A’ level) prior to starting their Higher National

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1 We would usually expect this to be within the past two years
The table below shows when Pearson expects these standards to apply:

<table>
<thead>
<tr>
<th>Centre location</th>
<th>Language of delivery and/or assessment</th>
<th>When we expect the English language standards to apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK or Internationally</td>
<td>Wholly delivered and assessed in English</td>
<td>Prior to admission</td>
</tr>
<tr>
<td>UK or Internationally</td>
<td>Partially delivered and assessed in English</td>
<td>Prior to admission</td>
</tr>
<tr>
<td>UK or Internationally</td>
<td>No element is delivered or assessed in English</td>
<td>Does not apply</td>
</tr>
</tbody>
</table>

Centres’ admissions processes must ensure that students can demonstrate their capability in English, equivalent to the standards highlighted above. While we have highlighted several standardised tests (as an easy way of demonstrating this) centres are free to test the English proficiency of their applicants in any suitable way.

However, centres must be able to provide evidence to Pearson as to how any other assessments used (other than those specified) ensures that their applicants have demonstrated appropriate English capability prior to starting their Higher National programme.

This evidence should include admissions records (including any evidence provided by applicants and records of the admissions decisions made) as well as evidence of ongoing monitoring of students, if required. A centre should retain this evidence for at least three years, from the point of the student’s admission/enrolment, to enable scrutiny of the centre’s admissions process through Pearson’s quality assurance procedures.

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2 If a centre is delivering qualifications in languages other than English, they must adhere to Pearson’s Use of Language in Qualifications policy that can be found in the support section, under Policies for centres, learners and employees on our website http://qualifications.pearson.com
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/).

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.

For evidence assessed in the workplace, tutor-assessors must have experience working in the early education and care sector 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 BTEC Higher Nationals have been designed and developed with consideration of National Occupational Standards, where relevant, and have been mapped to the following Professional Body standards and Apprenticeship Standard:

- Links to the Early Years Educator Apprenticeship Standard, mapped in Appendix 6
- Links to the Minimum Standards for Childminding and Daycare for Children under age 12, mapped in Appendix 7
- Links to the 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.
- Links to the 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.

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

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

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

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

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

### 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

The head of centre is 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 Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.
Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

3.7.3 Staff and centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) 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).
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 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
- 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
● 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.

4.2.2 Work placement/experience requirements

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

<table>
<thead>
<tr>
<th>Pearson BTEC Level 4 Higher National Certificate in Early Childhood Education and Care</th>
<th>Unit credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core unit Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Personal and Professional Development through Reflective Practice</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core unit Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Protecting Children in Early Education and Care Environments</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core unit Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Play and Learning in Early Childhood</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core unit Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Supporting and Promoting Children's Development (Babies and Toddlers)</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core unit Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Supporting and Promoting Children's Development (Young Children)</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core unit Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Promoting Healthy Living</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core unit Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Preparing for Research (Pearson-set)</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core unit Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Promoting Inclusive Early Education and Care Environments</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>
4.2.4 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.

- The requirements of the Higher National Certificate (or equivalent) have to be met. 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.

4.2.5 Work placement requirements

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.

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.

4.2.6 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.
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):

<table>
<thead>
<tr>
<th>Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care</th>
<th>Unit credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4 units:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>1 Personal and Professional Development through Reflective Practice</td>
<td>15</td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>2 Protecting Children in Early Childhood Education and Care Environments</td>
<td>15</td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>3 Play and Learning in Early Childhood</td>
<td>15</td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>4 Supporting and Promoting Children’s Development (Babies and Toddlers)</td>
<td>15</td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>5 Supporting and Promoting Children’s Development (Young Children)</td>
<td>15</td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>6 Promoting Healthy Living</td>
<td>15</td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>7 Preparing for Research (Pearson-set Project)</td>
<td>15</td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>8 Promoting Inclusive Early Childhood Education and Care Environments</td>
<td>15</td>
</tr>
<tr>
<td><strong>Level 5 units:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>9 Investigating Childhood: Action Research for Early Childhood Practitioners (Pearson-set Project)</td>
<td>30</td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>10 Improving Quality in Early Childhood Education and Care Environments</td>
<td>15</td>
</tr>
<tr>
<td>Specialist Unit <em>Mandatory</em></td>
<td>29 Innovative Approaches to Children’s Play and Learning in Practice</td>
<td>30</td>
</tr>
</tbody>
</table>

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.*
<table>
<thead>
<tr>
<th>Group: Leadership and Management</th>
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<tbody>
<tr>
<td>Specialist unit</td>
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<td>Specialist unit</td>
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<td>Specialist unit</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Group: Social and Community Care Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
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<tr>
<td>Specialist unit</td>
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<td>Specialist unit</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Optional Units</th>
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<tbody>
<tr>
<td>Optional Unit</td>
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<td>Optional unit</td>
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<tr>
<td>Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care (Education)</td>
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<tr>
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</tr>
<tr>
<td><strong>Level 4 units:</strong></td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
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<td>Core Unit <em>Mandatory</em></td>
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<td>Core Unit <em>Mandatory</em></td>
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<td>Core Unit <em>Mandatory</em></td>
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<tr>
<td>Core Unit <em>Mandatory</em></td>
</tr>
<tr>
<td><strong>Level 5 units:</strong></td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
</tr>
<tr>
<td>Specialist Unit <em>Mandatory</em></td>
</tr>
<tr>
<td>Specialist Unit <em>Mandatory</em></td>
</tr>
</tbody>
</table>

Plus an additional 30 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.*
<table>
<thead>
<tr>
<th>Group: Leadership and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit 23 Managing and Leading People in Children’s Early Education and Care Environments</td>
</tr>
<tr>
<td>Specialist unit 24 Managing Children’s Early Education and Care Environments</td>
</tr>
<tr>
<td>Specialist unit 25 Mentoring and Supervision in Early Education and Care Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group: Social and Community Care Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit 12 Child-centred Practice with Children, Families and Communities</td>
</tr>
<tr>
<td>Specialist unit 13 Supporting Social Work with Children, Young People and Families</td>
</tr>
<tr>
<td>Specialist unit 18 Social Policy: Influences on Practice and Provision</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional Unit 11 Current &amp; Emerging Pedagogies in Early Childhood Education and Care</td>
</tr>
<tr>
<td>Optional unit 15 Approaches to Entrepreneurship in Early Childhood Education and Care</td>
</tr>
<tr>
<td>Optional unit 16 The Impact of Contemporary Global Issues on Children’s Health and Wellbeing</td>
</tr>
<tr>
<td>Optional unit 17 Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner</td>
</tr>
<tr>
<td>Optional unit 19 Supporting Children in Home-based Childcare Environments</td>
</tr>
<tr>
<td>Optional unit 20 Health Education and Promotion in Action: Developing the Healthy Child</td>
</tr>
<tr>
<td>Optional unit 21 Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing</td>
</tr>
<tr>
<td>Optional unit 22 Supporting Children’s Medical Needs</td>
</tr>
<tr>
<td>Optional unit 26 Healthcare Play</td>
</tr>
<tr>
<td>Optional unit 27 Outdoor Play and Learning</td>
</tr>
<tr>
<td>Optional unit 28 Comparative Education Systems: International Perspectives</td>
</tr>
<tr>
<td>Optional unit 30 Working in Partnership across Health, Education and Care Services</td>
</tr>
<tr>
<td>Level 4 units:</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Core Unit Mandatory 1 Personal and Professional Development through Reflective Practice</td>
</tr>
<tr>
<td>Core Unit Mandatory 2 Protecting Children in Early Childhood Education and Care Environments</td>
</tr>
<tr>
<td>Core Unit Mandatory 3 Play and Learning in Early Childhood</td>
</tr>
<tr>
<td>Core Unit Mandatory 4 Supporting and Promoting Children's Development (Babies and Toddlers)</td>
</tr>
<tr>
<td>Core Unit Mandatory 5 Supporting and Promoting Children's Development (Young Children)</td>
</tr>
<tr>
<td>Core Unit Mandatory 6 Promoting Healthy Living</td>
</tr>
<tr>
<td>Core Unit Mandatory 7 Preparing for Research (Pearson-set Project)</td>
</tr>
<tr>
<td>Core Unit Mandatory 8 Promoting Inclusive Early Childhood Education and Care Environments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5 units:</th>
<th>Unit credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Unit Mandatory 9 Investigating Childhood: Action Research for Early Childhood Practitioners (Pearson-set Project)</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Core Unit Mandatory 10 Improving Quality in Early Childhood Education and Care Environments</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Specialist unit 23 Managing and Leading People in Children's Early Education and Care Environments</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Specialist unit 24 Managing Children's Early Education and Care Environments</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Specialist unit 25 Mentoring and Supervision in Early Education and Care Practice</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

Plus an additional 30 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.
### Group: Education

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>14 Impact of Curriculum on Early Childhood Education and Care</th>
<th>15</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>29 Innovative Approaches to Children's Play and Learning in Practice</td>
<td>30</td>
<td>5</td>
</tr>
</tbody>
</table>

### Group: Social and Community Care Practice

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>12 Child-centred Practice with Children, Families and Communities</th>
<th>15</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>13 Supporting Social Work with Children, Young People and Families</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Specialist unit</td>
<td>18 Social Policy: Influences on Practice and Provision</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

### Optional Units

<table>
<thead>
<tr>
<th>Optional unit</th>
<th>11 Current &amp; Emerging Pedagogies in Early Childhood Education and Care</th>
<th>15</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional unit</td>
<td>15 Approaches to Entrepreneurship in Early Childhood Education and Care</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>16 The Impact of Contemporary Global Issues on Children's Health and Wellbeing</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>17 Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>19 Supporting Children in Home-based Childcare Environments</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>20 Health Education and Promotion in Action: Developing the Healthy Child</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>21 Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>22 Supporting Children's Medical Needs</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>26 Healthcare Play</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>27 Outdoor Play and Learning</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>28 Comparative Education Systems: International Perspectives</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>30 Working in Partnership across Health, Education and Care Services</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Level 4 units:</td>
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<td></td>
</tr>
<tr>
<td>Core Unit</td>
<td>1 Personal and Professional Development through Reflective Practice</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Core Unit</td>
<td>2 Protecting Children in Early Childhood Education and Care Environments</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Core Unit</td>
<td>3 Play and Learning in Early Childhood</td>
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<td>4</td>
</tr>
<tr>
<td>Core Unit</td>
<td>4 Supporting and Promoting Children’s Development (Babies and Toddlers)</td>
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<tr>
<td>Core Unit</td>
<td>5 Supporting and Promoting Children’s Development (Young Children)</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Core Unit</td>
<td>6 Promoting Healthy Living</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Core Unit</td>
<td>7 Preparing for Research (Pearson-set Project)</td>
<td>15</td>
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</tr>
<tr>
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<td>8 Promoting Inclusive Early Childhood Education and Care Environments</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5 units:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Unit</td>
<td>9 Investigating Childhood: Action Research for Early Childhood Practitioners (Pearson-set Project)</td>
<td>30</td>
</tr>
<tr>
<td>Core Unit</td>
<td>10 Improving Quality in Early Childhood Education and Care Environments</td>
<td>15</td>
</tr>
<tr>
<td>Specialist unit</td>
<td>12 Child-centred Practice with Children, Families and Communities</td>
<td>15</td>
</tr>
<tr>
<td>Specialist unit</td>
<td>13 Supporting Social Work with Children, Young People and Families</td>
<td>15</td>
</tr>
<tr>
<td>Specialist unit</td>
<td>18 Social Policy: Influences on Practice and Provision</td>
<td>15</td>
</tr>
</tbody>
</table>

Plus an additional 30 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.*
<table>
<thead>
<tr>
<th>Group: Education</th>
<th></th>
<th>15</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>14 Impact of Curriculum on Early Childhood Education and Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist unit</td>
<td>29 Innovative Approaches to Children's Play and Learning in Practice</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Group: Leadership and Management</td>
<td></td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Specialist unit</td>
<td>23 Managing People in Children's Early Education and Care Environments</td>
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<tr>
<td>Specialist unit</td>
<td>24 Managing Children's Early Education and Care Environments</td>
<td></td>
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</tr>
<tr>
<td>Specialist unit</td>
<td>25 Mentoring and Supervision in Early Education and Care Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Units</td>
<td></td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>11 Current &amp; Emerging Pedagogies in Early Childhood Education and Care</td>
<td></td>
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<tr>
<td>Optional Unit</td>
<td>15 Approaches to Entrepreneurship in Early Childhood Education and Care</td>
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<tr>
<td>Optional Unit</td>
<td>16 The Impact of Contemporary Global Issues on Children's Health and Wellbeing</td>
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</tr>
<tr>
<td>Optional Unit</td>
<td>17 Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner</td>
<td></td>
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</tr>
<tr>
<td>Optional Unit</td>
<td>19 Supporting Children in Home-based Childcare Environments</td>
<td></td>
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</tr>
<tr>
<td>Optional Unit</td>
<td>20 Health Education and Promotion in Action: Developing the Healthy Child</td>
<td></td>
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</tr>
<tr>
<td>Optional Unit</td>
<td>21 Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing</td>
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<td>Optional Unit</td>
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<td>Optional Unit</td>
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<td></td>
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<tr>
<td>Optional Unit</td>
<td>28 Comparative Education Systems: International Perspectives</td>
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</tr>
<tr>
<td>Optional Unit</td>
<td>30 Working in Partnership across Health, Education and Care Services</td>
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</tbody>
</table>
4.2.7 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:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Pathway</th>
<th>Import at Level 4</th>
<th>Import at Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNC Early Childhood Education and Care</td>
<td>None</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HND Early Childhood Education and Care</td>
<td>General</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Leadership and Management</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Social and Community Care Practice</td>
<td>0</td>
<td>30</td>
</tr>
</tbody>
</table>
4.2.8 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 Pearson-set Assignment Guidance for the units, and 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.

<table>
<thead>
<tr>
<th>Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 10: Improving Quality in Children's Early Education and Care Environments</td>
<td>Core</td>
</tr>
<tr>
<td>Unit 23: Managing and Leading People in Children's Early Education and Care Environments</td>
<td>Specialist</td>
</tr>
<tr>
<td>Unit 24: Managing Children's Early Education and Care Environments</td>
<td>Specialist</td>
</tr>
</tbody>
</table>
However, a Centre may choose to develop a more ‘specialised’ programme; with greater emphasis on management related to education provision and offer the following.

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

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 that unit. 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 students 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.
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 –
  o research
  o general reference
  o tutorials
  o training
  o e-books
  o report
  o wiki
  o article
  o datasets
  o development tool
  o discussion forum

Web

[3] Provides information on EU health and social care legislation and policy
[4] (General Reference)

[4] (Report)
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 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 Themes, work placement requirements and the PREP
- Preparing for lessons
- Effective engagement in lectures and seminars
- Making the most out of the tutor
- Assignment requirements
- Referencing and plagiarism
- Centre policies
- Academic study skills.
Pearson offer 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 present guest lectures
- Using employers 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 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 Student 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 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:

<table>
<thead>
<tr>
<th>Weeks 1 to 6</th>
<th>Week 7</th>
<th>Weeks 8 to 13</th>
<th>Week 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Assessment</td>
<td>Unit 3</td>
<td>Assessment</td>
</tr>
<tr>
<td>Unit 2</td>
<td></td>
<td>Unit 4</td>
<td></td>
</tr>
</tbody>
</table>

#### Expanded version:

<table>
<thead>
<tr>
<th>Weeks 1 to 12</th>
<th>Weeks 13 and 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Assessment</td>
</tr>
<tr>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td></td>
</tr>
</tbody>
</table>
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 syllabus, 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.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Face-to-face</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures and seminars</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Workshops</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Technique</td>
<td>Face-to-face</td>
<td>Distance learning</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tutorials</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Virtual Learning Environments (VLEs)</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Blended learning</td>
<td>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.</td>
<td>Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints.</td>
</tr>
<tr>
<td>Guest speakers</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Technique

<table>
<thead>
<tr>
<th>Technique</th>
<th>Face-to-face</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field trips</td>
<td>Effectively planned field trips, which have a direct relevance to the syllabus, 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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**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 Qualification 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.
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. These themes will align to those for QAA Higher Education Reviews.

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 our website (http://qualifications.pearson.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 business 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:

- Allow the student to provide all the evidence required for the learning outcome(s) and the associated assessment criteria at all grade levels;
- Allow the student to produce evidence that is their own independent work;
- Allow 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.

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 1 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 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.

6.3.5 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.
6.3.6 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.

6.3.7 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
- 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 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 and that Assessment Board reports and minutes provide valuable evidence for QAA’s Review of Higher Education process.
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;
- 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 though 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.

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.

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.

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.

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.

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

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### Point boundaries

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### 6.5.4 Modelled student outcomes

**Pearson BTEC Level 4 Higher National Certificate**

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**Pearson BTEC Level 5 Higher National Diploma**

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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.

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 appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

- Staff involved in the assessment process must have relevant expertise and/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 relating to the use of equipment by staff and students.
- 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.
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.
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

*Purpose 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

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<td><strong>P1</strong> Summarise key principles of reflective practice relevant to the role of an early childhood practitioner</td>
<td><strong>M1</strong> Analyse the need for reflective practice in early childhood education and care using examples from own workplace experience to illustrate key points</td>
<td><strong>D1</strong> 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</td>
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<td><strong>P2</strong> Produce a clear and relevant personal and professional development plan to support own reflective practice in own workplace setting</td>
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<td><strong>P3</strong> Explain the impact of the practitioner engaging with reflective practice on the experience of the child</td>
<td><strong>M2</strong> 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</td>
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<td><strong>P4</strong> Describe the impact of developing a reflective approach to practice on own personal and professional experience and development, using different models of reflection</td>
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<tr>
<td><strong>LO3</strong> Describe the skills and techniques needed for effective reflection on own practice</td>
<td><strong>P5</strong> Describe own use of different skills and techniques for effective reflective practice</td>
<td><strong>LO3 and LO4</strong> 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</td>
</tr>
<tr>
<td><strong>P6</strong> Explain how reflective practice is supported in own workplace setting</td>
<td><strong>M3</strong> Apply different skills and techniques to support the effectiveness of own reflections on practice and that of others in own workplace setting</td>
<td><strong>M4</strong> 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</td>
</tr>
<tr>
<td><strong>LO4</strong> Implement a reflective approach to own practice through effective interactions with caregivers, colleagues and children in own workplace</td>
<td><strong>P7</strong> Engage in different planned and unplanned interactions that include holistic and focused observations of children of different ages in own workplace setting</td>
<td><strong>P8</strong> 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</td>
</tr>
<tr>
<td><strong>M4</strong> 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</td>
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</tr>
</tbody>
</table>
Recommended Resources

Textbooks


Publications

Journals

Websites
- 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

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 (Babies 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:

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

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

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<tr>
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<td>Describe key guidance and legislation relating to safeguarding and child protection</td>
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</tr>
<tr>
<td><strong>P1</strong></td>
<td>Summarise key guidance and legislation related to child protection and health and safety in own national region</td>
<td><strong>D1</strong> 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</td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>Describe the role of international legislation and guidance in ensuring a global standard for the protection and safeguarding of children</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>Explore the roles and responsibilities of practitioners and organisations in the early education and care sector with regards to keeping children safe and protected</td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong></td>
<td>Describe practice in own setting with regards to protecting and keeping children safe including key policies and procedures</td>
<td><strong>M2</strong> 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</td>
</tr>
<tr>
<td><strong>P4</strong></td>
<td>Compare and contrast roles and responsibilities of organisations versus the roles and responsibilities of early childhood practitioners in keeping children safe and protected</td>
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<tr>
<td><strong>LO3</strong> Examine the role of early childhood practitioners in relation to multi-agency working</td>
<td><strong>M3</strong> Analyse the advantages of working within a multi-agency context to meet the protection, health and safety needs of children and young people</td>
<td><strong>D2</strong> Critically discuss how an early childhood practitioner can collaborate effectively with other professionals within a multi-agency context to protect and keep children safe</td>
</tr>
<tr>
<td><strong>P5</strong> Describe how an early childhood practitioner contributes to multi-agency working in relation to keeping children protected, safe and well</td>
<td><strong>P6</strong> Explain what is meant by improving long-term outcomes for children and young people with regards to protection, health and safety</td>
<td><strong>D3</strong> Devise a realistic and detailed development plan to support own effective implementation of relevant policies and procedures in own workplace setting with regards to protecting children and keeping them safe and well</td>
</tr>
<tr>
<td><strong>LO4</strong> Demonstrate the implementation of policies and procedures around safeguarding, child protection and health and safety and discuss their effectiveness</td>
<td><strong>M4</strong> Reflect on the effectiveness of the implementation of a policy in own workplace setting with regards to safeguarding, child protection and health and safety</td>
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<tr>
<td><strong>P7</strong> Summarise the key aspects of the role of an early childhood practitioner in relation to safeguarding children</td>
<td><strong>P8</strong> Demonstrate how to effectively implement protection, safeguarding and health and safety policies and procedures within own workplace setting</td>
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</table>
Recommended Resources

Textbooks


Publications

Websites
ceop.police.uk Child Exploitation and Online Protection command
(General reference)

childnet.com Childnet internet safety
(General reference)

nspcc.org NSPCC
(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:*

<table>
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<tr>
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| 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 (UNCRF), 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.

**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)
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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>LO1</strong> Interpret the relevance of different theories of play that inform practice in early childhood education and care</td>
<td><strong>D1</strong> 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</td>
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</tr>
<tr>
<td><strong>P1</strong> Summarise the key theories of play relevant to early childhood</td>
<td><strong>M1</strong> Analyse the role of key theories of play in supporting current practice in early childhood</td>
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</tr>
<tr>
<td><strong>P2</strong> Describe how key theories of play inform current practice in early childhood</td>
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</tr>
<tr>
<td><strong>LO2</strong> Compare how play is presented in different contexts in early childhood education and care</td>
<td><strong>D2</strong> Evaluate how the role of the adult influences play in differing group and individual early childhood contexts</td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> Describe how different contexts in early childhood can influence play</td>
<td><strong>M2</strong> Discuss the role of the adult in supporting young children's play in a range of different early childhood contexts</td>
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<td><strong>P4</strong> Explain the differing perspectives on the role of the adult in play</td>
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<tr>
<td><strong>LO3</strong> Discuss the role of observation in supporting young children's play in early childhood education and care</td>
<td><strong>LO3 and LO4</strong></td>
<td></td>
</tr>
<tr>
<td>P5 Summarise the role of observation in young children's play</td>
<td>M3 Analyse the role of observation in supporting young children's play and developing enabling environments for learning in early childhood education and care</td>
<td>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</td>
</tr>
<tr>
<td>P6 Compare differing approaches to observing play in early childhood education and care</td>
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<tr>
<td><strong>LO4</strong> Determine the skills required to complete and interpret a range of observations on young children's self-chosen play in differing contexts</td>
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</tr>
<tr>
<td>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</td>
<td>M4 Assess the effectiveness of differing approaches to documentation of self-chosen play in different contexts in early childhood education and care practice</td>
<td></td>
</tr>
<tr>
<td>P8 Apply procedures ethically when completing observations of children from different backgrounds in early childhood education and care</td>
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</tr>
</tbody>
</table>
Recommended Resources

Textbooks


Journals


childs-play.com  Child's Play
Teacher zone | Diversity and Equality for Tea
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)
aeyc.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:

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<th>Theme</th>
<th>Learning Requirements (Unit Content)</th>
<th>Assessment Requirements (Assessment Criteria)</th>
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<td>THEME 1: BEST OUTCOMES FOR THE CHILD</td>
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<tr>
<td>THEME 2: PROFESSIONAL IDENTITY</td>
<td>LO4</td>
<td>P7, P8</td>
</tr>
<tr>
<td>THEME 3: RELATIONSHIPS WITH OTHERS</td>
<td>LO3</td>
<td>P5, P6</td>
</tr>
<tr>
<td>THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY</td>
<td>LO2</td>
<td>P3, P4</td>
</tr>
</tbody>
</table>

**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.

**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 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 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. Bronfrenbrenner'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

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
<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Research key issues of prenatal development from conception to birth</td>
<td><strong>P1</strong> Describe a child's development from conception to birth <strong>P2</strong> Explain how different factors can impact neurodevelopment from conception to birth</td>
<td><strong>D1</strong> Evaluate the role of early intervention in supporting healthy neurological development from the prenatal period into the first three years of life</td>
</tr>
<tr>
<td><strong>LO2</strong> Explore how theories of development have influenced early childhood policy and practice</td>
<td><strong>P3</strong> Explain how two different theories of child development have influenced understandings of policy and practice in working with infants and toddlers</td>
<td><strong>LO2 and LO3</strong> <strong>D2</strong> 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</td>
</tr>
<tr>
<td><strong>LO3</strong> 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</td>
<td><strong>P4</strong> 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</td>
<td><strong>M3</strong> 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</td>
</tr>
<tr>
<td><strong>P5</strong> 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</td>
<td><strong>M1</strong> Analyse the relationship between prenatal neurodevelopment, and the characteristics and capabilities of the newborn <strong>M2</strong> 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</td>
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<td>Pass</td>
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<td><strong>LO4</strong> Provide leadership that demonstrates best practice in promoting infants' and toddlers' holistic development and progress</td>
<td><strong>P6</strong> 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</td>
<td><strong>D3</strong> 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</td>
</tr>
<tr>
<td><strong>P7</strong> Work with others to provide individualised care to different children aged 0-3 in own workplace setting that meets each child's developmental needs</td>
<td><strong>M4</strong> 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</td>
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</table>
Recommended Resources

Textbooks


Websites

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)

peeearlyyears.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:

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<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
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<td></td>
<td>LO3 and LO4</td>
<td>All criteria</td>
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<table>
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<tr>
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<th>P6–P8, M3, M4, D2</th>
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<tr>
<th>THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY</th>
<th>LO2</th>
<th>P3, M2</th>
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</table>

**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 birth, 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

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


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 Shrifrin'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

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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 identify 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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Explore methods of observation and assessment with specific reference to how they support a child’s development from three to eight years</td>
<td><strong>D1</strong> 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</td>
<td></td>
</tr>
<tr>
<td><strong>P1</strong> Apply different forms of observation and assessment in supporting planning for children’s individual development from three to eight years</td>
<td><strong>M1</strong> Develop and implement an approach to peer to peer analysis of observation, assessment and planning using the curriculum framework relevant to own placement setting</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> 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</td>
<td><strong>M2</strong> 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</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Apply key principles of children’s development from three to eight years to an observation identifying next steps</td>
<td><strong>P3</strong> Discuss principles and patterns of children’s development from three to eight years</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Explain how theory can be used to support inclusive practice when observing and working with individual children aged three to eight years</td>
<td><strong>P4</strong> Explain how theory can be used to support inclusive practice when observing and working with individual children aged three to eight years</td>
<td></td>
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<tr>
<td>Pass</td>
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<td>Distinction</td>
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</tr>
<tr>
<td><strong>LO3</strong> Examine how child development theory informs understandings of children's development from eight to twelve years</td>
<td><strong>M3</strong> Analyse examples of best practice in relation to working with children between eight and twelve years, using different theoretical perspectives</td>
<td><strong>D2</strong> 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</td>
</tr>
<tr>
<td><strong>P5</strong> Discuss how social and emotional theories can inform children's development from eight to twelve years</td>
<td><strong>P7</strong> Discuss how theory can inform professional practice including partnership working, in supporting positive educational outcomes for children between three to eight years</td>
<td><strong>P8</strong> Produce an education or curriculum plan that promotes a child's unique educational progress and development from three to eight years</td>
</tr>
<tr>
<td><strong>P6</strong> Discuss how cognitive, language and communication theories can inform children's development from eight to twelve years</td>
<td></td>
<td><strong>M4</strong> Reflect on own use of education or curriculum planning underpinned by theory to support positive educational progress and development from three to eight years</td>
</tr>
<tr>
<td><strong>LO4</strong> Implement an evidence-based planning strategy that supports children's learning from three to eight years</td>
<td></td>
<td><strong>D3</strong> Critically reflect on the use of education or curriculum planning underpinned by theory in own setting to support positive educational outcomes for children between three to eight years</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites
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)
<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>earlyeducation.org.uk</td>
<td>Early Education</td>
</tr>
<tr>
<td></td>
<td>UK charity supporting early childhood practitioners with training, resources and professional networks, and campaigning for quality education for the youngest children (General reference)</td>
</tr>
<tr>
<td>nasen.org.uk</td>
<td>National Association for Special Educational Needs</td>
</tr>
<tr>
<td></td>
<td>Charity supporting education professionals working with children with Special Educational Needs (General reference)</td>
</tr>
<tr>
<td>nurseryworld.co.uk</td>
<td>Nursery World</td>
</tr>
<tr>
<td></td>
<td>Practice guide: school readiness</td>
</tr>
<tr>
<td></td>
<td>A guide to support early childhood practitioners in planning and preparing children for school General reference</td>
</tr>
<tr>
<td>rand.org</td>
<td>RAND</td>
</tr>
<tr>
<td></td>
<td>Caring for Children in Europe (Research report)</td>
</tr>
<tr>
<td>tactyc.org.uk</td>
<td>Training, Advancement and Co-operation in Teaching Young Children</td>
</tr>
<tr>
<td></td>
<td>Organisation providing a support network, resources and guides to professionals and students involved in children's education and care (General reference)</td>
</tr>
<tr>
<td>naldic.org.uk</td>
<td>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.</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>THEME 1: BEST OUTCOMES FOR THE CHILD</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1-LO4</td>
<td>All criteria</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL IDENTITY</th>
<th>LO1, LO3 and LO4</th>
<th>P1, P2, P5-P8, M3, M4, D1, D4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>THEME 3: RELATIONSHIPS WITH OTHERS</th>
<th>LO1, LO3 and LO4</th>
<th>P1, P2, P7, P8, M1, M4, D1, D3</th>
</tr>
</thead>
</table>

| 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.
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


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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Describe the importance of health and wellbeing for babies and children</td>
<td><strong>M1</strong> Analyse the impact of different physical, social, economic and environmental factors on children's health and wellbeing</td>
<td><strong>LO1 and LO2</strong></td>
</tr>
<tr>
<td><strong>P1</strong> Describe the reasons why good health and wellbeing are important for babies and children</td>
<td><strong>M2</strong> Present a comparison of the challenges facing practitioners in addressing children's health and wellbeing on global, national and local levels</td>
<td><strong>D1</strong> Comparatively assess the factors that contribute to current issues impacting the health and wellbeing of children on global, national and local levels</td>
</tr>
<tr>
<td><strong>P2</strong> Summarise the reasons why there are inequalities in children's health</td>
<td></td>
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</tr>
<tr>
<td><strong>LO2</strong> Identify key issues in children's health and wellbeing globally, nationally and locally</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> Illustrate nutritional, physical and mental health issues and their impact on children's health and wellbeing in a selected early childhood setting</td>
<td><strong>P4</strong> Compare global and national issues affecting children's health and wellbeing</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>LO3</strong> 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</td>
<td><strong>LO3 and LO4</strong> 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</td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Describe the reasons why own partnership work with parents and caregivers is important to support individual children's health and wellbeing</td>
<td><strong>M3</strong> investigate challenges in adopting child-centred approaches to working inclusively with parents and caregivers to support children's health and wellbeing</td>
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<tr>
<td><strong>P6</strong> Explain the different ways in which professionals in own setting provide support to families in promoting children's health and wellbeing</td>
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</tr>
<tr>
<td><strong>LO4</strong> Explore the role of practitioners in promoting babies' and children's health and wellbeing</td>
<td><strong>P7</strong> Describe different ways in which practitioners promote health and wellbeing for babies and children in early childhood settings, including own role</td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong> Implement different policies in an early childhood education or care setting to meet the individual health and wellbeing needs of children who are unwell</td>
<td><strong>M4</strong> 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</td>
<td></td>
</tr>
</tbody>
</table>

*Pearson BTEC Levels 4 and 5 Higher Nationals in Early Childhood Education and Care Specification – Issue 2 – April 2020 © Pearson Education Limited 2020*
Recommended Resources

Textbooks

Websites

<table>
<thead>
<tr>
<th>URL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>bbc.co.uk</td>
<td>BBC child health</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
<tr>
<td>gov.uk</td>
<td>National government website for the UK</td>
</tr>
<tr>
<td></td>
<td>Children's health</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>gov.uk</td>
<td>National government website for the UK</td>
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<tr>
<td></td>
<td>Public Health England: Child health profiles;</td>
</tr>
<tr>
<td></td>
<td>Causes and incidence of child health in</td>
</tr>
<tr>
<td></td>
<td>local areas</td>
</tr>
<tr>
<td></td>
<td>(Data tables)</td>
</tr>
<tr>
<td>hse.ie</td>
<td>Child health in Ireland</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
<tr>
<td>ifrc.org</td>
<td>International Federation of Red Cross and</td>
</tr>
<tr>
<td></td>
<td>Red Crescent Societies</td>
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<tr>
<td></td>
<td>Maternal, newborn and child health</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>nhs.org</td>
<td>UK National Health Service website</td>
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<tr>
<td></td>
<td>Change4Life</td>
</tr>
<tr>
<td></td>
<td>(Resources for health promotion)</td>
</tr>
<tr>
<td>savethechildren.org.uk</td>
<td>Save the Children</td>
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<tr>
<td></td>
<td>Health: helping children to grow up healthy</td>
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<td></td>
<td>and happy</td>
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<tr>
<td></td>
<td>(General reference)</td>
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</table>
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:

<table>
<thead>
<tr>
<th>THEME 1: BEST OUTCOMES FOR THE CHILD</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
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</thead>
<tbody>
<tr>
<td>LO1 and LO2</td>
<td>P1, P2, M1, D1</td>
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</table>

<table>
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<tr>
<th>THEME 2: PROFESSIONAL IDENTITY</th>
<th>LO3 and LO4</th>
<th>P5–P7, M3, D2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>THEME 3: RELATIONSHIPS WITH OTHERS</th>
<th>LO3</th>
<th>P5, P6, D2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</th>
<th>LO4</th>
<th>P8, M4</th>
</tr>
</thead>
</table>
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
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 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

<table>
<thead>
<tr>
<th></th>
<th>Pass</th>
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</thead>
<tbody>
<tr>
<td><strong>LO1</strong></td>
<td>Discuss a contemporary research topic for early childhood practitioners</td>
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<tr>
<td><strong>P1</strong></td>
<td>Describe a contemporary research topic for early childhood practitioners</td>
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<tr>
<td><strong>P2</strong></td>
<td>Rationalise selection of own topic for research of in relation to own practice and current research in the area</td>
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<tr>
<td><strong>LO2</strong></td>
<td>Review a range of texts relating to a chosen research topic</td>
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<tr>
<td><strong>P3</strong></td>
<td>Summarise a range of texts relating to the chosen research topic</td>
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<tr>
<td><strong>P4</strong></td>
<td>Discuss possible research bias in chosen academic texts</td>
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<tr>
<td></td>
<td><strong>M1</strong> Analyse current ideas within a contemporary research topic for early childhood practitioners</td>
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<td></td>
<td><strong>M2</strong> Assess the effects of bias within a range of texts</td>
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<tr>
<td><strong>D1</strong></td>
<td>Critique a range of texts within a contemporary early childhood education and care research area</td>
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<td>Pass</td>
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<tr>
<td><strong>LO3</strong> Explore competing ideas in a chosen research area using appropriate research methodologies</td>
<td><strong>LO3 and LO4</strong> 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</td>
<td></td>
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<tr>
<td><strong>P5</strong> Compare competing ideas in the chosen research area</td>
<td><strong>M3</strong> Appraise current findings in the chosen research area</td>
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<tr>
<td><strong>P6</strong> Illustrate a range of research methods used in education research with reference to their use in the chosen research area</td>
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<tr>
<td><strong>LO4</strong> Communicate the implications of own findings for the improvement of early childhood education and care</td>
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<tr>
<td><strong>P7</strong> Organise findings from own research into a comprehensive literature review</td>
<td><strong>M4</strong> 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</td>
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<tr>
<td><strong>P8</strong> Relate the findings of the literature review to the development of own practice in enabling best outcomes for the child</td>
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</tbody>
</table>
Recommended Resources

Textbooks


Websites

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)

humansubjects.nih.gov National Institutes of Health (NIH)
Ethical guidelines
(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:*

<table>
<thead>
<tr>
<th>THEME 1: BEST OUTCOMES FOR THE CHILD</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3</td>
<td>P3</td>
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<table>
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<tr>
<th>THEME 2: PROFESSIONAL IDENTITY</th>
<th>LO1</th>
<th>P1, M1</th>
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<tr>
<th>THEME 3: RELATIONSHIPS WITH OTHERS</th>
<th>LO4</th>
<th>P4, M2, D1</th>
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<tr>
<th>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</th>
<th>LO1</th>
<th>P2, M2</th>
</tr>
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</table>

**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

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

Measuring impact

Reasonable adjustments, not treating any child less favourably

Building on children's strengths, interests and experiences.
<table>
<thead>
<tr>
<th>Pass</th>
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</table>
| **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 | **LO1 and LO2**  
**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>| <strong>P1</strong> Describe different definitions of inclusion and their relationship to achieving equality of opportunity for all children in early education and care environments | <strong>M1</strong> 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 |
| <strong>P2</strong> Explain different ways in which inclusive environments can be promoted for all those accessing an identified early education and care setting |  |
| <strong>P3</strong> 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 | <strong>M2</strong> Reflect on the role practitioners play in ensuring inclusive early education and care environments where children and families are supported effectively |
| <strong>LO2</strong> Identify how early childhood education and care providers can develop inclusive environments through working in partnership with children, their families and local communities |  |</p>
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<tr>
<td><strong>LO3</strong> Discuss the value of early intervention and support towards achieving best outcomes for children</td>
<td><strong>D2</strong> 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</td>
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<tr>
<td><strong>P4</strong> Define the role early intervention plays in ensuring best outcomes for children</td>
<td><strong>M3</strong> Analyse the critical role multi-agency working plays in ensuring the needs of children and families are met early on and supported effectively</td>
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<tr>
<td><strong>P5</strong> Identify the role of different agencies in providing a multidisciplinary approach to early intervention and support</td>
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<tr>
<td><strong>P6</strong> Identify an area of inclusive practice either for an individual or the setting which requires changes to be implemented to support an identified need</td>
<td><strong>M4</strong> Implement a clear and relevant plan of activities to effectively support or promote good inclusive practice in a specific early education and care setting</td>
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<tr>
<td><strong>P7</strong> Plan effectively to support or promote the identified area or need</td>
<td><strong>D3</strong> 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</td>
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Recommended Resources

Textbooks


Journals


Websites

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
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<tbody>
<tr>
<td>csie.org.uk</td>
<td>The Centre for Studies on Inclusive Education (CSIE)</td>
</tr>
<tr>
<td></td>
<td>A national charity that works to promote equality and eliminate discrimination in education</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
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<tr>
<td>nasen.org.uk</td>
<td>NASEN (National Association of Special Educational Needs)</td>
</tr>
<tr>
<td></td>
<td>A charity organisation providing resources and support to practitioners working with children with Special Educational Needs</td>
</tr>
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</table>
inclusiveschools.org  | Inclusive Schools
| International organisations supporting inclusive education

 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

**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:

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<td>LO1–LO4</td>
<td>All criteria</td>
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<tr>
<td><strong>THEME 2</strong>: PROFESSIONAL IDENTITY</td>
<td>LO2 and LO3</td>
<td>M2, M3, D2</td>
</tr>
<tr>
<td><strong>THEME 3</strong>: RELATIONSHIPS WITH OTHERS</td>
<td>LO1–LO4</td>
<td>All criteria</td>
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<tr>
<td><strong>THEME 4</strong>: GLOBAL, NATIONAL and LOCAL POLICY</td>
<td>N/A</td>
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</tbody>
</table>
**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 their 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

*Methodology*

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

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<tr>
<td><strong>LO1</strong> Discuss an area of early childhood education and care practice for which a small-scale action research project can be undertaken</td>
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<td><strong>LO1 and LO2</strong> Critically evaluate and justify own choices of data collection methods in relation to answering own research questions</td>
</tr>
<tr>
<td><strong>P1</strong> Explain how action research can be used to enhance practice in early education and care settings</td>
<td><strong>M1</strong> Critically compare published studies in the chosen research area towards identifying a robust set of research questions to explore</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Justify an area of practice in own setting to explore for an action research project using relevant research-based evidence</td>
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<tr>
<td><strong>LO2</strong> Explore a range of data collection tools for early childhood education and care research</td>
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<tr>
<td><strong>P3</strong> Discuss different methodological approaches used in early childhood education and care research</td>
<td><strong>M2</strong> Critically analyse the advantages and disadvantages of different methodological approaches used in early childhood education and care research</td>
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<tr>
<td><strong>P4</strong> Choose relevant data collection tools for own project, accurately underpinned by evidence to support their use</td>
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<tr>
<td>Pass</td>
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<tr>
<td><strong>LO3</strong> Review the ethical considerations associated with undertaking action research in early childhood education and care</td>
<td><strong>LO3 and LO4</strong> <strong>D2</strong> Critically evaluate the small-scale action research project, making recommendations for future practice and research towards ensuring the best outcomes for the child</td>
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</tr>
<tr>
<td><strong>P5</strong> Explain the ethical tensions of conducting research in early childhood education and care</td>
<td><strong>M3</strong> Justify own strategies used to ensure ethical research and that the best outcomes for the child are paramount</td>
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<tr>
<td><strong>P6</strong> Apply the ethical considerations which relate to own research towards ensuring the best outcomes for the child</td>
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<tr>
<td><strong>LO4</strong> Conduct a small-scale action research project in an early education and care setting</td>
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<tr>
<td><strong>P7</strong> Undertake own small-scale action research project</td>
<td><strong>M4</strong> Critically discuss the effectiveness of own small-scale action research project and potential impact on own practice</td>
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<tr>
<td><strong>P8</strong> Discuss findings from own study including recommendations for any changes for future study</td>
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</tbody>
</table>
Recommended Resources

Textbooks


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)

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:_

<table>
<thead>
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<td>P1, M1 P4</td>
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<tr>
<th>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</th>
<th>LO3</th>
<th>P5, P6, M3</th>
</tr>
</thead>
</table>
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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>LO1</strong> Explain the importance of continually working to improve quality in early education and care settings</td>
<td><strong>P1</strong> Critically compare different definitions of quality and how they relate to children, parents, practitioners and settings</td>
<td><strong>LO1 and LO2</strong> D1 Critically evaluate how evidence-based practice can achieve the best outcomes for children attending early education and care settings</td>
</tr>
<tr>
<td><strong>P2</strong> Explain how varied evidence sources can be applied to enhance quality practice</td>
<td><strong>M1</strong> Critically assess how a focus on continuing professional development can contribute to continual quality improvement</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Assess how local and national initiatives impact on quality and quality improvement in settings</td>
<td><strong>P3</strong> Explain how national and local approaches to quality can contribute to improvement in settings</td>
<td><strong>M2</strong> Reflect on different ways practitioners can contribute to quality improvement taking into account different national and local approaches and the impact of curricula</td>
</tr>
<tr>
<td><strong>P4</strong> Compare and contrast different curricula for two different age groups of children and their impact on quality outcomes for children, parents and practitioners</td>
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<tr>
<td>LO3 Explore different approaches to supporting quality improvement when working with others in own workplace setting</td>
<td>D2 Critically evaluate how a setting or classroom can develop systems to support ongoing quality enhancement drawing on own workplace experience</td>
<td></td>
</tr>
<tr>
<td>P5 Reflect on an approach to manage an aspect of change to improve quality drawing on own workplace experience</td>
<td>M3 Discuss in detail different leadership approaches to engage practitioners in quality improvement</td>
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<tr>
<td>P6 Explain what is meant by reflective practice and how it can support quality enhancement</td>
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</tr>
<tr>
<td>LO4 Perform an audit of an aspect of quality in a setting to implement actions for quality improvement</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>P7 Explain how a systematic approach to action-based enquiry can be beneficial to assist quality improvement</td>
<td>M4 Assess how an action-based enquiry can provide an evidence base to make and evaluate change</td>
<td></td>
</tr>
<tr>
<td>P8 Implement a small-scale enquiry to improve an aspect of practice, learning experiences or the setting environment</td>
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</tbody>
</table>
Recommended Resources

Textbooks


Journals

Websites
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:

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<tr>
<th>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</th>
<th>LO2</th>
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</tr>
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</table>
**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
Appropaches 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

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<td><strong>LO1 and LO2</strong></td>
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<tr>
<td><strong>P1</strong> Discuss the impact of different theorists over time on early childhood education and care practice and theory</td>
<td><strong>D1</strong> 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</td>
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</tr>
<tr>
<td><strong>P2</strong> Produce an account of what effective pedagogy for young children is and how it should inform practice</td>
<td><strong>M1</strong> Critically analyse how effectively local practice incorporates evidence into curricula, pedagogy and working practices to support young children’s learning and development</td>
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</tr>
<tr>
<td><strong>LO2</strong> Investigate international pedagogical approaches to contribute to an evaluation of local practice and curricula</td>
<td><strong>M2</strong> 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</td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> Compare different approaches to early childhood education and care curricula</td>
<td><strong>P4</strong> Discuss how workforce qualifications, career progression and regulatory requirements impact on children and their families, practitioners and the early education and care sector</td>
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<tr>
<td><strong>LO3</strong> Carry out recorded observations of children's exploration and learning to support children's progress</td>
<td><strong>P5</strong> Analyse the use of different observational methods to assess and support children's learning and development</td>
<td><strong>D2</strong> Critically reflect on own use of two observational techniques with clear justification for the relevance and value of each approach</td>
</tr>
<tr>
<td><strong>LO4</strong> Implement an aspect of practice to support children's learning and curiosity</td>
<td><strong>P6</strong> 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</td>
<td><strong>M3</strong> 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</td>
</tr>
<tr>
<td><strong>P7</strong> Explain how resilience, reciprocity, resourcefulness and reflectiveness can support young children’s learning, using examples from own implementation of an aspect of practice</td>
<td><strong>M4</strong> 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</td>
<td><strong>D3</strong> 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</td>
</tr>
<tr>
<td><strong>P8</strong> Discuss the role of play in supporting young children's learning and curiosity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended Resources

Textbooks


Journals


Websites

cambslearntogether.co.uk Cambs Learn Together

Observation, Planning and assessment – Early Years Foundation Stage (EYFS) Assessment

(Planning tools)

www.youtube.com Kids Matter Australia

The Role of Observation in Early Childhood

(Video clip)
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:

<table>
<thead>
<tr>
<th>THEME</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 1: BEST OUTCOMES FOR THE CHILD</td>
<td>LO1, LO3, LO4</td>
<td>P1, P2, M1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P5, P6, M3</td>
</tr>
<tr>
<td>THEME 2: PROFESSIONAL IDENTITY</td>
<td>LO2</td>
<td>P4</td>
</tr>
<tr>
<td>THEME 3: RELATIONSHIPS WITH OTHERS</td>
<td>LO3</td>
<td>P6, M3</td>
</tr>
<tr>
<td>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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 onto 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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
</table>
| **LO1** Explore the role of the early childhood practitioner in relation to a child-centred practice | **P1** Discuss the features of effective 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 | **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 | **LO1 and LO2**
<p>| <strong>M2</strong> 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 | <strong>P4</strong> Reflect on the influence of own personal values on own ability to adopt a child-centred approach to practice | <strong>D1</strong> 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 |</p>
<table>
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<tr>
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</table>
| **LO3** Communicate effectively with caregivers to promote the child's wellbeing, development, learning and social inclusion in early childhood education and care | **LO3 and LO4**  
**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 |
| **P5** Discuss the purposes of communicating effectively with families and caregivers in early education and care environments | **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 |
| **P6** Apply different and relevant methods of communication in different interactions with different families and caregivers accessing own workplace setting |  |
| **LO4** Explain the importance of working with communities, including awareness of raising social issues facing children. |  |
| **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 | **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 |
| **P8** Analyse the value of establishing and maintaining professional and personal boundaries when working with different communities to support children's wellbeing and inclusion |  |
Recommended Resources

Textbooks


Journals


Websites

- actionforchildren.org (General reference)
  - Action for Children
- ncb.org.uk (General reference)
  - National Children's Bureau
- pacey.org.uk (General reference)
  - PACEY
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:

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<td>All criteria</td>
</tr>
<tr>
<td><strong>THEME 2: PROFESSIONAL IDENTITY</strong></td>
<td>LO1 and LO2</td>
<td>P1–P4, M1, D1</td>
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<td><strong>THEME 3: RELATIONSHIPS WITH OTHERS</strong></td>
<td>LO3 and LO4</td>
<td>P5–P8, M3, M4, D2</td>
</tr>
<tr>
<td><strong>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</strong></td>
<td>LO1</td>
<td>P2</td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>Pass</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Investigate the factors that can lead to family dysfunction and difficulties for the child and family</td>
<td><strong>D1</strong> Critically evaluate the consequences of ineffective support and intervention for families and children</td>
<td></td>
</tr>
<tr>
<td><strong>P1</strong> Explain sociological concepts of families in contemporary society</td>
<td><strong>M1</strong> 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</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Discuss factors that can affect the way in which parents/caregivers provide for the needs of their children</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Review current strategies and theoretical principles aimed at supporting early intervention in work with children and families</td>
<td><strong>D2</strong> Evaluate the effectiveness of current strategies for early intervention in enabling positive outcomes for families and children in own work setting</td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> Review current strategies that are aimed at early intervention approaches with children and families</td>
<td><strong>M2</strong> Evaluate how effectively theoretical principles are embedded in current strategies in early intervention strategies with children and families</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Assess the main theoretical principles that support early intervention in working with children and families</td>
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<tr>
<td><strong>LO3</strong> Discuss own role and contribution to long-term planning in supporting work with children and families</td>
<td><strong>LO3 and LO4</strong></td>
<td><strong>D3</strong> 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</td>
</tr>
<tr>
<td><strong>P5</strong> Demonstrate how to provide support to a family or child within the remit of own role in accordance with an agreed care plan</td>
<td><strong>M3</strong> Analyse own contribution to the long-term assessment, planning and review of support for an identified family in own work setting</td>
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<tr>
<td><strong>P6</strong> Discuss the ways that the child, parents and family have responded to the approaches used to provide support in own work setting</td>
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<tr>
<td><strong>LO4</strong> Reflect upon ways in which services work together in supporting the needs of children and families</td>
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<tr>
<td><strong>P7</strong> Explain the roles and responsibilities of partner agencies and stakeholders in supporting families and children</td>
<td><strong>M4</strong> Evaluate the barriers in promoting effective partnerships in intervention approaches in family and child support work</td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong> Assess own role in supporting partnership approaches with the family and child</td>
<td></td>
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</tr>
</tbody>
</table>
Recommended Resources

Textbooks


Websites

eurochild.org Eurochild
Early Intervention and Prevention in Family Support (2012).
Compendium of practices across Europe (Report)

instituteofhealthequity.org Institute of Health Equity

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
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:

<table>
<thead>
<tr>
<th>THEME 1: BEST OUTCOMES FOR THE CHILD</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
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<td>THEME 3: RELATIONSHIPS WITH OTHERS</td>
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<tr>
<td>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</td>
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</tbody>
</table>
**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-construct 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

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<tr>
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<tr>
<td><strong>LO1</strong> Explore the relationship between the purpose of learning in early childhood and curriculum approaches to learning</td>
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<td><strong>P1</strong> Analyse the nature and purpose of curricula in relation to specific learning theories</td>
<td><strong>M1</strong> 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</td>
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<tr>
<td><strong>P2</strong> Explain how procedures and practices in an early education and care setting can promote children's enjoyment of learning within a curriculum-based approach</td>
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<tr>
<td><strong>LO2</strong> Discuss the extent to which early childhood curriculum models support children's care, learning and development</td>
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<tr>
<td><strong>P3</strong> Critically compare own home nation's early learning framework and primary education curriculum model</td>
<td><strong>M2</strong> Critically assess the effectiveness of the early learning framework in preparing children for the transition to the primary school curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Discuss the strategies in place in an early learning framework to prepare children for the transition to primary school</td>
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**LO1 and LO2**

**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
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<td><strong>LO3</strong> Examine the features of effective curriculum management and the impact on improving outcomes for children in an early education and care environment</td>
<td><strong>P5</strong> Discuss the features of effective curriculum management, including the role of effective team management in achieving this</td>
<td><strong>D2</strong> 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</td>
</tr>
<tr>
<td><strong>LO4</strong> Assess the impact of implementing a home country early learning framework in an early education and care environment</td>
<td><strong>M3</strong> 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</td>
<td><strong>P7</strong> Reflect on the effectiveness of the current early learning framework in own home country in comparison to the framework used in another country</td>
</tr>
<tr>
<td><strong>P6</strong> Reflect on the value of own planning of observation and assessment activities in own setting in supporting strong curriculum-related outcomes for children</td>
<td></td>
<td><strong>P8</strong> Analyse the implementation of the home country early learning framework in own setting</td>
</tr>
<tr>
<td><strong>P4</strong> Reflect on the value of own planning of observation and assessment activities in own setting in supporting strong curriculum-related outcomes for children</td>
<td></td>
<td><strong>M4</strong> 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</td>
</tr>
</tbody>
</table>
Recommended Resources

Textbooks


Journals


Websites

nurseryworld.co.uk  
Nursery World  
Curriculum section  
(General reference)

earlyyearscareers.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:

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<td>P6, M2, M3, D2</td>
</tr>
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<td>LO1, LO3</td>
<td>P2, P6, M3, D1, D2</td>
</tr>
<tr>
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<td>LO2</td>
<td>P4</td>
</tr>
<tr>
<td>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</td>
<td>LO3 and LO4</td>
<td>P7, P8, M2, M4</td>
</tr>
</tbody>
</table>

**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

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<tr>
<td><strong>LO1</strong> Investigate the key considerations when setting up an early childhood business</td>
<td><strong>LO1 and LO2</strong> <strong>P1</strong> Produce a simple and credible business plan to launch a new venture taking into account need, structure, premises and funding considerations</td>
<td><strong>D1</strong> 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</td>
</tr>
<tr>
<td><strong>LO2</strong> Demonstrate knowledge of the implications of regulations and legislation on businesses in the early childhood and care sector</td>
<td><strong>M1</strong> Prove a detailed and realistic business plan that includes a SWOT analysis of the new venture and determination of areas of risk</td>
<td><strong>M2</strong> Critically discuss the relationship between regulatory and legal requirements and the operation of businesses in the sector, including the impact on quality</td>
</tr>
<tr>
<td><strong>P2</strong> Discuss key regulations and legislation in own local region associated with the delivery of high quality services identified in businesses in the sector</td>
<td><strong>P3</strong> Explain the statutory requirements which relate to the businesses discussed</td>
<td><strong>M2</strong> Critically discuss the relationship between regulatory and legal requirements and the operation of businesses in the sector, including the impact on quality</td>
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<td><strong>LO3</strong> 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</td>
<td><strong>LO3 and LO4</strong> Proactively apply marketing principles to support own business objectives.</td>
<td><strong>D2</strong> 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</td>
</tr>
<tr>
<td><strong>P4</strong> Analyse leadership skills which support and promote a strong team ethos</td>
<td><strong>M3</strong> Evaluate the skills needed to build an effective team considering different individuals’ strengths and the adoption of a shared vision.</td>
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<td><strong>P5</strong> Explain the importance of a range of communication approaches in developing effective team working</td>
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<td><strong>LO4</strong> Identify ways in which a business can be marketed effectively to promote themselves to their target market</td>
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<tr>
<td><strong>P6</strong> Discuss different types of marketing and how they serve communication objectives within an early childhood context</td>
<td><strong>M4</strong> Evaluate the application of chosen types of marketing and their effectiveness in relation to the business objectives</td>
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<tr>
<td><strong>P7</strong> Produce an effective marketing tool to publicise the chosen business</td>
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</table>
Recommended Resources

Textbooks

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:

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<td>P4, P5, M3, D2</td>
</tr>
<tr>
<td><strong>THEME 3: RELATIONSHIPS WITH OTHERS</strong></td>
<td>LO3 and LO4</td>
<td>P4, P5, M3, D2</td>
</tr>
<tr>
<td><strong>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</strong></td>
<td>LO2</td>
<td>P2, P3, M2, D1</td>
</tr>
</tbody>
</table>

**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 inter-connected, 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.

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 Participation 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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
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</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Review the range of contemporary global issues impacting upon children's health and wellbeing</td>
<td><strong>LO1 and LO2</strong> 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</td>
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</tr>
<tr>
<td><strong>P1</strong> Discuss the current global issues impacting upon children's health and wellbeing</td>
<td><strong>M1</strong> Critically analyse current global trends in issues impacting upon children's health and wellbeing</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Assess the use of data in determining the impact of global issues on children's health and wellbeing</td>
<td><strong>P3</strong> Discuss international programmes aimed at addressing the impact of contemporary global issues on children</td>
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<tr>
<td></td>
<td><strong>M2</strong> Evaluate the successfulness of different national and international programmes aimed at alleviating the impact of contemporary global issues on children</td>
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</tr>
<tr>
<td><strong>LO2</strong> Discuss interventions aimed at alleviating the impact of contemporary global issues on children's health and wellbeing</td>
<td><strong>P4</strong> Summarise own country's contribution towards addressing the impact of contemporary global issues on children</td>
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<tr>
<td><strong>LO3</strong> Examine the role of local community development support as a sustainable approach to addressing issues in the developing world</td>
<td><strong>D2</strong> Critically review the contribution of local community development in effectively addressing issues affecting children in different developing nations</td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Discuss how community development values and ethics can be practically reflected in an identified current local community development initiative in own nation</td>
<td><strong>M3</strong> Critically discuss how local community development initiatives can contribute to tackling issues affecting children on a global scale</td>
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<tr>
<td><strong>P6</strong> Review how a current local community development initiative can encourage global solidarity through local participation and action</td>
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</tr>
<tr>
<td><strong>LO4</strong> Examine how early education and care settings can raise awareness of contemporary global issues</td>
<td><strong>D3</strong> Critically evaluate the importance of raising awareness of contemporary global issues within early education and care settings</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Plan and implement an activity within own setting which would familiarise children with their responsibilities as global citizens</td>
<td><strong>M4</strong> Reflect upon the challenges of raising awareness of contemporary global issues within early education and care settings</td>
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</tr>
<tr>
<td><strong>P8</strong> Demonstrate how own practice contributes to raising awareness of a contemporary global issue</td>
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</table>
Recommended Resources

Textbooks

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  Save the Children
An international non-governmental organisation that promotes children's rights, provides relief and helps support children in developing countries
(General reference)

wateraid.org.uk  WaterAid
An international non-profit organisation that was set up to ensure access to clean water, sanitation and good hygiene
(General reference)

we.org  WE Charity
An international charity that partners with communities to help lift themselves out of poverty using a holistic, sustainable five-pillar development model
(General reference)

unicef.org  United Nations Children's Fund
United Nations Convention on the Rights of the Child
Legally-binding international agreement setting out the rights of every child
(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 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:

<table>
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<tr>
<th>THEME 1: BEST OUTCOMES FOR THE CHILD</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
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<tr>
<td>LO1–LO4</td>
<td>P1–P8, M1–M4, D1, D2</td>
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<th>LO4</th>
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<table>
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<tr>
<th>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</th>
<th>LO2, LO3, LO4</th>
<th>P3–P8, M2–M4, D1–D3</th>
</tr>
</thead>
</table>

**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.

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**

Suspictions, 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.
<table>
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<th>Learning Outcomes and Assessment Criteria</th>
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<tbody>
<tr>
<td><strong>Pass</strong></td>
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<tr>
<td><strong>LO1</strong> Examine different considerations for early childhood practitioners in appropriately managing children's disclosures of abuse or neglect</td>
</tr>
<tr>
<td><strong>P1</strong> 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</td>
</tr>
<tr>
<td><strong>LO2</strong> Discuss a contemporary topic within the field of child protection and its impact on the protection of children accessing own workplace setting</td>
</tr>
<tr>
<td><strong>P2</strong> Analyse a contemporary topic within child protection and how this has informed current practice</td>
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<tr>
<td><strong>Merit</strong></td>
</tr>
<tr>
<td><strong>M1</strong> 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</td>
</tr>
<tr>
<td><strong>M2</strong> Evaluate a contemporary topic in child protection and the impact on practice and the protection of the child in their social context</td>
</tr>
<tr>
<td><strong>Distinction</strong></td>
</tr>
<tr>
<td><strong>D1</strong> 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</td>
</tr>
<tr>
<td><strong>D2</strong> Critically evaluate a contemporary topic in child protection and the related impact on practice and protection of the child in own locality</td>
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<tr>
<td>Pass</td>
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<tr>
<td><strong>LO3</strong> Explore the role of multi-agency working in supporting children who have been abused or currently at risk of abuse or neglect</td>
</tr>
<tr>
<td><strong>P3</strong> Analyse the purpose of multi-agency working in child protection</td>
</tr>
<tr>
<td><strong>P4</strong> Discuss how different agencies involved in the protection of children work together in own locality</td>
</tr>
<tr>
<td><strong>LO4</strong> Demonstrate the skills needed for effective implementation of child protection policies and procedures in own early education and care setting</td>
</tr>
<tr>
<td><strong>P5</strong> Produce an accurate and detailed flowchart of the child protection policies and procedures in own workplace setting and own role within these</td>
</tr>
<tr>
<td><strong>P6</strong> 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</td>
</tr>
</tbody>
</table>
Recommended Resources

Textbooks

Journals


**Websites**

<table>
<thead>
<tr>
<th>Link</th>
<th>Description</th>
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<tbody>
<tr>
<td>barnardos.org</td>
<td>Barnardos</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
<tr>
<td>nspcc.org.uk</td>
<td>National Society for the Prevention of Cruelty to Children</td>
</tr>
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</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>THEME 1: BEST OUTCOMES FOR THE CHILD</th>
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<tr>
<td>LO2 and LO3</td>
<td></td>
<td>P2–P5, M2, M3, D2</td>
</tr>
</tbody>
</table>

| 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 home-based 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

<table>
<thead>
<tr>
<th>Pass</th>
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</tr>
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<tbody>
<tr>
<td><strong>LO1</strong> Explore the current context of social policy for young children and families both nationally and internationally</td>
<td><strong>M1</strong> Evaluate the contribution of social policy to the provision of early education and care environments that are safe, reduce inequalities and protect young children</td>
<td><strong>D1</strong> 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</td>
</tr>
<tr>
<td><strong>P1</strong> Discuss the impact of social policy on young children and their families, including those from disadvantaged groups</td>
<td><strong>P2</strong> Explain how social policy related to early education and care is influenced by different national and international stakeholders</td>
<td><strong>P3</strong> Explain the influence of political ideologies on the development of early education and care policy in own home nation</td>
</tr>
<tr>
<td><strong>P4</strong> Discuss how effectively social policy supports families to access early education and care services</td>
<td><strong>M2</strong> 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</td>
<td><strong>D2</strong> 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</td>
</tr>
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<td><strong>LO2</strong> Review how current legislation, policies and regulations position early education and care in the broader context of services for children and families</td>
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<tr>
<td><strong>LO3</strong> Examine the contexts underpinning the availability, structure and organisation of early education and care provision</td>
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<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P5</strong> 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</td>
<td><strong>M3</strong> 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</td>
<td><strong>D3</strong> 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</td>
</tr>
<tr>
<td><strong>P6</strong> 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</td>
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<td><strong>LO4</strong> Assess the effectiveness of social policy for ensuring the inclusion of all children in early education and care provision</td>
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<tr>
<td><strong>P7</strong> Explain the curriculum and approach to pedagogy in own workplace setting and how it addresses the holistic needs of young children</td>
<td><strong>M4</strong> 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</td>
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<tr>
<td><strong>P8</strong> Assess the effectiveness of different aspects of social policy in supporting and promoting the inclusion of different children in early education and care settings</td>
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</tbody>
</table>
Recommended Resources

Textbooks

Journals

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)
nsppcc.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:

<table>
<thead>
<tr>
<th>THEME 1: BEST OUTCOMES FOR THE CHILD</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
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<tr>
<td>LO3</td>
<td>P5, P6, M3, D3</td>
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<tr>
<th>THEME 2: PROFESSIONAL IDENTITY</th>
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<td>THEME 3: RELATIONSHIPS WITH OTHERS</td>
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<tr>
<td>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</td>
<td>LO1, LO2, LO4</td>
<td>P1–P4, P7, P8, M1, M2, M4, D2</td>
</tr>
</tbody>
</table>
**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


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

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<td><strong>D1</strong> Critically evaluate the effectiveness of different home-based childcare environments</td>
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</tr>
<tr>
<td><strong>P1</strong> Discuss the different types of learning environments for children in a home-based setting</td>
<td><strong>M1</strong> 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</td>
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<tr>
<td><strong>P2</strong> Explain how practitioners in home-based childcare environments can effectively support the progress of children</td>
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<tr>
<td><strong>LO2</strong> Demonstrate how to ensure security and safety in home-based childcare environments</td>
<td><strong>D2</strong> 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</td>
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</tr>
<tr>
<td><strong>P3</strong> Explain different ways of keeping children safe and secure in a home-based childcare environment</td>
<td><strong>M2</strong> Demonstrate how to effectively ensure security, providing an explanation of how this impacts on children's safety and wellbeing</td>
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<tr>
<td><strong>P4</strong> Demonstrate different ways of maintaining security in a home-based childcare environment</td>
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<tr>
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</table>
| **LO3** Analyse partnerships with parents, caregivers and other agencies in supporting children in their home-based childcare environment | **M3** Compare strategies for working with parents and other agencies in supporting children in a home-based childcare environment. | **LO3 and LO4**
| **P5** Discuss types of partnerships developed by home-based childcare professionals to support children | **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 |
| **P6** Discuss strategies for building effective partnerships with parents and other agencies in a home-based childcare environment | **P7** Discuss the import of adopting different professional practices in a home-based childcare environment |
| **LO4** Examine a range of professional practices appropriate to a home-based childcare environment | **M4** Analyse the benefits to a home-based provider developing professional practice, drawing on considerations of reflective practices in a local and national context |
| **P8** Explain how home-based childcare practitioners can improve their professional practice | **P8** Explain how home-based childcare practitioners can improve their professional practice |
Recommended Resources

Textbooks

Journals

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)

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:

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**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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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<tbody>
<tr>
<td><strong>LO1</strong></td>
<td></td>
<td><strong>D1</strong> Critically evaluate different approaches to promoting health at global, national and local levels and their impact on improving the health of children</td>
</tr>
<tr>
<td><strong>P1</strong> Analyse historical and current determinants of health and how these can be used to promote children's health</td>
<td><strong>M1</strong> Evaluate the relationship between determinants of health and approaches taken on global, national and local levels to promote health in children</td>
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<tr>
<td><strong>P2</strong> Discuss the relationship between models of health promotion and global, national and local approaches to health promotion and education</td>
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<tr>
<td>Pass</td>
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</table>
| **LO2** Explore health and wellbeing priorities in early education and care settings | **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 | **LO2 and LO3**
| **P4** Review the health promotion priorities in own early education and/or care setting | **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 | **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 |
| **LO3** Summarise the role of practitioners in working with children, families and other professionals to promote health | **P5** Discuss different strategies that early childhood practitioners can use to promote the health and wellbeing of the children that use their setting | **LO2 and LO3**
<p>| <strong>P6</strong> Summarise how practitioners can work in supportive and sensitive ways with families to promote the health of children in a setting | <strong>M3</strong> 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 | <strong>M3</strong> 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>
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<td><strong>LO4</strong> Lead on developing a health promotion activity relevant to an early education and care setting</td>
<td><strong>D3</strong> 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</td>
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</tr>
<tr>
<td><strong>P7</strong> Prepare a purposeful and engaging health promotion activity relevant to the infants and/or children in an early education and/or care setting</td>
<td><strong>M4</strong> 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</td>
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<tr>
<td><strong>P8</strong> Analyse the key factors that will need to be addressed to make the health promotion activity successful</td>
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</tbody>
</table>
Recommended Resources

Textbooks


Children's books

Websites

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>bbc.co.uk</td>
<td>British Broadcasting Corporation (BBC) Child Health (General reference)</td>
</tr>
<tr>
<td>gov.uk</td>
<td>UK national government website</td>
</tr>
<tr>
<td></td>
<td>1. Change4Life Training resources</td>
</tr>
<tr>
<td></td>
<td>2. Public Health England Child Health Profiles Research</td>
</tr>
<tr>
<td></td>
<td>3, UK Physical Activity Guidance General information for 0-5 year old children</td>
</tr>
<tr>
<td>hse.ie</td>
<td>Child Health in Ireland Children and Family Services, Child and Adolescent Health Services (Research and general information)</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>THEME</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
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</thead>
<tbody>
<tr>
<td><strong>THEME 1: BEST OUTCOMES FOR THE CHILD</strong></td>
<td>LO1–LO4</td>
<td>All criteria</td>
</tr>
<tr>
<td><strong>THEME 2: PROFESSIONAL IDENTITY</strong></td>
<td>LO3 and LO4</td>
<td>P5, P6, M3, D2</td>
</tr>
<tr>
<td><strong>THEME 3: RELATIONSHIPS WITH OTHERS</strong></td>
<td>LO3 and LO4</td>
<td>P5, P6, P7, P8, M3, M4, D2</td>
</tr>
<tr>
<td><strong>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</strong></td>
<td>LO1 and LO2</td>
<td>P1–P4, M1, M2, D1</td>
</tr>
</tbody>
</table>
**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.
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Criteria</th>
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<tbody>
<tr>
<td><strong>Pass</strong></td>
</tr>
<tr>
<td><strong>LO1</strong> Explain how adverse childhood experiences impact upon child health and wellbeing</td>
</tr>
<tr>
<td><strong>P1</strong> Review the range of adverse experiences that can impact upon child health and wellbeing</td>
</tr>
<tr>
<td><strong>P2</strong> Assess the consequences of adverse experiences for child health and wellbeing</td>
</tr>
<tr>
<td><strong>LO2</strong> Review strategies used to alleviate the impact of trauma</td>
</tr>
<tr>
<td><strong>P3</strong> Discuss specialised interventions used to alleviate the impact of trauma</td>
</tr>
<tr>
<td><strong>P4</strong> Review strategies that early education and care settings can implement to help alleviate the impact of trauma</td>
</tr>
<tr>
<td>Pass</td>
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<tr>
<td><strong>LO3</strong> Discuss the importance of building resilience in children</td>
</tr>
<tr>
<td><strong>M3</strong> Evaluate the range of strategies used to build resilience in children</td>
</tr>
<tr>
<td><strong>LO4</strong> Explore interventions aimed at preventing adverse childhood experiences</td>
</tr>
<tr>
<td><strong>P8</strong> Examine interventions aimed at ensuring close attachments between parents or caregivers and children</td>
</tr>
</tbody>
</table>
Recommended Resources

Textbooks


Publications


### Websites

<table>
<thead>
<tr>
<th>Website</th>
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</thead>
<tbody>
<tr>
<td>beaconhouse.org</td>
<td>Beacon House. Offers a specialist trauma and attachment service for children</td>
</tr>
<tr>
<td>irct.org.uk</td>
<td>Institute of Recovery from Childhood Trauma. Umbrella organisation that exists to ensure that recovery from childhood trauma is available for all</td>
</tr>
<tr>
<td>nctsn.org</td>
<td>National Child Traumatic Stress Network. Resources for parents and teachers about trauma and supporting the traumatised child</td>
</tr>
<tr>
<td>nspcc.org</td>
<td>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</td>
</tr>
<tr>
<td>nurtureuk.org</td>
<td>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</td>
</tr>
<tr>
<td>pipuk.org</td>
<td>Parent Infant Partnership UK. Provides specialist therapeutic intervention to the parent-infant partnerships most at risk</td>
</tr>
</tbody>
</table>
rootsofempathy.org Roots of Empathy
School-based programme aimed at improving social and emotional competence and increasing empathy, leading to reduced likelihood of bullying behaviour
(General reference and training)
solihullapproachparenting.com Solihull Approach
Offer training to parents and professionals (e.g. education) on how to enhance emotional wellbeing
(General reference and training)
trc-uk.org Trauma Recovery Centre
Information about therapy for traumatised children and training courses for professionals
(General reference and training)
youngminds.org.uk Young Minds
Training and resources to improve the emotional health and wellbeing of children
(General reference and training)

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:

<table>
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<td>P3–P8, M2–M4, D1–D3</td>
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<tr>
<td>THEME 2: PROFESSIONAL IDENTITY</td>
<td>LO3</td>
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<tr>
<td>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</td>
<td>LO4</td>
<td>P7, P8, M4, D3</td>
</tr>
</tbody>
</table>

**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, 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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
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</tr>
</thead>
</table>
| **LO1** Explore causes and management of common acute, chronic and complex medical conditions that affect children | **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 | **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 |
<p>| <strong>P1</strong> Explain the causes of common conditions which requires children to have support with medical needs | <strong>P2</strong> Investigate the impact of the treatment for and management of an identified condition on a child | <strong>P3</strong> Discuss the impact of having medical needs on a specific child’s holistic development and early education |
| <strong>P4</strong> Defend the need for inclusive practices in early education and care settings to effectively meet the needs of children with medical needs | <strong>P4</strong> Defend the need for inclusive practices in early education and care settings to effectively meet the needs of children with medical needs |
| <strong>LO2</strong> Explain the possible impact of having medical needs on children from a holistic perspective | <strong>M2</strong> 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 | <strong>M2</strong> 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 |</p>
<table>
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<tr>
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<tbody>
<tr>
<td><strong>LO3</strong> Discuss the importance of working with other professionals and parents/caregivers to support children's medical needs</td>
<td><strong>M3</strong> Critically scrutinise the benefits and possible challenges of working with professionals, parents and caregivers to support children's medical needs</td>
<td><strong>LO3 and LO4</strong> &lt;br&gt;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</td>
</tr>
<tr>
<td><strong>P5</strong> Discuss the benefits and possible challenges of working with other professionals to support children with different medical needs</td>
<td><strong>P6</strong> Examine the benefits and possible challenges of working with parents and caregivers of children with different medical needs</td>
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</tr>
<tr>
<td><strong>LO4</strong> Reflect on the role of the practitioner in supporting children's medical needs</td>
<td><strong>P7</strong> Produce a professional plan to meet the education, health and care needs of a child with medical needs in a specified setting</td>
<td><strong>M4</strong> 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</td>
</tr>
<tr>
<td><strong>P8</strong> Analyse the value of policies and procedures in providing effective support to children, practitioners and families in meeting children's medical needs</td>
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</tbody>
</table>

Recommended Resources

Textbooks


Children’s books


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:

<table>
<thead>
<tr>
<th>THEME</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEME 1: BEST OUTCOMES FOR THE CHILD</strong></td>
<td>LO1 and LO2</td>
<td>P1–P4, M1, D2</td>
</tr>
<tr>
<td><strong>THEME 2: PROFESSIONAL IDENTITY</strong></td>
<td>LO3 and LO4</td>
<td>P5–P8, D4</td>
</tr>
<tr>
<td><strong>THEME 3: RELATIONSHIPS WITH OTHERS</strong></td>
<td>LO3</td>
<td>P5, P6, M3</td>
</tr>
<tr>
<td><strong>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</strong></td>
<td>LO4</td>
<td>P7, M4, D4</td>
</tr>
</tbody>
</table>
**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

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.
<table>
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<tr>
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<tbody>
<tr>
<td><strong>LO1</strong> Discuss what constitutes effective management and leadership of a team in a children's early education and care environment</td>
<td><strong>P1</strong> Discuss different theories of management and leadership used in early education and care environments&lt;br&gt;<strong>P2</strong> Analyse the factors that influence the vision and strategic direction of people within own setting</td>
<td><strong>LO1 and LO2</strong>&lt;br&gt;<strong>D1</strong> 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&lt;br&gt;<strong>M1</strong> Critically review the practical application of different theories of leadership in enabling a positive team culture in an early education or care environment</td>
</tr>
<tr>
<td><strong>LO2</strong> Explore how communication, through planning and shared objectives, can benefit individuals and organisations in children's early education and care environments</td>
<td><strong>P3</strong> Analyse the role of communication in managing people in different situations in an early education or care team&lt;br&gt;<strong>P4</strong> Explain the need for effective planning with people and teams to provide benefit to a team, the organisation and children accessing a setting</td>
<td><strong>M2</strong> Critically reflect on the impact of different communication practices used in managing people in own setting</td>
</tr>
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</tbody>
</table>
| **LO3** Examine the features of effective team performance and how these can be developed within children's early education and care environments | **P5** Discuss the features of effective team performance in an early education or care setting | **LO3 and LO4**
| **P6** Analyse the use of objectives or development plans to enable effective team performance | **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 | **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 |
| **P7** Assess the effectiveness of own management and leadership practices when leading a team in different situations in own setting | **M4** Critically reflect on the effectiveness own application of different leadership and management practices in different situations when leading a team in own setting | **LO4** Review own management and leadership practice in children's early education and care environments. |
Recommended Resources

Textbooks


Journals


Websites

nurseryworld.co.uk  
Nursery World  
Management section  
(General reference)

earlyyearscareers.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:

<table>
<thead>
<tr>
<th>THEME 1: BEST OUTCOMES FOR THE CHILD</th>
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<tbody>
<tr>
<td>LO3 and LO4</td>
<td></td>
<td>D2</td>
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</table>

| THEME 2: PROFESSIONAL IDENTITY        |                                   | D1, D2                                        |
| LO1–LO4                               |                                     |                                               |

| THEME 3: RELATIONSHIPS WITH OTHERS    |                                   | All criteria                                  |
| LO1–LO4                               |                                     |                                               |

| THEME 4: GLOBAL, NATIONAL and LOCAL POLICY |   | N/A                                         |
| 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

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>LO1</td>
<td></td>
<td>LO1 and LO2</td>
</tr>
<tr>
<td><strong>P1</strong> Analyse the theories and frameworks that contribute to the development of curricula</td>
<td><strong>M1</strong> Reflect on the use of curriculum to shape and develop learning and teaching in own setting</td>
<td><strong>D1</strong> 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</td>
</tr>
<tr>
<td><strong>P2</strong> Evaluate the interaction between curriculum and models of learning and teaching</td>
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</tr>
<tr>
<td><strong>LO2</strong> Explore the strategic management of the curriculum in a children's early education and care environment</td>
<td><strong>M2</strong> 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</td>
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<tr>
<td><strong>P3</strong> Explain how different aspects of strategic management contribute to the holistic progress and development of children</td>
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<tr>
<td><strong>P4</strong> Assess the value of strategic partnerships in developing quality within the children's early education and care environment</td>
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</tr>
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<tr>
<td><strong>LO3</strong> Examine the operational management in a children's early education and care environment that provides children with the opportunity to progress</td>
<td><strong>P5</strong> Illustrate how early childhood practitioners enhance the progress of different children through developing play and learning opportunities in both indoor and outdoor areas</td>
<td><strong>LO3 and LO4</strong> D2 Critically reflect on own management of changes in play and learning and the impact on children and staff</td>
</tr>
<tr>
<td><strong>LO4</strong> Review own role in influencing development and change in the children's early education and care environment through management of others</td>
<td><strong>M3</strong> 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</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Reflect on how own skills and behaviours evidence professional competences and behaviours to effectively manage and supervise others</td>
<td><strong>M4</strong> Evaluate the impact of own personal and professional development in enabling an environment where development and change is encouraged and facilitated</td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong> Review how reflecting on own management and supervision of others can support own professional development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended Resources

Textbooks


Journals


Websites

nurseryworld.co.uk Nursery World
Management section
(General reference)

earlyyearsicareers.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).
(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:

<table>
<thead>
<tr>
<th>THEME 1: BEST OUTCOMES FOR THE CHILD</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>LO1–LO4</td>
<td>P3, D1</td>
</tr>
</tbody>
</table>

| 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**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>T/617/3656</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

**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

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 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)
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.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>LO1</strong> Review theories and principles of team and individual leadership, mentoring and supervision in children's early education and care environments</td>
<td><strong>P1</strong> Compare relevant theories of team and individual leadership in relation to practice in children's early education and care environments</td>
<td><strong>D1</strong> 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</td>
</tr>
<tr>
<td><strong>LO2</strong> Explore how mentorship, through mentoring and supervision practices, can benefit individuals and organisations in children's early education and care environments</td>
<td><strong>P2</strong> Discuss professional models of supervision and mentoring in relation to supporting practice in children's early education and care environments</td>
<td><strong>M2</strong> Debate the benefits of supervision and mentoring for individuals and organisations in different children's early education and care environments</td>
</tr>
<tr>
<td><strong>P3</strong> Discuss the impact of mentorship and supervision strategies on practice in organisations</td>
<td><strong>M1</strong> Critically analyse own approach to supervision or mentoring other workers in a children's early education and care environment in a leadership role</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Discuss the impact of mentorship and supervision strategies on workers receiving this support</td>
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</tbody>
</table>

Learning Outcomes and Assessment Criteria
<table>
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<th>Distinction</th>
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<tbody>
<tr>
<td><strong>LO3</strong></td>
<td>Apply mentoring and supervision techniques to support mentorship of individuals in children's early education and care environments</td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong></td>
<td>Create a plan for the delivery of a series of practical mentoring or supervision sessions within own setting to support early childhood practitioners</td>
<td><strong>M3</strong></td>
</tr>
<tr>
<td><strong>P6</strong></td>
<td>Discuss how communication theories are reflected in the plan to provide effective support to early childhood practitioners</td>
<td><strong>P7</strong></td>
</tr>
<tr>
<td><strong>P8</strong></td>
<td>Examine the impact of own leadership and mentoring on the practice of own mentee</td>
<td><strong>M4</strong></td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td>Review own leadership and mentoring/supervision practice in a children's early education and care environment</td>
<td><strong>D2</strong></td>
</tr>
</tbody>
</table>
Recommended Resources

Textbooks


Journals


Websites
nurseryworld.co.uk Nursery World
Management section
(General reference)

earlyyearscaresers.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).
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:*

<table>
<thead>
<tr>
<th>THEME</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEME 1: BEST OUTCOMES FOR THE CHILD</strong></td>
<td>LO3</td>
<td>P5, M3</td>
</tr>
<tr>
<td><strong>THEME 2: PROFESSIONAL IDENTITY</strong></td>
<td>LO1–LO4</td>
<td>P1–P5, P7, M1–M4, D1, D2</td>
</tr>
<tr>
<td><strong>THEME 3: RELATIONSHIPS WITH OTHERS</strong></td>
<td>LO1–LO4</td>
<td>P1–P8, M1–M4, D1, D2</td>
</tr>
<tr>
<td><strong>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</strong></td>
<td>LO4</td>
<td>D2</td>
</tr>
</tbody>
</table>
**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)
Action for Sick Children (1991)
Quality Management for Children: Play in Hospital audit tool (1990)
Introduction of curriculum frameworks and qualifications specifically for healthcare play
**Historical timeline within Republic of Ireland**


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
- medical and nursing staff
- speech and language therapists
- occupational therapists
- physiotherapists
- dieticians
- psychologists
- specialist nurses
- teachers
- 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

<table>
<thead>
<tr>
<th>Pass</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Review the impact of ill-health and hospitalisation on the child, parents or caregivers and siblings</td>
<td><strong>P1</strong> Analyse the potential effects of ill-health and hospitalisation on children's holistic development</td>
<td><strong>LO1 and LO2</strong> 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</td>
</tr>
<tr>
<td><strong>P2</strong> Discuss the impact of ill-health and hospitalisation on the child's parents or caregivers, and siblings</td>
<td><strong>M1</strong> Critically analyse the impact of ill-health and hospitalisation on children and their families</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Explore the historical context of the development of play within healthcare settings</td>
<td><strong>P3</strong> Review the development of healthcare play in different national contexts</td>
<td><strong>M2</strong> Critically assess the impact of government frameworks and voluntary organisations on the development of healthcare play in different contexts</td>
</tr>
<tr>
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<tr>
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</tr>
</tbody>
</table>
| **LO3** Explore the range of therapeutic play programmes for children who are unwell in a variety of settings | **P4** Discuss the range of therapeutic play programmes developed for children who are unwell in a variety of settings | **LO3 and LO4**  
**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 |
| **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. | **M3** Critically analyse the benefits of different therapeutic play programmes for children who are unwell in a variety of settings |  
**P6** Analyse the main responsibilities of the health play specialist  
**P7** Review potential challenges to the success of healthcare play | **M4** Critically reflect on the impact of the role of the health play specialist within the multidisciplinary team |
Recommended Resources

Textbooks


Publications


Journals


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:

<table>
<thead>
<tr>
<th>THEME 1: BEST OUTCOMES FOR THE CHILD</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
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<tbody>
<tr>
<td></td>
<td>LO1–LO4</td>
<td>P1–P8, M1–M4, D1, D2</td>
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</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL IDENTITY</th>
<th>LO3</th>
<th>P5</th>
</tr>
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<tr>
<th>THEME 3: RELATIONSHIPS WITH OTHERS</th>
<th>LO3 and LO4</th>
<th>P5–P8, M3, M4, D2</th>
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</table>

<table>
<thead>
<tr>
<th>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</th>
<th>LO2</th>
<th>P3, M2</th>
</tr>
</thead>
</table>
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.

**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

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<tr>
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<tbody>
<tr>
<td><strong>LO1</strong> Explain the importance and value of access to outdoor play and learning on a frequent basis, for children in early childhood</td>
<td><strong>M1</strong> Evaluate the impact of consistent engagement in outdoor play and learning on children's holistic development in early childhood</td>
<td><strong>D1</strong> 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</td>
</tr>
<tr>
<td><strong>P1</strong> Explain the impact of outdoor play and learning opportunities on children's experiences in early childhood</td>
<td><strong>P2</strong> Discuss the relationship between values associated with outdoor play and learning and children's holistic development</td>
<td><strong>M2</strong> Critically compare different approaches in terms of how early childhood practitioners could use these to effectively support children's holistic development</td>
</tr>
<tr>
<td><strong>LO2</strong> Explore a range of theorists and approaches and consider their influence on current outdoor play and learning practices</td>
<td><strong>P3</strong> Analyse the influence of outdoor play experiences on children's play and learning in early childhood and care settings</td>
<td><strong>P4</strong> Discuss how own practice is influenced by different approaches to outdoor play and learning in relation to children's development</td>
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<tr>
<td><strong>LO3</strong> Discuss risk benefits for children in relation to outdoor play and learning to advocate its values to others</td>
<td><strong>LO3 and LO4</strong>&lt;br&gt;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</td>
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<td><strong>P5</strong> Interpret what is meant by ‘risk benefit’ and its role in outdoor play and learning</td>
<td><strong>M3</strong> Critically analyse own use of accurate and relevant risk benefit assessments when providing outdoor play and learning experiences</td>
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<td><strong>P6</strong> Demonstrate accurate and relevant use of the risk benefit assessment approach for an outdoor play and learning activity</td>
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<tr>
<td><strong>LO4</strong> Plan and provide outdoor play and learning opportunities which support and promote children's holistic development</td>
<td><strong>M4</strong> 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</td>
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<tr>
<td><strong>P7</strong> Produce plans for different activities to support children's access to high quality outdoor play and learning opportunities, which support their holistic development</td>
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<tr>
<td><strong>P8</strong> Implement own planned outdoor play and learning activities towards supporting children's social engagement and holistic development</td>
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</tbody>
</table>
Recommended Resources

Textbooks


Journals


Websites
forestschoolassociation.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)
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:

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<td>LO1, LO3, LO4</td>
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<tr>
<td>THEME 2: PROFESSIONAL IDENTITY</td>
<td>LO4</td>
<td>M3, D2</td>
</tr>
<tr>
<td>THEME 3: RELATIONSHIPS WITH OTHERS</td>
<td>LO3</td>
<td>All criteria</td>
</tr>
<tr>
<td>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</td>
<td>N/A</td>
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</tbody>
</table>
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
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.
<table>
<thead>
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</table>
| **LO1** Discuss a range of comparative early education systems | **LO1 and LO2** 
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 | 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 |
<p>| <strong>P2</strong> Analyse educational traditions in different non-Western and indigenous approaches to early education in terms of their impact on children’s learning and development | <strong>M1</strong> 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 |
| <strong>LO2</strong> Review the influence of early years pioneers on comparative early education systems | <strong>M2</strong> 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 |
| <strong>P3</strong> 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 | <strong>P4</strong> 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 |</p>
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| **LO3** Explore the role of the early childhood practitioner in a range of comparative early education systems | | **LO3 and LO4** 
**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. |
| **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 | |
| **LO4** Devise comparative learning plans to support the holistic development of a child or children in own care. | | |
| **P6** Discuss approaches to planning for learning taking into account children's needs, interests, next steps and current level of development | **M4** Justify own plans and selection of approaches in relation to anticipated outcomes for the child or children's progress and development | |
| **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 | | |
Recommended Resources

Textbooks


Publications

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)
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:

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<tr>
<td>THEME 1: BEST OUTCOMES FOR THE CHILD</td>
<td>LO1–LO4</td>
<td>P1, M1</td>
</tr>
<tr>
<td>THEME 2: PROFESSIONAL IDENTITY</td>
<td>LO3</td>
<td>P3, M1</td>
</tr>
<tr>
<td>THEME 3: RELATIONSHIPS WITH OTHERS</td>
<td>LO4</td>
<td>P4, M2, D2</td>
</tr>
<tr>
<td>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</td>
<td>LO1</td>
<td>P2, M1, D1</td>
</tr>
</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Compare different innovative approaches in early childhood education and care practice, with reference to key literature</td>
<td><strong>P1</strong> Analyse different innovative approaches in early childhood education and care practice with reference to key literature</td>
<td><strong>D1</strong> 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</td>
</tr>
<tr>
<td><strong>P2</strong> Discuss the implications of the implementation of these approaches in own setting in comparison to current approaches being utilised</td>
<td><strong>M1</strong> Critically analyse the role of differing innovative approaches in early childhood education and care in supporting the development of practice in own setting</td>
<td><strong>D2</strong> 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</td>
</tr>
<tr>
<td><strong>LO2</strong> Identify an area of innovative practice in supporting young children's play and the key dilemmas and debates involved</td>
<td><strong>P3</strong> Analyse an area of innovative practice implemented in a setting to support the development of young children's play and learning</td>
<td><strong>M2</strong> 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</td>
</tr>
<tr>
<td><strong>P4</strong> Outline key practice dilemmas and debates to consider when implementing ideas to effect change in early education and care settings</td>
<td><strong>M1</strong> Critically analyse the role of differing innovative approaches in early childhood education and care in supporting the development of practice in own setting</td>
<td><strong>D2</strong> 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</td>
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<tr>
<td>Pass</td>
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</tbody>
</table>
| **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 | **LO3 and LO4**
| **D3** Critically reflect on the process of implementing innovative change in early childhood practice using observations alongside contemporary research |
| **P5** Produce a rationale for the use of observations to instigate innovative change in practice | **M3** Critically analyse the rationale behind the use of observations alongside contemporary research to instigate innovative change in practice |
| **P6** Use contemporary research to support own observations of different children throughout a period of experience in own placement setting | |
| **LO4** Reflect on own use of innovative strategies in practice to enhance children's play, learning and development. | **M4** Justify practice decisions to creating innovative change in practice with relation to theoretical perspectives |
| **P7** Present a synopsis of the innovative change implemented in practice through observations | |
| **P8** Reflect on the process of creating change in practice | |
Recommended Resources

Textbooks


Journals


Websites

ecrh.edu.au  Early Childhood Research Hub
          Early Years Learning Framework
          (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:

<table>
<thead>
<tr>
<th>THEME 1: BEST OUTCOMES FOR THE CHILD</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P3, P4</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>THEME 2: PROFESSIONAL IDENTITY</th>
<th>LO4</th>
<th>P7, P8</th>
</tr>
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<tr>
<th>THEME 3: RELATIONSHIPS WITH OTHERS</th>
<th>LO3</th>
<th>P5, P6</th>
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</table>

<table>
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<tr>
<th>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</th>
<th>LO1</th>
<th>P1, P2</th>
</tr>
</thead>
</table>

**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.
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Criteria</th>
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</thead>
<tbody>
<tr>
<td><strong>Pass</strong></td>
</tr>
<tr>
<td><strong>LO1</strong> Discuss different approaches to partnership working and the challenges and benefits of each</td>
</tr>
<tr>
<td><strong>P1</strong> Discuss different approaches to partnership working and how these may impact on practitioners</td>
</tr>
<tr>
<td><strong>P2</strong> Analyse the different ways partnership working can be organised</td>
</tr>
<tr>
<td><strong>LO2</strong> Explore the outcomes of positive partnership working across health, education and social care services</td>
</tr>
<tr>
<td><strong>P3</strong> Discuss why effective sharing of information is a key requirement for effective partnership working</td>
</tr>
<tr>
<td><strong>P4</strong> Review the potential advantages and disadvantages for professionals working across agencies</td>
</tr>
<tr>
<td><strong>Merit</strong></td>
</tr>
<tr>
<td><strong>M1</strong> Critically analyse how different approaches to partnership can support effective practice in early education and care</td>
</tr>
<tr>
<td><strong>M2</strong> Critically discuss the impact of working across services on outcomes for children, parents, or primary caregivers and practitioners</td>
</tr>
<tr>
<td><strong>Distinction</strong></td>
</tr>
<tr>
<td><strong>D1</strong> 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</td>
</tr>
<tr>
<td><strong>D2</strong> Critically review what safeguards organisations should implement to ensure information remains secure and trust is maintained between all involved in partnerships</td>
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<tr>
<td>Pass</td>
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<tr>
<td><strong>LO3</strong></td>
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<td><strong>P5</strong></td>
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<td><strong>P6</strong></td>
</tr>
<tr>
<td><strong>LO4</strong></td>
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<tr>
<td><strong>P7</strong></td>
</tr>
<tr>
<td><strong>P8</strong></td>
</tr>
</tbody>
</table>
Recommended Resources

Textbooks

Journals

Websites
earlychildhoodaustralia.org.au Early Childhood Australia
National Quality Standard Professional Learning Programme Collaborative Partnerships with Parents
(Newsletter)
whatworksscotland.ac.uk What Works Scotland
(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:

<table>
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<th>Theme</th>
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<th>Assessment Requirements (Assessment Criteria)</th>
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<tr>
<td><strong>THEME 1: BEST OUTCOMES FOR THE CHILD</strong></td>
<td>LO1–LO3</td>
<td>P3, P5, P6, M1–M3, D2, D3</td>
</tr>
<tr>
<td><strong>THEME 2: PROFESSIONAL IDENTITY</strong></td>
<td>LO1, LO2, LO4</td>
<td>P1–P4, P7, P8, M1, M2, M4, D1, D2</td>
</tr>
<tr>
<td><strong>THEME 3: RELATIONSHIPS WITH OTHERS</strong></td>
<td>LO1, LO2, LO4</td>
<td>P1–P4, P7, P8, M1, M2, M4, D1, D2</td>
</tr>
<tr>
<td><strong>THEME 4: GLOBAL, NATIONAL and LOCAL POLICY</strong></td>
<td>LO1</td>
<td>P1, M1 D1</td>
</tr>
</tbody>
</table>

**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.
# Appendix 1: Mapping of HND in Early Childhood Education and Care against FHEQ Level 5

**Key**

<table>
<thead>
<tr>
<th>KU</th>
<th>Knowledge and Understanding</th>
</tr>
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<tbody>
<tr>
<td>CS</td>
<td>Cognitive Skills</td>
</tr>
<tr>
<td>AS</td>
<td>Applied Skills</td>
</tr>
<tr>
<td>TS</td>
<td>Transferable Skills</td>
</tr>
</tbody>
</table>

The qualification will be awarded to students who have demonstrated:

<table>
<thead>
<tr>
<th>FHEQ Level 5 descriptor</th>
<th>Early Childhood Education and Care HND Programme Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>KU1 Understanding of the conceptual underpinnings of early childhood as a subject area, including its historical origins, development and limitations</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>KU4 An understanding of all aspects of significant policy and provision for babies and young children, families and communities.</td>
</tr>
<tr>
<td></td>
<td>KUS 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.</td>
</tr>
<tr>
<td>FHEQ Level 5 descriptor</td>
<td>Early Childhood Education and Care HND Programme Outcome</td>
</tr>
<tr>
<td>-------------------------</td>
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</tr>
<tr>
<td>KU6</td>
<td>A working knowledge and understanding of the pedagogical approaches for working with babies and young children, families and communities.</td>
</tr>
<tr>
<td>KU7</td>
<td>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.</td>
</tr>
<tr>
<td>CS1</td>
<td>Analyse and constructively critique theories, practice and research in the area of child development.</td>
</tr>
<tr>
<td>CS2</td>
<td>Be able to adopt multiple perspectives in relation to early childhood and systematically analyse the relationships between them.</td>
</tr>
<tr>
<td>CS3</td>
<td>Reflect upon the ethics of studying babies, young children, families and communities.</td>
</tr>
</tbody>
</table>

**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**

<p>| 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 recognise and challenge inequalities in society and to embrace an anti-bias approach. |</p>
<table>
<thead>
<tr>
<th>FHEQ Level 5 descriptor</th>
<th>Early Childhood Education and Care HND Programme Outcome</th>
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<td>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</td>
<td>KU8 A good working knowledge of the methods required for systematic study and research relative to children and childhood.</td>
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<td>KU9 Knowledge of a range of research paradigms, research methods and measurement techniques, and some awareness of their limitations.</td>
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<td>KU10 Detailed knowledge of several specialised areas and/or applications, some of which are the cutting edge of research in the subject area.</td>
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<td>TS6 Demonstrate knowledge and awareness of the skills needed for different relational approaches</td>
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<td>AS9 Pose, operationalise and critique research questions related to early childhood, and demonstrate competence in research skills through practical and theoretical activities.</td>
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<td>CS8 Present a range of theoretical positions and offer and justify a well-informed point of view.</td>
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<td>An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge</td>
<td>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.</td>
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<td>TS5 Be able to listen carefully to others and reflect critically upon one's own and others' skills and views</td>
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<td>AS12 Demonstrate resilience and self-care towards becoming an effective practitioner in early childhood education and care practice.</td>
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<td>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.</td>
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<td>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</td>
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Typically, holders of the qualification will be able to:

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<th>FHEQ Level 5 descriptor</th>
<th>Early Childhood Education and Care HND Programme Outcomes</th>
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<td>Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</td>
<td>TS1  Reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of early childhood studies.</td>
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<td>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</td>
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<td>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.</td>
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<td>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.</td>
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<td>CS7  Explore critically the interrelationship between political, economic, cultural and ideological contexts in the lives of babies and young children.</td>
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<td>TS2  Use a range of sources of information critically.</td>
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<td>TS3  Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes</td>
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<tr>
<td>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</td>
<td>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.</td>
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<td>TS7 Communicate ideas, arguments and research findings both effectively and fluently by written, oral and visual means.</td>
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<td>TS8 Present information to others in a variety of appropriate and innovative forms</td>
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<td>AS11 Competently initiate, design, conduct and report and early childhood research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations</td>
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<td>TS9 Demonstrate strong interpersonal skills, including demonstrating empathetic and active listening and oral communication skills, as well as the associated ability to persuade, present and negotiate.</td>
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<td>Undertake further training, develop existing skills and acquire new competences that will enable the assumption of significant responsibility within organisations</td>
<td>TS10 Identify personal and professional goals for continuing professional development to enhance competence to practise within a early education and care-related field.</td>
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<td>TS11 Take advantage of available pathways for continuing professional development through higher education and Professional Body qualifications.</td>
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Holders will also have:

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<td>The qualities and transferable skills necessary for employment and requiring the exercise of personal responsibility and decision-making</td>
<td>TS12 Undertake self-directed study and project management in order to meet desired objectives.</td>
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<td>TS13 Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams</td>
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<td>TS14 Have insight and confidence in leading and working collaboratively with others.</td>
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<td>TS15 Reflect adaptability and flexibility in approach to work, showing resilience under pressure and meeting challenging targets within given deadlines.</td>
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<td>TS16 Interpret and use numerical and other forms of data, critically and securely.</td>
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<td>TS17 Have the ability to write for different purposes, which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary</td>
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<td>TS18 Use the communication skills necessary to effectively converse, debate, negotiate, persuade and challenge the ideas of others.</td>
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<td>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</td>
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## Appendix 2: HNC/HND Early Childhood Education and Care Programme
### Outcomes for Learners

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## Appendix 3: Level 5 Higher National Diploma in Early Childhood Education and Care: mapping of transferable employability and academic study skills

<table>
<thead>
<tr>
<th>Unit</th>
<th>Problem Solving</th>
<th>Critical Thinking/Analysis</th>
<th>Decision Making</th>
<th>Effective Communication</th>
<th>Digital Literacy</th>
<th>Numeracy</th>
<th>Creativity</th>
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<th>Interpersonal Skills</th>
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<td>Plan Prioritise</td>
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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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</table>
| Analyse       | Present the outcome of methodical and detailed examination either:  
  ● 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.  
  Analysis can be through activity, practice, written or verbal presentation.                                                                                                                |
| Apply         | Put into operation or use.  
  Use relevant skills/knowledge/understanding appropriate to context.                                                                                                                                                                                                                              |
| 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       | 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.  
  This is used to show depth of knowledge through selection of characteristics.                                                                                                                      |
| Compose       | Create or make up or form.                                                                                                                                                                                                                                                                                                              |
| Communicate   | Convey ideas or information to others.  
  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.                                                                                                                                                                                                                                                                                               |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Give an account, including all the relevant characteristics, qualities and events.</td>
</tr>
<tr>
<td>Discuss</td>
<td>Consider different aspects of:</td>
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<td></td>
<td>- a theme or topic;</td>
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<tr>
<td></td>
<td>- how they interrelate; and</td>
</tr>
<tr>
<td></td>
<td>- the extent to which they are important.</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show knowledge and understanding.</td>
</tr>
<tr>
<td>Design</td>
<td>Plan and present ideas to show the layout/function/workings/object/system/Process.</td>
</tr>
<tr>
<td>Determine</td>
<td>To conclude or ascertain by research and calculation.</td>
</tr>
<tr>
<td>Develop</td>
<td>Grow or progress a plan, ideas, skills and understanding.</td>
</tr>
<tr>
<td>Differentiate</td>
<td>Recognise or determine what makes something different.</td>
</tr>
<tr>
<td>Discuss</td>
<td>Give an account that addresses a range of ideas and arguments</td>
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<tr>
<td>Evaluate</td>
<td>Work draws on varied information, themes or concepts to consider aspects, such as:</td>
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<td>- strengths or weaknesses</td>
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<td></td>
<td>- advantages or disadvantages</td>
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<td>- alternative actions</td>
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<tr>
<td></td>
<td>- relevance or significance</td>
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<td></td>
<td>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.</td>
</tr>
<tr>
<td>Explain</td>
<td>To give an account of the purposes or reasons.</td>
</tr>
<tr>
<td>Explore</td>
<td>Skills and/or knowledge involving practical research or testing.</td>
</tr>
<tr>
<td>Identify</td>
<td>Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Make clear by using examples or provide diagrams.</td>
</tr>
<tr>
<td>Indicate</td>
<td>Point out, show.</td>
</tr>
<tr>
<td>Interpret</td>
<td>State the meaning, purpose or qualities of something through the use of images, words or other expression.</td>
</tr>
<tr>
<td>Investigate</td>
<td>Conduct an inquiry or study into something to discover and examine facts and information.</td>
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<tr>
<td>Justify</td>
<td>Students give reasons or evidence to:</td>
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<td>- support an opinion; or</td>
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<td>- show something to be right or reasonable.</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>Outline</td>
<td>Set out the main points/characteristics.</td>
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<tr>
<td>Plan</td>
<td>Consider, set out and communicate what is to be done.</td>
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<tr>
<td>Produce</td>
<td>To bring into existence.</td>
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<tr>
<td>Reconstruct</td>
<td>To assemble again/reorganise/form an impression.</td>
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<tr>
<td>Report</td>
<td>Adhere to protocols, codes and conventions where, findings or judgements are set down in an objective way.</td>
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<tr>
<td>Review</td>
<td>Make a formal assessment of work produced.</td>
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<td>The assessment allows students to:</td>
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<td>- appraise existing information or prior events</td>
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<td>- reconsider information with the intention of making changes, if necessary.</td>
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<tr>
<td>Show how</td>
<td>Demonstrate the application of certain methods/theories/concepts.</td>
</tr>
<tr>
<td>Stage &amp; Manage</td>
<td>Organisation and management skills, for example running an event or a business pitch.</td>
</tr>
<tr>
<td>State</td>
<td>Express.</td>
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<tr>
<td>Suggest</td>
<td>Give possible alternatives, produce an idea, put forward, e.g. an idea or plan, for consideration.</td>
</tr>
<tr>
<td>Undertake/Carry Out</td>
<td>Undertake/carry out. Use a range of skills to perform a task, research or activity.</td>
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</table>
This is a key summary of the types of evidence used for BTEC Higher Nationals:

<table>
<thead>
<tr>
<th>Type of evidence</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Case study</td>
<td>A specific example to which all students must select and apply knowledge.</td>
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<tr>
<td>Project</td>
<td>A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.</td>
</tr>
<tr>
<td>Independent research</td>
<td>An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.</td>
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<tr>
<td>Written task or report</td>
<td>Individual completion of a task in a work-related format, e.g. a report, marketing communication, set of instructions, giving information.</td>
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<tr>
<td>Simulated activity/ role play</td>
<td>A multi-faceted activity mimicking realistic work situations.</td>
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<tr>
<td>Team task</td>
<td>Students work together to show skills in defining and structuring activity as a team.</td>
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<tr>
<td>Presentation</td>
<td>Oral or through demonstration.</td>
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<tr>
<td>Production of plan/business plan</td>
<td>Students produce a plan as an outcome related to a given or limited task.</td>
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<tr>
<td>Reflective journal</td>
<td>Completion of a journal from work experience, detailing skills acquired for employability.</td>
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<tr>
<td>Poster/leaflet</td>
<td>Documents providing well-presented information for a given purpose.</td>
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</table>
### Appendix 5: Assessment Methods and Techniques for Higher Nationals

<table>
<thead>
<tr>
<th>Assessment Technique</th>
<th>Description</th>
<th>Transferable Skills Development</th>
<th>Formative or Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic graphic display</td>
<td>This technique asks students to create documents providing well-presented information for a given purpose. Could be hard or soft copy.</td>
<td>Creativity</td>
<td>Formative</td>
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<td></td>
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<td>Written Communication</td>
<td>Summative</td>
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<td></td>
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<td>Information and Communications Technology</td>
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<td></td>
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<td>Literacy</td>
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</tr>
<tr>
<td>Case Study</td>
<td>This technique present students with a specific example to which they must select and apply knowledge.</td>
<td>Reasoning</td>
<td>Formative</td>
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<td>Critical Thinking</td>
<td>Summative</td>
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<td>Analysis</td>
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<tr>
<td>Discussion Forum</td>
<td>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.</td>
<td>Oral/written Communication</td>
<td>Formative</td>
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<td>Appreciation of Diversity</td>
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<td></td>
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<td>Critical Thinking and Reasoning</td>
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<td>Argumentation</td>
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<tr>
<td>Examination</td>
<td>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.</td>
<td>Reasoning</td>
<td>Summative</td>
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<tr>
<td></td>
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<td>Analysis</td>
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<td></td>
<td></td>
<td>Written Communication</td>
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<td>Critical Thinking</td>
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<td></td>
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<td>Interpretation</td>
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<td>Assessment Technique</td>
<td>Description</td>
<td>Transferable Skills Development</td>
<td>Formative or Summative</td>
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</table>
| 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  
Literacy  
Analysis                                                                   | Formative                                           |
| Oral/Viva            | This technique asks students to display their knowledge of the subject via questioning.                                                                                                                     | Oral Communication  
Critical Thinking  
Reasoning                                                        | Summative                                               |
| Peer Review          | This technique asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.                                                                         | Teamwork  
Negotiation  
Collaboration                                               | Formative  
Summative                                      |
| Presentation         | This technique asks students to deliver a project orally or through demonstration.                                                                                                                        | Oral Communication  
Creativity  
Critical Thinking  
Reasoning                                                        | Formative  
Summative                                      |
| 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  
Interpretation  
Written and oral Communication  
Decision-making  
Initiative  
Information and Communications  
Technology  
Literacy, etc.                                           | Summative                                   |
<table>
<thead>
<tr>
<th>Assessment Technique</th>
<th>Description</th>
<th>Transferable Skills Development</th>
<th>Formative or Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>This technique is a large-scale activity requiring self-direction, planning, research, exploration, outcome and review.</td>
<td>Written Communication, Information Literacy, Creativity, Initiative</td>
<td>Summative</td>
</tr>
<tr>
<td>Role Playing</td>
<td>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.</td>
<td>Written and Oral Communication, Leadership, Information Literacy, Creativity, Initiative</td>
<td>Formative</td>
</tr>
<tr>
<td>Self-reflection</td>
<td>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.</td>
<td>Self-reflection, Written Communication, Initiative, Decision-making, Critical Thinking</td>
<td>Summative</td>
</tr>
<tr>
<td>Simulated Activity</td>
<td>This technique is a multi-faceted activity based on realistic work situations.</td>
<td>Self-reflection, Critical Thinking, Initiative, Decision-making, Written Communication</td>
<td>Formative, Summative</td>
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<tr>
<td>Assessment Technique</td>
<td>Description</td>
<td>Transferable Skills Development</td>
<td>Formative or Summative</td>
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<tr>
<td>Team Assessment</td>
<td>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.</td>
<td>Collaboration, Teamwork, Leadership, Negotiation, Written and Oral Communication</td>
<td>Formative, Summative</td>
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<tr>
<td>Time-constrained Assessment</td>
<td>This technique covers all assessment that needs to be done within a centre-specified time constrained period on-site.</td>
<td>Reasoning, Analysis, Critical thinking, Interpretation, Written Communication</td>
<td>Summative</td>
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<tr>
<td>Top Ten</td>
<td>This technique asks students to create a ‘top ten’ list of key concepts presented in the assigned reading list.</td>
<td>Teamwork, Creativity, Analysis, Collaboration</td>
<td>Formative</td>
</tr>
<tr>
<td>Written Task or Report</td>
<td>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.</td>
<td>Reasoning, Analysis, Written Communication, Critical Thinking, Interpretation</td>
<td>Summative</td>
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</table>
## Appendix 6: HNC/HND unit mapping against the Early Years Educator criteria (core units only)

The grid below maps the knowledge covered in the Early Years Educator (EYE) criteria against the underpinning knowledge of the Pearson BTEC Level 4 Higher National Certificate in Early Childhood Education and Care and the Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care (core units only)

### KEY

- # indicates partial coverage of the EYE Criteria
- a blank space indicates no coverage of the underpinning knowledge in assessment criteria

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<thead>
<tr>
<th>EYE criteria</th>
<th>HNC unit numbers</th>
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<td>Overarching</td>
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<td>Plans and supervises child initiated and adult led activities which are based around the needs and interests of each individual child</td>
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<td>Supports children to develop numeracy and language skills through games and play</td>
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<td>Has key person responsibility to help ensure each child feels safe and secure</td>
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<td>Observes each child and shapes their learning experience to reflect their observations</td>
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<td>Meets the care needs of the individual child such as feeding, changing nappies and administration of medicine</td>
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<td>Works in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child</td>
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<td>EYE criteria</td>
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<td>Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice</td>
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<td>Being team-focused - work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.</td>
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<td>Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.</td>
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<td>Commitment to improving the outcomes for children through inspiration and child centred care and education</td>
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<td>Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.</td>
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<td>Working practice take into account fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</td>
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**Behaviours**

- Care and compassion: Provide the very best childcare, combine compassion with professional challenge.
- Team focus: Work collaboratively, support others' learning.
- Honesty: Trustworthy, ethical, empathetic approach.
- Non-discrimination: Awareness of differences, equal opportunities.
- British values: Democracy, law, individual liberty, mutual respect.
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<th>EYE criteria</th>
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<td>Knowledge and Understanding</td>
<td>the expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7.</td>
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<td>the significance of attachment and how to promote it effectively.</td>
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<td>a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.</td>
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<td>how children's learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care</td>
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<td>the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.</td>
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<td>the importance to children's holistic development of: - speech, language and communication - personal, social and emotional development - physical development</td>
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<td>systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.</td>
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<td>the potential effects of, and how to prepare and support children through, transitions and significant events in their lives.</td>
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<td>the current early education curriculum requirements such as the Early Years Foundation Stage.</td>
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<td>when a child is in need of additional support such as where a child's progress is less than expected. how to assess within the current early education curriculum framework using a range of assessment techniques such as practitioners observing children through their day to day interactions and observations shared by parents and/ or carers.</td>
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<td>the importance of undertaking continued professional development to improve own skills and early years practice.</td>
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<td>the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</td>
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<td>why health and well-being is important for babies and children</td>
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<td>how to respond to accidents, injuries and emergency situations.</td>
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<td>safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.</td>
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<td>how to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.</td>
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<tr>
<td>analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures</td>
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<td>promote equality of opportunity and anti-discriminatory practice.</td>
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<td>plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.</td>
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<td>ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child.</td>
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<td>provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.</td>
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<td>encourage children's participation, ensuring a balance between adult-led and child-initiated activities.</td>
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<td>engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.</td>
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<td>support and promote children's speech, language and communication development.</td>
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<td>support children's group learning and socialisation.</td>
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<td>model and promote positive behaviours expected of children such as turn taking and keep reactions and emotions proportionate.</td>
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<td>support children to manage their own behaviour in relation to others.</td>
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<td>plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.</td>
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<td>carry out and record observational assessment accurately.</td>
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<td>identify the needs, interests and stages of development of individual children.</td>
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<td>make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.</td>
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<td>discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.</td>
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<tr>
<td>communicate effectively in English in writing and verbally. For example, in the recording of administration of medicine, completing children's observational assessments and communicating with parents and other professionals.</td>
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<td>engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).</td>
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<tr>
<td>plan and carry out physical care routines suitable to the age, stage and needs of the child.</td>
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<tr>
<td>promote healthy lifestyles for example by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity through the day.</td>
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<tr>
<td>undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.</td>
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<tr>
<td>carry out risk assessment and risk management in line with policies and procedures.</td>
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<tr>
<td>maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural.</td>
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<tr>
<td>identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</td>
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<tr>
<td>work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.</td>
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</table>

<table>
<thead>
<tr>
<th>EYE criteria</th>
<th>HNC unit numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>work in partnership with parents and/or carers to help them recognise and</td>
<td>#</td>
</tr>
<tr>
<td>value the significant contributions they make to the child's health, well-</td>
<td>#</td>
</tr>
<tr>
<td>being, learning and development.</td>
<td>#</td>
</tr>
<tr>
<td>encourage parents and/or carers to take an active role in the child's play,</td>
<td>#</td>
</tr>
<tr>
<td>learning and development.</td>
<td>#</td>
</tr>
</tbody>
</table>

Unit numbers:
- # Unit 1
- # Unit 2
- # Unit 3
- # Unit 4
- # Unit 5
- # Unit 6
- # Unit 7
- # Unit 8
- # Unit 9
- # Unit 10

Pearson BTEC Levels 4 and 5 Higher Nationals in Early Childhood Education and Care
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## 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

<table>
<thead>
<tr>
<th>Minimum Standards</th>
<th>Unit numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 1</td>
</tr>
<tr>
<td><strong>Standard 1: Safeguarding and Child Protection</strong></td>
<td></td>
</tr>
<tr>
<td>Children are safeguarded through systems and practices that are consistent with the Regional Child Protection Policies and Procedures.</td>
<td>1.1</td>
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<td>1.2</td>
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<td>1.4</td>
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<td></td>
<td>1.5</td>
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<td></td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Standard 2: Care, Development and Play</strong></td>
<td></td>
</tr>
<tr>
<td>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 &amp; intellectual abilities.</td>
<td>2.1</td>
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<td></td>
<td>2.3</td>
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<td></td>
<td>2.4</td>
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<tr>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>Minimum Standards</td>
<td>Unit numbers</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Standard 3: Children’s Health and Wellbeing</strong></td>
<td>3.1</td>
</tr>
<tr>
<td>The overall health and wellbeing of the child is promoted and safeguarded.</td>
<td>#</td>
</tr>
<tr>
<td><strong>Standard 4: Health and Safety in the Setting</strong></td>
<td>4.2</td>
</tr>
<tr>
<td>Children’s safety is promoted at all times ensuring that proper precautions are taken to prevent accidents and minimise risks to them.</td>
<td>#</td>
</tr>
<tr>
<td><strong>Standard 5: Food and Drink</strong></td>
<td>5.1</td>
</tr>
<tr>
<td>Children are provided with a wide variety of nutritious foods and drinks that will contribute to their health, growth and development.</td>
<td>#</td>
</tr>
<tr>
<td><strong>Standard 6: Promote Positive Behaviour</strong></td>
<td>6.1</td>
</tr>
<tr>
<td>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</td>
<td>#</td>
</tr>
<tr>
<td><strong>Standard 7: Working in Partnership with Parents</strong></td>
<td>7.1</td>
</tr>
<tr>
<td>Providers work in partnership with parents to meet the needs of children both individually and as a group</td>
<td>#</td>
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<tr>
<td>Minimum Standards</td>
<td>Unit numbers</td>
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<td>---------------------------------------------------------------------------------</td>
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<td></td>
<td>Unit 1</td>
</tr>
<tr>
<td>Standard 8: Equality</td>
<td></td>
</tr>
<tr>
<td>The setting actively promotes equality of opportunity and inclusion for all</td>
<td>8.1</td>
</tr>
<tr>
<td>children and their parents and staff and positively values diversity</td>
<td>8.2</td>
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<td></td>
<td>8.3</td>
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<tr>
<td></td>
<td>8.4</td>
</tr>
<tr>
<td>Standard 9: Additional Needs</td>
<td>9.1</td>
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<td>9.2</td>
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<td>9.3</td>
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<td>9.4</td>
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<tr>
<td>Standard 10: Management and Monitoring Arrangements</td>
<td></td>
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<tr>
<td>The Registered Person understands their role and responsibilities and avails</td>
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<tr>
<td>of training to assist them in the discharge of their duties.</td>
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<tr>
<td>Standard 11: Organisation of the Setting</td>
<td></td>
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<tr>
<td>Adult /child ratios, space and resources are organised to meet the children's</td>
<td></td>
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<tr>
<td>needs effectively</td>
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<tr>
<td>Standard 12: Suitable Person</td>
<td></td>
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<tr>
<td>Those working with children in either a paid or voluntary capacity, or who</td>
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<tr>
<td>have substantial access to them, are suitable individuals to do so</td>
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<tr>
<td>Standard 13: Equipment</td>
<td></td>
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<tr>
<td>Sufficient furniture, play equipment and materials are provided. These</td>
<td></td>
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<tr>
<td>are appropriate for their purpose and help create an accessible and stimulating</td>
<td></td>
</tr>
<tr>
<td>environment.</td>
<td></td>
</tr>
<tr>
<td>Minimum Standards</td>
<td>Unit numbers</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Standard 14: Physical Environment</td>
<td></td>
</tr>
<tr>
<td>The premises are safe, secure and suitable for their</td>
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<tr>
<td>purpose and meet relevant statutory requirements.</td>
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<tr>
<td>Standard 15: Documentation</td>
<td></td>
</tr>
<tr>
<td>Records are managed in accordance with legislative</td>
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<tr>
<td>requirements and the setting’s records management</td>
<td></td>
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<tr>
<td>policy.</td>
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<tr>
<td>Standard 16: Complaints</td>
<td></td>
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<tr>
<td>All complaints are taken seriously and dealt with</td>
<td></td>
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<tr>
<td>promptly and effectively.</td>
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</tbody>
</table>

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### Appendix 8: Example Delivery Plan for the HNC Diploma in Early Childhood Education and Care

#### SAMPLE PLAN

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>Unit No.</td>
<td>Unit No.</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
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<td>3</td>
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<td>4</td>
<td>7</td>
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<td>5</td>
<td>8</td>
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<td>6</td>
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</tbody>
</table>

#### Delivery Plan for L4 HNC ECEC: assuming academic year of 30 weeks

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>TOTAL HOURS (GLH)</th>
<th>TOTAL HOURS</th>
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</thead>
<tbody>
<tr>
<td>Unit No.</td>
<td>Classroom hours</td>
<td>Unit No.</td>
<td>Classroom Hours</td>
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<tr>
<td>1</td>
<td>21</td>
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<td>15</td>
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<td>2</td>
<td>39</td>
<td>7</td>
<td>45</td>
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**SEMESTER TOTALS**

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<thead>
<tr>
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<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>TOTAL GLH (CLASSROOM)</td>
<td>150</td>
<td>120</td>
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<tr>
<td>TOTAL GLH (PLACEMENT)</td>
<td>120</td>
<td>90</td>
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<tr>
<td>TOTAL GLH (OVERALL)</td>
<td>270</td>
<td>210</td>
</tr>
<tr>
<td>Total Placement hours (GL and non-GL)</td>
<td>270</td>
<td>315</td>
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<tr>
<td>Total Qualification Time</td>
<td>600</td>
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</table>
### WEEKLY TOTALS (15 WEEK SEMESTER)

<table>
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<tr>
<th></th>
<th>TOTAL GLH PER WEEK</th>
<th>TOTAL RECORDED HN HOURS PER WEEK (incl. GLH and additional mandatory placement hours)</th>
<th>Total additional independent study hrs per week</th>
<th>Plus Maths or English (approx. 3hrs per week)</th>
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<tr>
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<td>14</td>
<td>29</td>
<td>11</td>
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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

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Unit title New RQF HN programme</th>
<th>Maps to unit number on existing QCF HN programme</th>
<th>Level of similarity between units</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal and Professional Development through Reflective Practice</td>
<td>1</td>
<td>X</td>
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<td>P</td>
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<td>2</td>
<td>Protecting Children in Early Childhood Education and Care Environments</td>
<td>9</td>
<td>P</td>
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<td>5</td>
<td>P</td>
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<tr>
<td>3</td>
<td>Play and Learning in Early Childhood</td>
<td>4</td>
<td>P</td>
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<tr>
<td>4</td>
<td>Supporting and Promoting Children's Development (Infants and Toddlers)</td>
<td>3</td>
<td>P</td>
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<td>4</td>
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<td>Unit no.</td>
<td>Unit title New RQF HN programme</td>
<td>Maps to unit number on existing QCF HN programme</td>
<td>Level of similarity between units</td>
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</tr>
<tr>
<td>5</td>
<td>Supporting and Promoting Children's Development (Young Children)</td>
<td>3, 4, 9, 5, 15</td>
<td>P, P, P, P, P</td>
</tr>
<tr>
<td>6</td>
<td>Promoting Healthy Living</td>
<td>12, 5</td>
<td>P, P</td>
</tr>
<tr>
<td>7</td>
<td>Preparing for Research</td>
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<td>N</td>
</tr>
<tr>
<td>8</td>
<td>Promoting Inclusive Early Childhood Education and Care Environments</td>
<td>7, 5, 15</td>
<td>P, P, P</td>
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</table>
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).

<table>
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<th>RQF HNC Units</th>
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<th>Mapping comments</th>
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<td>The Whole Child Approach in Early Years Practice</td>
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<tr>
<td>2</td>
<td>Protecting Children in Early Childhood Education and Care Environments</td>
<td>9</td>
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<td>5</td>
<td>The Whole Child Approach in Early Years Practice</td>
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<td>RQF HNC Units</td>
<td>QCF HNC units</td>
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</tr>
<tr>
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<td>RQF unit title</td>
<td>No</td>
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<td>5</td>
<td>The Whole Child Approach in Early Years Practice</td>
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</tr>
<tr>
<td>15</td>
<td>Promoting and Understanding of the World in the Early Years</td>
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</tr>
<tr>
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<td>Supporting and Promoting Children's Development (Infants and Toddlers)</td>
<td>3</td>
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<tr>
<td>4</td>
<td>Early Years Curriculum, Play and Learning</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Creating Safe Environments in Early Years Settings</td>
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</tr>
<tr>
<td>5</td>
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