

Higher Nationals

Early Years Professional Leadership for England

Specification

For use with the Higher National Certificate and Higher National Diploma in Early Years Professional Leadership for England

First teaching from September 2025

First Certification from 2026

Higher National Certificate Lvl 4

Higher National Diploma Lvl 5

Undergraduate Level Qualifications



Pearson
BTEC

About Pearson

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

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

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

Original image by © rawpixel/123RF

ISBN 9781292740218

All the material in this publication is copyright
© Pearson Education Limited 2024

Contents

1.0	Introduction	1
1.1	Qualifications indicated 'for England'	1
1.2	Qualifications not indicated 'for England'	2
1.3	The student voice	2
1.4	Why choose Pearson BTEC Higher Nationals?	2
1.5	HN Global	3
1.6	Qualification titles	3
1.7	Qualification codes	3
1.8	Awarding organisation	3
1.9	Key features	4
1.10	Qualification frameworks	5
1.11	Work experience/placement requirements	5
1.11.1	Supervision and assessment requirements on placement	6
1.12	Qualification frameworks	6
1.12	Collaborative development	6
1.13	Occupational standard alignment	7
2.0	Programming purpose and objectives	8
2.1	Purpose of the BTEC Higher Nationals in Early Years Professional Leadership for England	8
2.2	Objectives of the BTEC Higher Nationals in Early Years Professional Leadership for England	8
2.2.1	Who is this qualification for?	10
2.3	Aims of the Pearson BTEC Level 4 Higher National Certificate in Early Years Professional Leadership for England	10
2.4	Aims of the Pearson BTEC Level 5 Higher National Diploma in Early Years Professional Leadership for England	11
2.5	What could these qualifications lead to?	12
2.5.1	Progression to university	12
2.5.2	Employment	13
2.5.3	Full and relevant practitioner status	14
2.6	Use of maths and English within the curriculum	14
2.7	Developing students' employability skills and academic study skills	15

2.8	Sector-specific knowledge and skills Practice Themes effective practice in early years education and care	17
3.0	Planning your programme	19
3.1	Delivering Higher Nationals in Early Years Professional Leadership for England	19
3.2	Entry requirements and admissions	19
3.2.1	English language requirements	20
3.2.2	Centre approval	21
3.2.3	Level of sector knowledge required	23
3.2.4	Resources required	23
3.2.5	HN Global support	23
3.2.6	Modes of delivery	23
3.2.7	Recommendations for employer engagement	23
3.2.8	Support from Pearson	24
3.2.9	Student employability	24
3.3	Access to study	24
3.4	Student registration and entry	25
3.5	Access to assessments	25
3.6	Administrative arrangements for internal assessment	26
3.6.1	Records	26
3.6.2	Reasonable adjustments to assessment	26
3.6.3	Special consideration	27
3.6.4	Appeals against assessment	27
3.7	Dealing with malpractice in assessment	28
3.7.1	Internally assessed units	28
3.7.2	Student malpractice	28
3.7.3	Staff and centre malpractice	29
3.7.4	Sanctions and appeals	29
4.0	Programme structure	31
4.1	Units, credits, total qualification time (TQT), guided learning hours (GLH) and work placement/experience	31
4.2	Programme structures	33
4.2.1	Pearson BTEC Level 4 Higher National Certificate in Early Years Professional Leadership for England	34
4.2.2	Work placement/experience requirements at Level 4	34
4.2.3	Supervision and assessment requirements on placement	35
4.2.4	Level 4 structure	35

4.2.5	Pearson BTEC Level 5 Higher National Diploma in Early Years Professional Leadership for England	36
4.2.6	Work placement/experience requirements at Level 5	36
4.2.7	Supervision and assessment requirements on placement	37
4.2.8	Level 5 structure	38
4.2.9	Meeting local needs (MLN)	40
4.2.10	Commissioning new units for Pearson BTEC Higher Nationals	41
4.3	Pearson-set assignments	41
4.3.1	Practice-based assessments	42
4.4	Optional units	42
4.5	The unit descriptor	42
4.5.1	Print and e-document resources – referencing	44
4.5.2	Web resources – referencing	44
5.0	Teaching and learning	46
5.1	Delivering quality and depth	46
5.2	Engaging with employers	48
5.3	Engaging with students	49
5.4	Planning and structuring a programme	49
5.4.1	Sequencing units	50
5.4.2	Condensed and expanded delivery	51
5.4.3	Drawing on a wide range of delivery techniques	53
5.4.4	Assessment considerations	55
5.4.5	Formative assessment	56
5.4.6	Summative assessment	56
5.4.7	Assessment feedback	57
5.4.8	Designing valid and reliable assignments	57
6.0	Assessment	59
6.0.1	Authorised Assignment Briefs	60
6.1	Principles of internal assessment	60
6.1.1	Assessment through assignments	61
6.1.2	Using unit-based criteria	61
6.1.3	The assessment team	62
6.1.4	Effective organisation	63
6.1.5	Student preparation	63
6.2	Setting effective assessments	63
6.2.1	Setting the number and structure of assessments	63

6.2.2	Providing an assignment brief	64
6.2.3	Forms of evidence	65
6.3	Making valid assessment decisions	66
6.3.1	Authenticity of student work	66
6.3.2	Making assessment decisions using criteria	67
6.3.3	Dealing with late completion of assignments	67
6.3.4	Dealing with breaches of confidentiality and unsafe practice	68
6.3.5	Issuing assessment decisions and feedback	68
6.3.6	Resubmission opportunity	69
6.3.7	Repeat units	69
6.3.7	Assessment Boards	69
6.4	Planning and record-keeping	70
6.5	Calculating the final qualification grade	71
6.5.1	Conditions for the award	71
6.5.2	Compensation provisions	71
6.5.3	Calculation of the overall qualification grade	72
6.5.4	Modelled student outcomes	73
7.0	Quality assurance	75
7.1	The approval process	75
7.2	Monitoring internal systems	76
7.3	Independent review of assessments	76
7.4	Annual programme monitoring report (APMR)	76
7.5	Annual student survey	76
7.6	Centre and qualification approval	77
7.7	Continuing quality assurance and standards verification	77
8.0	Recognition of prior learning and attainment	79
9.0	Equality, diversity and inclusion	80
9.1	Access to qualifications for students with disabilities or specific needs	81
10.0	Units included in the BTEC Higher Nationals in Early Years Professional Leadership for England	82
Unit 1:	Personal and Professional Development through Reflective Practice	84
Unit 2:	Protecting Children in Early Education and Care Environments	97
Unit 3:	Play and Learning in Early Childhood	112
Unit 4:	Supporting and Promoting Children's Development (Infants and Toddlers)	125

Unit 5: Supporting and Promoting Children's Development (Young Children)	140
Unit 6: Promoting Healthy Living	155
Unit 7: Preparing for Research	167
Unit 8: Promoting Inclusive Early Education and Care Environments	179
Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners	192
Unit 10: Improving Quality in Early Education and Care Environments	204
Unit 11: Managing and Leading People in Children's Early Education and Care Environments	217
Unit 12: Managing Children's Early Education and Care Environments	229
Unit 13: Mentoring and Supervision in Early Education and Care Practice	242
Unit 14: Current and Emerging Pedagogies in Early Childhood Education and Care	257
Unit 15: Child-centred Practice with Children, Families and Communities	269
Unit 16: Supporting Social Work with Children and Families	283
Unit 17: Impact of Curriculum on Early Childhood Education and Care	298
Unit 18: Approaches to Entrepreneurship in Early Childhood Education and Care	310
Unit 19: The Impact of Contemporary Global Issues on Children's Health and Wellbeing	321
Unit 20: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner	333
Unit 21: Social Policy: Influences on Practice and Provision	345
Unit 22: Supporting Children in Home-based Childcare Environments	357
Unit 23: Health Education and Promotion in Action: Developing the Healthy Child	369
Unit 24: Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing	381
Unit 25: Supporting Children's Medical Needs	394
Unit 26: Healthcare Play	406
Unit 27: Outdoor Play and Learning	419
Unit 28: Comparative Education Systems: International Perspectives	432
Unit 29: Innovative Approaches to Children's Play and Learning in Practice	444
Unit 30: Working in Partnership across Health, Education and Social Care Services	455

11	Appendices	465
	Appendix 1: Mapping of HND in Early Years Professional Leadership for England outcomes against FHEQ Level 5 qualification descriptors	466
	Appendix 2: Mapping of HNC/HND Early Years Professional Leadership for England programme outcomes to FHEQ Level 5 descriptor headings	477
	Appendix 3: Glossary of terms used for internally assessed units	481
	Appendix 4: Summary of types of assessment methods used for Higher Nationals	485
	Appendix 5: Transferable skills mapping	490
	Level 4 Higher National Certificate in Early Years Professional Leadership for England: mapping of transferable employability and academic study skills	490
	Level 5 Higher National Diploma in Early Years Professional Leadership for England: mapping of transferable employability and academic study skills	491
	Appendix 6: Occupational standard mapping	492
	Level 5 Higher National Diploma in Early Years Professional Leadership for England: mapping of Early Years Practitioner (ST0551) occupational standard	492
	Appendix 7: Mapping to early years educator requirements for qualifications for the Early Years Foundation Stage (from 1st September 2024)	493
	Appendix 8: Checklist for qualification-specific centre requirements	494
	Centres and resources – see qualification specification <i>Section 3</i> , and individual unit descriptors	494
	Tutors – see qualification specification <i>Sections 2 and 3</i>	494
	Student recruitment and selection – see qualification specification <i>Sections 2 and 3</i>	495
	Placements – see qualification specification <i>Sections 3, 4, 7</i> and individual unit descriptors	495

1.0 Introduction

BTEC is one of the world's most recognised applied learning brands, engaging students in practical, interpersonal and thinking skills for more than 30 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 career-related qualification at Levels 4 and 5.

When developing the Pearson BTEC Higher National qualifications in Early Years Professional Leadership for England we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to make sure that the new qualifications meet their needs and expectations. We also worked closely with relevant professional bodies to ensure alignment with recognised professional standards.

There is now a greater emphasis on employer engagement and work readiness. The new Pearson BTEC Higher National qualifications in Early Years Professional Leadership for England are designed to reflect this increasing need for high-quality professional and technical education pathways at Levels 4 and 5, thereby providing students with a clear line of sight to employment and to progression to a degree at Level 6.

This is particularly evident in the early years 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 Years Professional Leadership embrace this development and enhance students' progression opportunities through mandatory work placement requirements that include assessment on placement to further embed meaningfulness.

1.1 Qualifications indicated 'for England'

Qualifications that are indicated as 'for England' are designed to align to the requirements of specific occupational standards that meet the Institute for Apprenticeships and Technical Education's (IfATE) current occupation criteria. Meeting the requirements of the occupational standards relates to:

- qualifications that are 'quality marked' as Higher Technical Qualifications (HTQs)
- the knowledge, skills and behaviours for identified occupations associated with the relevant occupational standards.

1.2 Qualifications not indicated 'for England'

Qualifications that are **not** indicated as 'for England' can be delivered at any centre, in the UK or overseas, subject to approvals from Pearson. These qualifications are not 'quality marked' as HTQs by IfATE.

1.3 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.

We believe this has resulted in qualifications that will meet the needs and expectations of students worldwide.

1.4 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 Pearson 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 Quality Assurance Agency for Higher Education's Framework for Higher Education Qualification (FHEQ) descriptors at Levels 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 the Institute for Apprenticeships and Technical Education (IfATE) early years lead practitioner occupational standard

- assessments and projects chosen to help students progress to the next stage (some set by the centre to meet local needs, some set by Pearson) that require students 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 Level 5 aligned with the Framework for Higher Education Qualifications (FHEQ)
- support for students and tutors, including Authorised Assignment Briefs.

1.5 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 at:

<https://hnglobal.highernationals.com/>.

Through HN Global tutors can access programme specifications that contain useful information on programme planning and quality assurance processes. Tutors can also view Authorised Assessment Briefs to help them create meaningful courses and assessments. HN Global also allows tutors to create and annotate reading lists for their students and keep up to date with the latest news on Higher National programmes.

1.6 Qualification titles

Pearson BTEC Level 4 Higher National Certificate in Early Years Professional Leadership for England

Pearson BTEC Level 5 Higher National Diploma in Early Years Professional Leadership for England

1.7 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) qualification numbers:

- Pearson BTEC Level 4 Higher National Certificate in Early Years Professional Leadership for England: **610/2675/X**
- Pearson BTEC Level 5 Higher National Diploma in Early Years Professional Leadership for England: **610/2676/1**

1.8 Awarding organisation

Pearson Education Ltd.

1.9 Key features

Pearson BTEC Higher National qualifications in Early Years Professional Leadership for England offer the following:

- 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 that enables students to undertake a substantial core of learning in the Level 4 Higher National Certificate (HNC) and build on this in the Level 5 Higher National Diploma (HND), with optional units linked to their specialist area of study
- refreshed content that is closely aligned with professional body, employer and higher education needs
- assessments that consider cognitive skills (what students know) along with effective and applied skills (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* – to ensure that all stakeholders (e.g. professional bodies, universities, colleges, students) can feel confident in the integrity and value of the qualifications
- a qualification designed to meet the needs and expectations of students aspiring to work in the early years environment
- 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 Professional Leadership for England 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 Years Professional Leadership for England qualifications, and are referred to as the 'practice themes'. Further detail on these can be found in *Section 2.8*.

1.10 Qualification frameworks

Pearson BTEC Higher National qualifications are recognised higher education qualifications in the UK. They are in line with the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the Regulated Qualifications Framework (RQF).

1.11 Work experience/placement requirements

The total qualification time (TQT) for the Pearson BTEC Level 4 Higher National Certificate in Early Years Professional Leadership for England includes a requirement for 375 hours of 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 TQT for the Pearson BTEC Level 5 Higher National Diploma in Early Years Professional Leadership for England includes a requirement for 525 cumulative hours of work placement or experience in early education and/or care settings and PREP, including reflective accounts, to be completed over the duration of the programme, usually a period of two years for a full-time programme. The mandatory elements of work placement/experience are set out in *Section 4.2* of this specification.

Placements must be appropriate to the qualification and must enable students to meet the Learning Outcomes. Students *must* have the opportunity to begin to practise and become consistently competent at the relevant occupational level. Occupational competence is recorded in the practice portfolio. The early years lead practitioner occupational standard (ST0551) provides a list of duties that students, programme teams and supervisors will find useful.¹

¹ Institute for Apprenticeships and Technical Education (n.d.) *Early Years Lead Practitioner* [online]. Available at: <https://www.instituteforapprenticeships.org/apprenticeship-standards/early-years-lead-practitioner-v1-0> (Accessed: 16th May 2023).

1.11.1 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 PREP that accompanies this specification.

1.12 Qualification frameworks

Pearson BTEC Higher National qualifications are recognised higher education qualifications in the UK. They are in line with the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements, where applicable. These qualifications are part of the Regulated Qualifications Framework (RQF).

1.12 Collaborative development

Students completing their Pearson BTEC Higher Nationals in Early Years Professional Leadership for England 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 higher education tutors and employers and other individuals who have generously shared their time and expertise to help us develop these new qualifications:

- Briteswell Centre
- Busy Bees Leicester Bitteswell
- Heart Pre-School
- Little Elms Pre-School (Oxton) Limited
- Nottingham Trent University
- Solihull Metropolitan Borough Council Early Years Team
- The Priory Learning Trust
- West Nottinghamshire College
- Wolds Childcare Ltd.

The content and level of the Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Early Years Professional Leadership for England 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 Years Professional Leadership for England are referenced against national early childhood education and care standards in the UK.

1.13 Occupational standard alignment

This qualification has been developed to also meet the occupational level 5 early years lead practitioner occupational standard (ST0551). The standard is held by the Institute of Apprenticeships and Technical Education (IfATE) and can provide professional or apprenticeship status and progression to direct employment. This qualification has been submitted to IfATE for consideration as a Higher Technical Qualification (HTQ).

2.0 Programming purpose and objectives

2.1 Purpose of the BTEC Higher Nationals in Early Years Professional Leadership for England

The purpose of Pearson BTEC Higher Nationals in Early Years Professional Leadership for England is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the early years education, leadership 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 take them.

2.2 Objectives of the BTEC Higher Nationals in Early Years Professional Leadership for England

The objectives of the Pearson BTEC Higher Nationals in Early Years Professional Leadership for England are:

- to equip students with the early years education, leadership and care practice skills, knowledge and understanding necessary to achieve high performance in the global early years education and care environment
- to provide education and training for entry to, or progression in, a range of careers in early years education, leadership 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 years 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 years education, leadership and care, or progress to higher education qualifications such as an honours degree in early childhood studies, psychology and child development, child and youth studies, or related areas
- to provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives

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

We aim to meet these objectives by:

- providing a thorough grounding in early years education, leadership and care principles at Level 4 that lead the student to a range of progression opportunities at Level 5 and beyond to individual occupations in the early years education, leadership and care sector
- equipping individuals with the essential professional practice skills required to develop as early years lead practitioners and 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 through the selection of appropriate units for study at Levels 4 and 5
- enabling progression to further professional qualifications in early years leadership, education and care disciplines by mapping the units studied to the requirements of professional bodies, regulators and occupational standards applicable to that discipline
- supporting a range of study modes and time frames for completion of the qualifications.

2.2.1 Who is this qualification for?

The Pearson BTEC Higher National qualifications in Early Years Professional Leadership for England are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of the early years education, leadership and care sector and are designed for students who wish to pursue or advance their career in early years education, leadership, care or related fields. In addition to the knowledge, understanding, skills and behaviours that underpin the study of the early years education, leadership and care sector, Pearson BTEC Higher Nationals in Early Years Professional Leadership for England 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 Pearson BTEC Level 4 Higher National Certificate in Early Years Professional Leadership for England

The Pearson BTEC Level 4 Higher National Certificate in Early Years Professional Leadership for England offers students a broad introduction to the subject area via a mandatory core of learning, while enabling the acquisition of skills, knowledge, behaviours and experience relevant to the workplace or placement. This effectively builds underpinning core skills while preparing the student for further subject specialisation 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 workplace learning and experience.

At Level 4, students develop a broad knowledge and awareness of key aspects of the early years education, leadership and care sector through eight core units, which include 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 (Infants and Toddlers)
- Unit 5: Supporting and Promoting Children's Development (Young Children)
- Unit 6: Promoting Healthy Living
- Unit 7: Preparing for Research (Pearson-set unit)
- Unit 8: Promoting Inclusive Early Education and Care Environments.

Students successfully completing the Pearson BTEC Higher National Certificate in Early Years Professional Leadership for England will be able to demonstrate a sound knowledge of the fundamental concepts, values and principles of early years education, leadership and care practice, and the skills to perform effectively as a worker in a number of different settings in the early years education, leadership 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 reasonable, preset time frame. 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 Pearson BTEC Level 5 Higher National Diploma in Early Years Professional Leadership for England

The Pearson BTEC Level 5 Higher National Diploma in Early Years Professional Leadership for England offers students progression into relevant occupational areas or on to degree-level study. This qualification is mapped to the early years lead practitioner occupational standard (ST0551) and can provide professional status and progression to direct employment.

Holders of the Pearson BTEC Level 5 Higher National Diploma in Early Years Professional Leadership for England 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, leadership 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 to work towards gaining qualified teacher status (QTS) if appropriate.

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

- Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners (Pearson-set unit)
- Unit 10: Improving Quality in Early Education and Care Environments
- Unit 11: Managing and Leading People in Children's Early Education and Care Environments

- Unit 12: Managing Children's Early Education and Care Environments
- Unit 13: Mentoring and Supervision in Early Education and Care Practice.

See *Section 4.2* for a full list of the mandatory and optional units.

2.5 What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding in early years education, leadership and care that students can build on if they decide to continue their studies beyond this stage. The Level 5 Higher National Diploma enables students to commit to a leadership career path and progression route to degree-level study.

On successful completion of the Level 5 Higher National Diploma in Early Years Professional Leadership for England, students can develop their careers in the early years sector through:

- entering employment
- continuing existing employment or seeking alternative employment or promotion
- joining an appropriate professional body or membership organisation
- committing to continuing professional development (CPD)
- progressing to university.

2.5.1 Progression to university

The Pearson BTEC Level 5 Higher National Diploma in Early Years Professional Leadership for England is recognised by higher education providers as meeting admission requirements for many relevant early years degree programmes, for example:

- BA (Hons) Childhood: Health and Wellbeing
- BA (Hons) Childhood and Society
- BA (Hons) Children and Early Childhood
- BA (Hons) Early Childhood
- BA (Hons) Early Childhood and Education
- BA (Hons) Early Childhood in Society
- BA (Hons) Early Childhood Studies
- BA (Hons) Early Years
- BA (Hons) Early Years Education.

Details of entry requirements for BTEC Higher National graduates into degree programmes at institutions in the UK and internationally can be found at: <https://hnglobal.highernationals.com/degree-finder>. Students should always check the entry requirements for degree programmes at specific higher education providers.

University recognition and articulations

We work with a number of universities around the world to recognise and accept Pearson BTEC Higher Nationals as a qualification for entry to their undergraduate degree programmes. Many universities now allow advanced entry to the second or third year of the programme. Some universities have direct articulations to the second or third year of a bachelor's degree programme with Pearson BTEC Higher Nationals. Students should be aware that university admission criteria are always subject to change and understand the course entry requirements for subject, year and grade before applying.

For more information on entry requirements, including 2+1 articulations, please visit: <https://hnglobal.highernationals.com/degree-finder>.

2.5.2 Employment

After completing a Pearson BTEC Level 4 Higher National Certificate or 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 years education, leadership and care sector. Below are some examples of job roles each qualification could lead to.

Table 1: Possible job roles leading from the qualification

Job roles
Leader/manager/deputy manager in nursery and preschool settings
Nursery owner
Childminder
Other leadership and management roles in a range of early childhood environments

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 at:

<https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england>. This recognition is applicable only to students taking the Higher National qualification in England.

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

<https://www.gov.uk/government/organisations/department-for-education>.

2.6 Use of maths and English within the curriculum

People working in the early years education, leadership 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 is embedded throughout BTEC Higher Nationals in line with sector requirements. During their programme students may, for example be involved in:

- preparing written reports
- giving formal presentations
- taking part in informal conversations with a range of individuals, including children and their families, other professionals and people accessing early years education or care services
- using professional, sector-specific language
- using maths in developing the skills to support children's progress and their numeracy skills

- using mathematical methods to accurately record and present data for diagnostic or treatment purposes in an education or care context
- using analytical and computational methods to solve problems and assist with clinical trials, audits and research projects as required.

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

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 this qualification are aware of this, and that the development of these skills is an integral part of learning activities and assessments to ensure their skills are in line with current sector standards.

2.7 Developing students' employability skills and academic study skills

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. Our BTEC Higher Nationals in Early Years Professional Leadership for England support students in developing the key skills, attributes and strengths required by 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
- **Intrapersonal 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 Authorised Assignment Briefs (AABs) make recommendations for a range of real or simulated assessment activities, for example group work where appropriate, to encourage the 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. AABs are for guidance and support only and **must** be customised and amended according to local needs, requirements and contexts. All assignments must still be verified through the internal verification process.

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

- active personal research skills
- effective writing skills
- analytical skills
- critical thinking and reflective practice
- evidence-based practice
- creative problem-solving
- decision-making
- team building
- exam preparation skills
- digital literacy
- competence and capability in practice-based skills in the workplace, and
- competence in assessment methods used in higher education.

To support centres in developing these skills in their students, we have developed a map of transferable and academic study skills relevant to higher education, available in *Appendix 5*.

2.8 Sector-specific knowledge and skills Practice Themes effective practice in early years education and care

The Pearson BTEC Higher Nationals in Early Years Professional Leadership for England include a range of employability-related knowledge and skills specific to the early years education and care sector. These are embedded throughout the qualification units and are referred to as the 'Practice Themes'. The four Practice Themes mapped into the units, and assessed throughout the qualification, are as follows:

a. Professional Identity: This theme covers values, attitudes and behaviours and refers to adopting a professional, knowledgeable and skilled approach to practice, particularly when interacting with children and others in early education and care. It includes skills such as: adopting an ethical and reflective approach to practice (including confidentiality); leadership; effective verbal, written, electronic and non-verbal communication; professional presentation, self-management and time management. Values and attitudes include: care, compassion, courage and commitment to ensuring the welfare of the child is paramount; valuing and promoting the resilience and emotional wellbeing of themselves and the children in their care. Behaviours covered in this theme include demonstrating competence in practice and working within the limits of students' own knowledge and skills while remaining committed to engaging in relevant CPD.

Students are expected to reflect these values, attitudes and behaviours throughout their learning, both in the classroom and the workplace. The values, attitudes and behaviours identified reflect the requirements of codes of conduct, ethics and professional principles as set out by regulators, professional bodies and sector membership organisations, including Early Education (the British Association for Early Childhood Education), the Professional Association for Childcare and Early Years (PACEY) and the Northern Ireland Social Care Council.

b. Relationships with Others: This theme not only refers to respectful and non-discriminatory approaches, including working with others regardless of their personal characteristics, but also to taking positive action to support participation and democratic practice as well as a diverse and inclusive care and learning environments. 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 the children's 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, students will develop skills in adopting a holistic approach to caring for children, taking into consideration physical and mental and emotional aspects of the children's 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 theme refers to the legal, regulatory and other statutory frameworks that govern practice in early years education and care. On an ongoing basis, students are expected to consider and apply relevant law, guidance and regulation, and to 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.

3.0 Planning your programme

3.1 Delivering Higher Nationals in Early Years Professional Leadership for England

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

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

You should assess your students very carefully to make sure 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 students have access to a full range of information and advice to support them to them choose the right qualification and units. When students are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

Centres must provide a programme specification for approvals but it is also essential that centres produce:

- a staff handbook to support full- and part-time members of your team; and
- a student handbook to guide students through the course requirements so they know what is expected of them and understand their rights.

You can find more information in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, available to download on our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

3.2 Entry requirements and admissions

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

Students who have recently been in education are likely to need:

- a BTEC Level 3 qualification in Children's Pay, Learning and Development (or a related subject)

- 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
- 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' previous learning and experience when assessing their acceptance on a Pearson BTEC Higher National, through recognition of prior learning. (For further information please refer to *Section 8*.)

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

Lists of qualifications that meet the Department for Education's criteria are listed:

<https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england/early-years-qualifications-achieved-in-england>.

3.2.1 English language requirements

Pearson's mission is to help people make more of their lives through learning.

Students applying for a Pearson BTEC Higher National qualification that is **taught and assessed completely in English** will need a certain level of English language skills.

The following clarifies the requirements for all centres when recruiting applicants onto Pearson BTEC Higher National qualification programmes.

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

- Common European Framework of Reference (CEFR) level **B2**
- Pearson Test of English (PTE) Academic **51**
- International English Language Testing System (IELTS) 5.5; (reading and writing must be at **5.5**).

The following clarifies the requirements for all centres when recruiting applicants onto Pearson BTEC Higher National qualifications that are **taught in a language other than English but assessed in English**.

Students who have completed a Pearson BTEC Higher National qualification delivered partly or completely in another language but assessed in English will need to demonstrate ability in English to the standard above but at the **end** of the programme.

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

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

3.2.2 Centre approval

We need to approve all centres before they can offer our qualifications. This is to make sure that centres are ready to assess students and that we can provide the support you need.

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>).

The Higher Nationals in Early Years Professional Leadership include mandatory placements so have some specific approval requirements:

- Centres need to have a robust tracking system to record placement hours and methods of reporting these to Assessment Boards.
- There should be a named tutor/individual based in the centre to act as **placement coordinator**. The placement coordinator will have responsibility for working with placement providers to ensure effective communication between centres, placement providers and students. The placement coordinator will ensure that students can find and access suitable placements and that placements are able to support students. Where students are not employed by the placement provider, the placement coordinator will also ensure the centre has appropriate insurance in place for these students and that health and safety, and safeguarding requirements are met.
- A named **tutor-assessor** who is a member of the centre programme team and:
 - holds a qualification that is 'full and relevant' for working with children in the early years education and care sector
 - holds a recognised work-based learning assessor qualification, or achieves one within 12 months of starting to assess work-based evidence
 - has considerable experience of working in the early years education and care sector.

A **work-based supervisor** based in the placement setting who supports students on placement. This individual will be named to students. The work-based supervisor will facilitate students' learning from their placement experiences through reflective discussion and will enable sufficient opportunity for the student to meet the practice requirements of the qualification. In some instances the placement manager will be the work-based supervisor and will delegate the assessment of practice to the class teacher or room leader where the student is working. The work-based supervisor will be responsible for ensuring the student's practice skills are assessed by an *experienced* early childhood practitioner holding a 'full and relevant' early childhood care qualification and ideally a work-based learning assessor qualification and/or a higher education qualification.

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

See *Section 7.1* for further information on centre approval.

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

<http://qualifications.pearson.com/en/support/support-topics/centre-administration/qualification-approval.html>

3.2.3 Level of sector knowledge required

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

- a qualification that meets the approved 'full and relevant' criteria for early years.

For evidence assessed in the workplace, tutor-assessors must have experience working in the early education and care sector (a 'full and relevant' qualification) and hold, or be working towards, a recognised assessor or education qualification within 12 months of starting to assess work-based evidence. See *Section 3.2.2* for a description of the tutor-assessor role.

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 1.3* and *5.1* of this Programme Specification.

3.2.6 Modes of delivery

With our approval, you can deliver our Pearson BTEC Higher Nationals using a mixture of learning options that meet your students' needs. We recommend you offer full-time, part-time, blended learning and distance learning modes of delivery. For more information on these, see *Section 5.4.3*.

If you are delivering distance learning, please see the Pearson distance learning and assessment policy available at:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

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

For each programme with active registrations, we will provide an external examiner to help you plan and review assessments. You will also be able to access materials including schemes of work and templates, as well as training events and support from a dedicated team of Pearson Higher National subject leads. Please see:

<https://qualifications.pearson.com/en/support/training-from-pearson-uk.html>.

3.2.9 Student employability

All Pearson BTEC Higher Nationals have been designed and developed with consideration of National Occupational Standards where relevant and have been aligned to professional body competency standards and the occupational standards held by the Institute for Apprenticeships and Technical Education (see *Section 1.10*).

This qualification has been mapped to:

- Early Years Lead Practitioner occupational standard
- Early Years Educator criteria (level 3) (from 1 September 2024)

Employability skills such as team working and entrepreneurialism as well as practical hands-on skills have been built into the design of the learning aims 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 controllers, Programme Leaders and examinations officers.

Our qualifications should:

- be available to everyone able to reach the required standards
- be free from any barriers that restrict access and progress, and
- provide equal opportunities for all those who want to access the qualifications.

For more information, please see *our Equity, diversity and inclusion in Pearson qualifications and related services* policy, available at:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

Please recruit with integrity when registering students to our Pearson BTEC Higher National programmes. You should:

- make sure that students applying have the information and advice they need about the qualification to be sure it meets their needs

- check each student's qualifications and experience to make sure they have the potential to achieve the qualification, and
- for students with disabilities and specific needs, consider the support available to them during teaching and assessment.

For more guidance, please see *Section 9* on reasonable adjustments and *A guide to recruiting learners onto Pearson qualifications*, available at:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

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, please see the information manual available in the support section of our website at: <https://qualifications.pearson.com/en/support/support-for-you/exam-officers-administrators/entries-information-manual.html?view=manual>.

Students can be formally assessed only for a qualification on which they are registered. If a student changes the qualification they want to study for (for example if they decide to choose a different specialist pathway), you must transfer their registration to the new pathway. We cannot sample a student's work unless they are registered on the correct pathway.

3.5 Access to assessments

Assessments need to be managed carefully so that all students are treated fairly and that results and certificates are issued without delay, allowing students to move on to their chosen progression opportunities.

Our equity, diversity and inclusion 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 with 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 with the achievement of their peers.

Further information on access arrangements can be found on the Joint Council for Qualifications (JCQ) website at: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>.

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 assurance and assessment can be found in our UK and international guides available in the support section of our website at: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

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 they have 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 information on how to make adjustments for students with protected characteristics is available on the support section of our website at: <https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>. [https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Supplementary Guidance for Reasonable Adjustment and Special Consideration.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Supplementary%20Guidance%20for%20Reasonable%20Adjustment%20and%20Special%20Consideration.pdf)

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. You can provide special consideration related to the period of time given for evidence to be provided, or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the JCQ guide to the special consideration process, which can be downloaded from the JCQ website at: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>.

Please note that your centre must have a policy for dealing with mitigating circumstances if students are affected by adverse situations, such as illness, which result in non-submission or 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 are available in the support section of our website: <https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html/> and can be downloaded from the JCQ website <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>.

If your centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal, they 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' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or may damage the authority of those responsible for delivering the assessment and certification. Malpractice may arise, or be suspected, in relation to any unit or type of assessment within the qualification, including practice portfolio.

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

Further information on malpractice and advice on preventing malpractice by students can be found in our *Centre guidance: dealing with malpractice and maladministration*, available at: <https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

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

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. Our *Centre guidance: dealing with malpractice and maladministration* 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 Pearson policies. The malpractice guidance document gives further information and examples, and details the penalties and sanctions that may be imposed.

3.7.2 Student malpractice

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

Heads of Centres are required to report incidents of any suspected student malpractice that occur during Pearson qualification. We ask centres to complete *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and email it to our Investigations Processing Team at candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

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

Failure to report malpractice constitutes staff or centre malpractice.

3.7.3 Staff and centre malpractice

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

Heads of Centres are required to inform Pearson's Investigations Processing Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The Heads of Centres are requested to inform the investigations team by submitting a *JCQ Form M2* (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.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of students) should also be reported to the investigations team, using the same method.

More information on malpractice can be found in the latest version of the JCQ guidance *Suspected Malpractice Policies and Procedures*, available at: www.jcq.org.uk/exams-office/malpractice.

Pearson reserves the right in cases of suspected malpractice to withhold the issue of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or 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 you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of students
- placing temporary suspensions on registration of students
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

Your centre will be notified if any of these apply.

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

4.0 Programme structure

4.1 Units, credits, total qualification time (TQT), guided learning hours (GLH) and work placement/experience

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 an HND student to have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This enables the student to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

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

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

Students undertaking an HND who do not successfully complete the full qualification may be awarded an HNC as long as they have completed at least 375 placement/workplace hours and they have gained enough credits.

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.
- Optional units provide greater depth and breadth of study and can be localised.

Each unit usually carries 15 credits. Units are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed learning and assessment. Each 15-credit unit has a TQT of 150 hours, including 60 hours of guided learning.

Total qualification time (TQT) for Higher National Certificate (HNC) = 1,200 hours.

Total qualification time (TQT) for Higher National Diploma (HND) = 2,400 hours.

Examples of activities that can contribute to TQT include:

- guided learning
- independent and unsupervised research/learning
- mandatory placements
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a recorded podcast or webinar, and
- unsupervised work-based learning.

Guided learning hours (GLH) are the hours when a tutor is present to give specific guidance towards the learning aim being studied. Guided learning hours include lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. They also include any supervised assessment activity such as invigilated assessments, observed assessments and observed work-based practice.

Total guided learning hours for Higher National Certificate (HNC) = 480 hours.

Total guided learning hours for Higher National Diploma (HND) = 960 hours.

Examples of activities that can contribute to guided learning hours include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- mandatory placements
- live webinar or online tutorial with a tutor
- synchronous online learning supervised by a tutor, and
- all forms of assessment that take place under the immediate guidance or supervision of a tutor or other appropriate education or training provider, including where the assessment is competence-based and may be turned into a learning opportunity.

Independent learning hours are where a student is learning without the direct guidance of a member of centre staff. They are critical to the student's ability to develop knowledge and skills, as well as providing them with the opportunity to develop key transferable skills such as self-discipline, time management and self-motivation.

Total independent learning hours for Higher National Certificate (HNC) = 720 hours.

Total independent learning hours for Higher National Diploma (HND) = 1,440 hours.

Some examples of activities that can contribute to independent learning include:

- self-directed research and investigation
- reading set texts or other sources of information
- watching subject-related videos as part of investigation and research
- reviewing recordings of scheduled sessions or notes from those sessions
- peer activities, such as group meetings and online discussions, where students explore their learning together, and
- reviewing and recording reflections on their own learning.

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 required
- the optional units required
- 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.

Level 5 also has a number of core units that are mandatory and cannot be substituted. These units are selected and recommended to provide an appropriate amount of subject-specific content for the qualification title and level.

Optional units are also available for selection at Level 5.

4.2.1 Pearson BTEC Level 4 Higher National Certificate in Early Years Professional Leadership for England

- 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) = 1,200 hours.
- Total guided learning hours (GLH) = 480 hours.
- All units in the qualification are core mandatory units and are at Level 4.
- In some qualifications, a maximum of 30 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the centre and approved by Pearson. Core units may **not** be substituted and are **mandatory**. For more information see *Section 4.2.10*.

4.2.2 Work placement/experience requirements at Level 4

The total qualification time for the Pearson BTEC Level 4 Higher National Certificate in Early Years Professional Leadership for England includes a minimum requirement of 375 hours' work placement or experience in early education and/or care settings.

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

- A minimum of two different settings is required.
- A minimum of 75 practice hours with each of the following age ranges:
 - From birth to one year, 11 months
 - From two years to four years, 11 months
 - Five years to seven years, 11 months.

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

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

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

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

4.2.3 Supervision and assessment requirements on placement

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

4.2.4 Level 4 structure

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

Table 2: Level 4 units

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

² Successful completion of this unit is a prerequisite for the delivery of all Level 5 units in this qualification.

4.2.5 Pearson BTEC Level 5 Higher National Diploma in Early Years Professional Leadership for England

The Level 5 Higher National Diploma consists of the Level 4 Higher National Certificate plus an additional 120 credits at Level 5.

- Qualification credit value: a minimum of 240 credits. This is made up of 15 units, 14 with a value of 15 credits, and one with a value of 30 credits.
- Total qualification time (TQT) = 2,400 hours.
- Total guided learning hours (GLH) = 960 hours.
- There is a required mix of core and optional units totalling 240 credits.
- In some cases, a maximum of 30 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the centre and approved by Pearson. Core units may **not** be substituted and are **mandatory**. For more information see *Section 4.2.10*.

Unit substitution must be used with caution. The Higher Technical Qualification (HTQ) requirements may not be met if units are substituted.

- The requirements of the HNC have to be met.

4.2.6 Work placement/experience requirements at Level 5

The total qualification time for the Pearson BTEC Level 5 Higher National Diploma in Early Years Professional Leadership includes a requirement of 525 hours' work placement or experience in early education and/care settings over the two-year period of the qualification.

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

- A minimum of **two** different settings is required.
- A minimum of 75 practice hours with each of the following age ranges:
 - From birth to 1 year, 11 months
 - From 2 years to 4 years, 11 months
 - 5 years to 7 years, 11 months.

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

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

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

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

4.2.7 Supervision and assessment requirements on placement

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

4.2.8 Level 5 structure

The units in the qualification at Level 5 are as follows:

Table 3: Level 5 units

Pearson BTEC Level 5 Higher National Diploma in Early Years Professional Leadership for England		Unit credit	Level
Level 4 units:			
Core unit <i>Mandatory</i>	Unit 1: Personal and Professional Development through Reflective Practice	15	4
Core unit <i>Mandatory</i>	Unit 2: Protecting Children in Early Education and Care Environments ³	15	4
Core unit <i>Mandatory</i>	Unit 3: Play and Learning in Early Childhood	15	4
Specialist unit <i>Mandatory</i>	Unit 4: Supporting and Promoting Children's Development (Infants and Toddlers)	15	4
Specialist unit <i>Mandatory</i>	Unit 5: Supporting and Promoting Children's Development (Young Children)	15	4
Specialist unit <i>Mandatory</i>	Unit 6: Promoting Healthy Living	15	4
Core unit <i>Mandatory</i>	Unit 7: Preparing for Research (Pearson-set)	15	4
Core unit <i>Mandatory</i>	Unit 8: Promoting Inclusive Early Education and Care Environments	15	4
Level 5 units:			
Core unit <i>Mandatory</i>	Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners (Pearson-set)	30	5
Core unit <i>Mandatory</i>	Unit 10: Improving Quality in Early Education and Care Environments	15	5
Core unit <i>Mandatory</i>	Unit 11: Managing and Leading People in Children's Early Education and Care Environments	15	5
Core unit <i>Mandatory</i>	Unit 12: Managing Children's Early Education and Care Environments	15	5
Core unit <i>Mandatory</i>	Unit 13: Mentoring and Supervision in Early Education and Care Practice	15	5
Plus an additional 30 credits selected from the optional units listed below.			

³ Successful completion of this unit is a prerequisite for the delivery of all Level 5 units in this qualification.

Optional unit	Unit 14: Current and Emerging Pedagogies in Early Childhood Education and Care	15	5
Optional unit	Unit 15: Child-centred Practice with Children, Families and Communities	15	5
Optional unit	Unit 16: Supporting Social Work with Children and Families	15	5
Optional unit	Unit 17: Impact of Curriculum on Early Childhood Education and Care	15	5
Optional unit	Unit 18: Approaches to Entrepreneurship in Early Childhood Education and Care	15	5
Optional unit	Unit 19: The Impact of Contemporary Global Issues on Children's Health and Wellbeing	15	5
Optional unit	Unit 20: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner	15	5
Optional unit	Unit 21: Social Policy: Influences on Practice and Provision	15	5
Optional unit	Unit 22: Supporting Children in Home-based Childcare Environments	15	5
Optional unit	Unit 23: Health Education and Promotion in Action: Developing the Healthy Child	15	5
Optional unit	Unit 24: Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing	15	5
Optional unit	Unit 25: Supporting Children's Medical Needs	15	5
Optional unit	Unit 26: Healthcare Play	15	5
Optional unit	Unit 27: Outdoor Play and Learning	15	5
Optional unit	28: Comparative Education Systems: International Perspectives	15	5
Optional unit	Unit 29: Innovative Approaches to Children's Play and Learning in Practice	30	5
Optional unit	Unit 30: Working in Partnership across Health, Education and Social Care Services	15	5

4.2.9 Meeting local needs (MLN)

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 to cover the full range of employment opportunities it offers. Centres should make full use of the choices available to them within the specialist pathways to meet the needs of their students and local skills and training needs.

If you identify a specific need that cannot be addressed using the units in this specification, you can apply to use units from other Regulated Qualifications Framework (RQF) Pearson BTEC Higher National qualifications, through the Meeting Local Needs (MLN) process. You will need to justify your reasons for using these other units. Your application must be in before 31 January of the calendar year in which you want to use the units. For more information please visit:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/higher-nationals/meeting-local-needs.html> or contact your Pearson regional contact.

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)**. MLN units cannot be used to replace the mandatory units in any qualification and you must still follow the qualification's rules of combination, as detailed in the specification. It is the responsibility of the centre requesting the MLN to ensure that approved units are used only in eligible combinations.

Unit substitution must be used with caution. The HTQ requirements may not be met if units are substituted.

For the Pearson BTEC Level 4 Higher Nationals in Early Years Professional Leadership for England the maximum number of credits that can be imported by pathway is as follows:

Table 4: Maximum number of credits that can be imported by pathway

Qualification	Import at Level 4	Import at Level 5
Pearson BTEC Level 4 Higher National Certificate in Early Years Professional Leadership for England	–	–
Pearson BTEC Level 5 Higher National Diploma in Early Years Professional Leadership for England	–	30

4.2.10 Commissioning new units for Pearson BTEC Higher Nationals

If the MLN process does not provide enough flexibility in terms of qualification structure, you can ask us to develop new units to meet your specific needs. You will need to fill in an application form explaining the reasons for your request. You must apply a full year ahead of the year in which you want to deliver the new unit.

If we agree to your application, we will develop the new unit in consultation with you.

We would be pleased to discuss your ideas for commissioning new units. For more information, please see the custom-designed Higher Nationals section of our website at: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/building-a-bespoke-btec-higher-national-qualification.html>.

4.3 Pearson-set assignments

Pearson-set units form 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, students 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, a Pearson-set theme from the Higher Nationals in Early Years Professional Leadership might be: Technology in early childhood education and care.

The related Level 4 topics could be:

- Technology as a tool for promoting early childhood learning and development
- Accessing learning in early childhood through technology
- Technology and building constructive relationships between children and adults
- Selecting technology to use in early childhood learning.

Centres can find relevant support in the theme and topic release documentation that will be provided for each level on the HN Global website at:

<https://hnglobal.highernationals.com/>.

The Pearson-set unit provides a common framework for centres to develop work that will allow us to:

- compare information across the sector, and
- identify and share best practice in higher education teaching and learning.

We will share the best practice results with all centres.

For more information about assessing Pearson-set units, please see *Section 6*.

4.3.1 Practice-based assessments

A key feature of the Higher Nationals in Early Years Professional Leadership for England is the inclusion of practice-based assessment criteria at Levels 4 and 5. These criteria are intended to provide a framework in which necessary work-based learning can take place and 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. They support students in developing a greater depth of learning, embedding the skills-based requirements critical to their professional development and enabling students to engage meaningfully with the employers they are placed with.

The aim of the practice-based assessment criteria is to enable centres to effectively adopt a work-integrated model of delivery and to develop 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 of core units is included in the PREP to support centres in developing appropriate programmes of study. Additional 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 more information on practice-based-assessment in this qualification, please see *Section 3.2*.

4.4 Optional units

The optional units available in the Higher Nationals in Early Years Professional Leadership for England are intended to provide centres with a range of units that may be applicable to any student's situation and context. These units have been written to provide scope for a centre to tailor its course offer to include areas of additional content that provide a unique student experience.

4.5 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 shown in Table 5. You may refer to any of the unit descriptors in *Section 10* of this specification.

Table 5: Unit descriptor outline

Unit title	A general statement of what the unit will cover.
Unit code	The Ofqual unit reference number.
Unit type	<p>There are three unit types:</p> <ul style="list-style-type: none"> • core (mandatory to all pathways) • specialist (mandatory to specific pathways) • optional (available to most pathways). <p>This qualification contains core and optional units only.</p>
Unit level	All Higher National Certificate units are at Level 4 and all Higher National Diploma units are at 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	<p>Some general notes on the unit:</p> <ul style="list-style-type: none"> • setting the scene • stating the purpose, and • 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 usually 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	Tutors can refer to this table when grading assignments. It connects the unit's Learning Outcomes with the students' work. Assignments can be graded at 'Pass', 'Merit' or 'Distinction' level, depending on the quality of the student's work.
Recommended Resources	This section lists the resources appropriate to support the study of a unit. This includes books, journals and online material to support learning. The programme tutor may suggest alternatives and additions, usually with a local application or relevance.

4.5.1 Print and e-document resources – referencing

Books, journals, articles and other documents, such as policies and guidance, in their Recommended Resources list. These are presented using the Harvard referencing style.

For example:

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

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

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

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

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

4.5.2 Web resources – referencing

Units may have web resources as part of their Recommended Resources lists. These are included using the Harvard Referencing Style. For example:

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

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

Pearson UK (2019) *Training Video for the RQF BTEC Higher Nationals Pearson-set Assignments* [video]. Available at: https://www.youtube.com/watch?v=FkQi_I78_tw (Accessed: 25th April 2023).

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

Alternative method of referencing websites:

Within the units an alternative method of website referencing has also been used. A description of this follows. **If learners wish to progress their education beyond Higher Nationals they should be encouraged to use Harvard referencing for websites and online resources.**

[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, for example:

- research
- general reference
- tutorials
- training
- e-books
- report
- wiki
- article
- data sets
- development tool
- discussion forum.

Example

[1] commission.europa.eu

[2] European Commission

[3] Public Health

[4] (General reference)

[1] www.ifsw.org

[2] International Federation of Social Workers

[3] The Role of Social Work in Social Protection Systems: The Universal Right to Social Protection

[4] (Report)

Students and tutors must use a referencing system to cite and reference resources in an academic format.

If students wish to progress their education beyond Higher Nationals they should be encouraged to use Harvard referencing for websites and online resources.

5.0 Teaching and learning

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

Centres are encouraged to develop programmes that have a distinctive focus on entry into work, delivering a curriculum that embeds employability, has a strong commitment to ethics and diversity, and introduces students to contemporary as well as seminal research. All teaching and learning should reflect the expectations of employers and society, and be informed and guided by external benchmarks such as professional and statutory bodies. As a result, students completing a Pearson BTEC Higher Nationals in Early Years Professional Leadership for England should have the attributes, skills, principles and behaviours that will enable them to make a valuable contribution to local, national and international early years and childhood education 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 can 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 lecturers, 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 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 Nationals in Early Years Professional Leadership for England 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 that have, as a minimum, available copies (physically and/or electronically) of all required reading material
- access to research papers and journals
- using a virtual learning environment (VLE) to support teaching
- working with local employers to present real-life case studies
- creating schemes of work that embrace a range of teaching and learning techniques
- listening to the student voice.

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

An induction programme should consist of the following:

- a course programme overview, including an introduction to the practice themes, work placement requirements and portfolio
- preparing for lessons
- effective engagement in lectures and seminars
- making the most of the tutor
- assignment requirements
- referencing and plagiarism
- centre policies
- academic study skills.

Pearson offers Higher National Global Study Skills to all students – an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. This is available on the HN Global website at: <https://hnglobal.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 Years Professional Leadership for England. This input should extend into the learning experience, where engagement with employers will add value to students, particularly in putting theory into 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. These could include:

- field trips to local early years settings, including community-based provision
- inviting local early years, allied service providers, practitioners and professionals to engage with students in the campus learning environment as guest lecturers as well as in the practice learning environment
- using specialists, experts, employers and researchers to work alongside the academic team to judge the quality of assessed presentations and/or products
- establishing a panel of experts to whom students can present their research and recommendations for service improvement.

While detailed guidance on assessment has been provided in this specification (see *Section 6*), it is worth considering the involvement of employers when determining assessment strategies and the use of different assessment methods. This enables centres to design assessments that are more closely related to what students would be doing in the workplace. Employers and expert practitioners are able to comment on relevance and content, as well as the challenge presented by an assessment. But 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 so it is important 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 the assessment strategy that will test their knowledge and understanding.

There are many ways in which to capture the student voice and student feedback, both formal and informal. Formal mechanisms include the nomination of student representatives to act as the collective student voice for each student cohort, student representation at course team meetings and an elected higher education representative as part of the students' union. Student forums should also take place periodically throughout the year, with minutes and action plans updated and informing the overall annual course monitoring process. Unit-specific feedback can also be collated by 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, enabling tutors to adopt a 'reflection on action' approach to adjust their teaching, so that students are presented with an environment that is most supportive of their learning styles. Just as employers could have 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 tutors, 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 focus wherever possible.

It is important for a programme structure to be effectively planned, taking into account the nature of the student cohort, the primary mode of delivery (face-to-face or distance learning) and the level of study. It is also advisable to consider the student voice (whether that voice is heard through end-of-programme feedback, or through ongoing dialogue) when planning how and when students will be exposed to a

particular subject. One other vital source of information that centres would do well to embrace is the feedback from tutors who have been and/or will be delivering learning.

It is recommended that centres establish a programme planning forum where various stakeholders are represented. This forum could consider different perspectives of teaching and learning, including while students are on placement/in the workplace, and how these are planned into an effective programme structure. Consideration could be given to, for example, the holistic and consistent use of virtual learning environments (VLEs), a programme of field trips, a strategy for 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. For example, in the Pearson BTEC Higher National Diploma in Early Years Professional Leadership for England 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, 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 17 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 years setting.

5.4.2 Condensed and expanded 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. Tables 6 and 7 provide examples of this, based on four units being delivered in one teaching block.

Condensed version:

Table 6: Examples of units delivered in condensed format

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

Expanded version:

Table 7: Examples of units delivered over extended period

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

Mixed version:

Table 8: Examples of units delivered in both condensed and expanded formats

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

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

The decision to deliver a condensed, expanded or mixed programme would depend on a number of factors, including availability of resources, when placements are planned, 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, sense of belief in their 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 all 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.

5.4.3 Drawing on a wide range of delivery techniques

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

Table 9 below lists some techniques that centres could introduce into a planned programme structure.

Table 9: Possible methods for use in delivering curriculum

Technique	Face-to-face	Distance learning
Lectures and seminars	These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of students where the focus is on sharing knowledge through the use of presentations.	Delivery would be through video conferencing and/or pre-recorded audio and/or visual material, available through an online platform. Synchronous or asynchronous discussion forums could also be used.
Workshops	These are used to build on knowledge shared via tutors and seminars. Teaching can be more in depth where knowledge is applied, for example, to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study.	While more challenging to organise than for face-to-face delivery, workshops should not be dismissed. Smaller groups of three or four students could access a forum simultaneously and engage in the same type of activity as for face-to-face.
Tutorials	These present an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run-up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment.	Other than not necessarily being in the same room as a student, tutors could still provide effective tutorials. Video conferencing tools provide the means to see a student, which makes any conversation more personal.
Virtual learning environments (VLEs)	These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable.	A VLE is a must if students are engaged with online delivery through distance or blended learning, as this would be the primary or 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.

Blended learning	The combination of traditional face-to-face learning and online learning can enable students to gain personalised support, instruction and guidance while completing assigned activities and tasks remotely. All delivery should contain a blend of techniques.	Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints.
Work-based learning and placements	Any opportunity to integrate work-based learning into the curriculum should be taken. This adds realism and provides students with an opportunity to link theory to practice in a way case studies do not. Many full-time students are involved in some form of employment, either paid or voluntary, which could be used, where appropriate, as part of their learning e.g. when assignments require students to contextualise a response to a real organisation.	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.
Guest speakers, visiting lecturers, experts and employers	These could be experts from industry or visiting academics in the subject area that is being studied. They could be used to present a lecture/seminar or a workshop or to contribute to assessment. The objective is to make the most effective use of an expert's knowledge and skill by adding value to the teaching and learning experience.	As long as the expert has access to the same platform as the students then the value-added contribution would still be very high. Consideration would need to be given to timings and logistics, but with some innovative management this technique would still have a place in distance learning programmes.
Field trips	Effectively planned field trips, which have a direct relevance to the curriculum, would add value to the learning experience. Through these trips students could relate theory to practice, have an opportunity to experience organisations in action and potentially open their minds to career routes.	The use of field trips could be included as part of a distance learning programme. They will add the same value and require the same planning. One additional benefit of field trips for distance learning is that they provide an opportunity for all students in a cohort to meet, which is a rare occurrence for distance learning students.

5.4.4 Assessment considerations

Centres should embrace the concept of assessment for learning. This is where an assessment strategy requires students to engage with a variety of assessment tools that are accessible, are 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 7*). 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 when 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 assessment and teaching. Assessment is an integral part of the overall learning process and assessment strategy must be developed to support effective, reflective, thinking early years practitioners and leaders for the future. Assessment can be formative, summative or both.

When centres are designing assessment instruments they 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

Key elements of the PREP are:

- guidance on the PREP, placement expectations, reflective practice requirements and personal and professional development skills
- reflective practice logs and tracking documents students should use to provide evidence of having met the reflective practice evidence requirements of mandatory units
- tutor/supervisor/assessor observation and assessment records

- mapping forms identifying where mandatory reflective criteria meet elements of sector occupational standards and the professional practice requirements of the practice themes. This serves to further support and embed a 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. It takes place before the summative assessment and as such it does not confirm achievement of grades. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards.

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

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

5.4.6 Summative assessment

Summative assessment provides students with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective they should also give students additional feedback to support ongoing development and improvement in subsequent assignments. 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 that 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 also 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 assignments

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 use 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 open-book 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. Reliability is enhanced when assignments are consistent. 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. 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*).

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.

6.0 Assessment

Pearson BTEC Higher Nationals in Early Years Professional Leadership for England are assessed using a combination of internally assessed **centre-devised internal assignments** (set and marked by centres) and internally assessed **Pearson-set assignments** (set by Pearson and marked by centres). Pearson-set assignments are mandatory and target particular industry-specific skills. The number and value of these units depends 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 Pearson-set units on Higher Nationals is as follows.

Standardisation of student work – Pearson-set units help assess the quality of student work and that it meets the level and the requirements of the unit across all centres, that grade decisions and assessor feedback are justified, and that internal verification and moderation processes are picking up any discrepancies and issues.

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

An appointed external examiner 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 external examiner on the Pearson-set assignment. The external examiner may also include the Pearson-set units 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 Authorised Assignment Briefs

We provide a booklet of Authorised Assignment Briefs (AABs) for a sample of units. These Authorised Assignment Briefs have been developed to support centres with their assessment strategy for the delivery of a sample of units, as well as providing guidance and inspiration for effective planning and design of future assignment briefs.

It is important to note:

1. AABs can be modified and customised to meet local requirements.
2. AABs can be used by centres if they meet your specific requirements following internal verification. They have been written to assess student's knowledge, understanding and skills specifically relevant to the unit Learning Outcomes but they have not been contextualised to meet local need and international diversity. If an AAB is used, it should still be internally marked and made available for standards verification.

The AABs offer a range of real and simulated assessment activities, for example group work to encourage cooperation and social skills or a solution-focused case study to develop cognitive skills. The assessment grids for each unit explain the specific requirements for assessing these skills.

All assignments must still be moderated in line with the internal verification process.

These AABs along with further guidance can be found in the *Effective assignment design for the Higher Nationals in Early Years Professional Leadership for England: Authorised Assignment Briefs* booklet available on HN Global at:

<https://hnglobal.highernationals.com/>.

The tutor resources section on HN Global offers a wide range of resources and guidance documents to help you plan and design assessments effectively.

6.1 Principles of internal assessment

This section summarises the main features of internal assessment and explains how you can offer it effectively. Full details are given in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, downloadable in the enhanced quality assurance section of our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>. All of your assessment team will need to refer to this document.

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

Effective internal assessment 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 delivered. An assignment may take a variety of forms, including practical and written types. It 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 a hand-out date, a completion date and clear requirements for the evidence they must 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 Using unit-based criteria

You must base your assessment decisions for Pearson BTEC Higher Nationals on the specific criteria we have provided for each unit and grade level. We have based these criteria on a framework to make sure that standards are consistent in the qualification and across the whole range of qualifications. We have developed each unit to assess the student's understanding, practical skills and the vocational qualities necessary for the qualification.

The assessment criteria for a unit are based on a hierarchy. For example, if a Merit criterion requires the student to show 'analysis' and the related Pass criterion requires the student to 'explain', then to gain a Merit the student will need to cover both 'explain' and 'analyse'. The unit assessment criteria tables show the relationships among the criteria so that Assessors can apply all the criteria to the student's evidence at the same time. In *Appendix 3* 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 assessments for a unit then the assessment team will give a grade for the unit. This grade is based on the highest level the student is judged to have met for all the criteria.

- To achieve a Pass, a student must have met all the Pass criteria for the Learning Outcomes, demonstrating that they have covered the unit content and achieved Level 4 or 5 of the national framework.
- To achieve a Merit, a student must have met all the Merit criteria (and the Pass criteria) through high performance in each Learning Outcome.
- To achieve a Distinction, a student must have met all the Distinction criteria (and the Pass and Merit criteria), demonstrating outstanding performance across the whole unit.

A Pass cannot be awarded just because the student has completed all the assignments. Students must meet all of the Pass criteria. If they do not, their grade should be reported as 'unclassified'.

6.1.3 The assessment team

You will need an effective team for internal assessment. There are three key roles involved, each with different responsibilities. These roles are listed below:

- The **Programme Leader** has overall responsibility for the programme, its assessment and internal verification to meet our requirements. They must register with us each year. They are also responsible for:
 - record-keeping
 - liaising with the standards verifier
 - acting as an Assessor
 - supporting the rest of the assessment team
 - making sure that the team has the information it needs about our assessment requirements
 - organising training, and
 - using our guidance and support materials.
- **Internal Verifiers** 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. All internal verifiers will follow the same standards and procedures as instructed by your Programme Leader. Internal Verifiers are usually also Assessors, but they do not verify their own assessments.
- **Assessors** set assignments or use assignments to assess students to national standards. Before taking any assessment decisions, they are trained by the Programme Leader to all work to the same standards and procedures. They also work with the Programme Leader and Internal Verifiers to ensure the assessment is planned and carried out in line with our requirements. Placement assessments must be carried out by appropriately qualified Assessors.

Our external examiner will sample student work across Assessors. They will also want to see evidence of how you have verified assignments and will assess your decisions.

Full information is provided in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

6.1.4 Effective organisation

Internal assessment needs to be well organised so that you can track student progress and we can make sure your assessments are in line with national standards.

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.

We support you in this through:

- assessment and feedback guidance documents available on HN Global, and
- training materials and sample templates for curriculum planning.

Please also see the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>

6.1.5 Student preparation

You need to make sure your students 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 and the consequences of submitting late work, and the procedure for requesting extensions in special circumstances.

6.2 Setting effective assessments

6.2.1 Setting the number and structure of assessments

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 provides online Authorised Assignment Briefs for each unit to support you in developing and designing your own assessments.

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 listed in the unit descriptor. However, you may choose to combine assignments, either to cover a number of Learning Outcomes or to create a single assignment for the entire 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-related 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 Authorised 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 evidence:

- 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 4*.)

The form(s) of evidence selected must:

- enable the student to provide all the evidence required for the Learning Outcomes and the associated assessment criteria at all grade levels
- enable the student to produce evidence that is their own independent work
- enable a verifier to independently reassess the student to check the Assessor's decisions.

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

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

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

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

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

6.3 Making valid assessment decisions

6.3.1 Authenticity of student work

An assessor must assess only student work that is authentic – in other words, the student's own independent work. Students must sign a declaration for each assessment to confirm that it is their own work. This declaration must confirm that:

- any evidence submitted for the assignment is the student's own, and
- the student understands that false declaration is a form of malpractice for which they may face penalties.

Assessors must ensure that evidence is authentic by setting valid assignments and supervising students during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may influence the student's work and final grade.

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

If an Assessor suspects that some or all of a student's evidence is not authentic, they must take action in line with our policies for malpractice. (See *Section 3.7* for further information.)

6.3.2 Making assessment decisions using criteria

Assessors must use our criteria to make assessment decisions. They can judge the evidence from a student using all the relevant criteria at the same time but they must be satisfied that there is enough detailed evidence for each criterion required. 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 3* of this document
- examples of verified assessed work
- the 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's policies (see also *Section 3.6*).

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

You can apply a penalty to assignments that are submitted late. To do this, you should:

- assess the assignment normally
- apply the penalty or cap to the grade awarded
- tell the student their uncapped grade to recognise the learning they have achieved and provide genuine assessment feedback
- record both the uncapped and capped grades, and
- have both grades verified by a suitable Assessment Board, taking into account any genuine reasons for the assignment being late.

Please also see the *BTEC Higher Nationals Centre Guide for Quality Assurance and Assessment*, which can be found on our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

6.3.4 Dealing with breaches of confidentiality and unsafe practice

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

On rare occasions students may witness and detail unsafe practice and breaches of confidentiality while on placement. Again, centres should have processes in place for students to refer to.

Breaches of confidentiality in assessments

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

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

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

Unsafe practice in assessments

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

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

6.3.5 Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, they will provide a formal assessment decision. This should be recorded and reported to students. The information given to the student:

- must show the formal decision and how it has been reached, indicating how assessment criteria have been met

- may show why they have not demonstrated achievement against assessment criteria
- must not provide feedback on how to improve evidence but can suggest how to improve in the future.

6.3.6 Resubmission opportunity

If a student's assignment does not pass after the first assessment, they must have the opportunity to resubmit the assignment for reassessment. In this case:

- students can have the assignment reassessed once only
- if coursework and project-based or portfolio-based assignments need to be reassessed, this will usually involve carrying out the original activity again
- for examinations, reassessment will involve completing a new activity
- the grade for a reassessed assignment will be capped at a Pass
- assignments already graded at a Pass or higher cannot be reassessed.

6.3.7 Repeat units

If a student fails to achieve a Pass for a unit following reassessment, your Assessment Board may agree that they can repeat the unit. In this case:

- the student must pay the unit fee and study the unit again, with full attendance
- the grade for the unit (if successfully completed) will be capped at a Pass.

Students can repeat a unit once only.

6.3.7 Assessment Boards

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

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

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

If you do not have an Assessment Board, then our external examiner will discuss this with your quality nominee and Programme Leader, stressing the requirement for Assessment Boards by Pearson.

6.4 Planning and record-keeping

For internal processes to be effective, your assessment team needs to be well organised and keep effective records. We will work closely with you to make sure you are meeting national standards. This process gives stakeholders confidence in the assessment approach.

The Programme Leader should have an assessment plan, produced as a spreadsheet. This plan should include:

- the time required to train the assessment team and make sure they are working to the same standards and procedures
- the time available for teaching and carrying out assessment, including when students may complete assessments and when Quality Assurance will take place
- the completion dates for different assignments
- how and when the practice placement portfolio will be assessed
- who is acting as Internal Verifier for each assignment, and the date by which the assignment needs to be verified
- a procedure for Internal Verifiers to sample Assessors' decisions that covers all assignments, Assessors and a range of students
- a process to assess and verify students' work so that they receive formal decisions quickly
- a system for scheduling resubmissions, and
- timing of placements during the academic year, especially where placement experience is necessary for the Learning Outcomes and assessment criteria.

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

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

Examples of records and more information are available in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance process section of our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

6.5 Calculating the final qualification grade

6.5.1 Conditions for the award

Conditions for the award of the HNC

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

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

Conditions for the award of the HND

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

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

6.5.2 Compensation provisions

Compensation provisions for the HNC

Students who have attempted but not achieved a Pass in one of their Level 4 15-credit units can still be awarded an HNC as long as they have completed and passed the remaining units.

Compensation provisions for the HND

Students who have attempted but not achieved a Pass in one of their Level 4 15-credit units and one of their Level 5 15-credit units can still be awarded an HND as long as they have completed and passed the remaining units at both levels as per the rules of combination of the required qualification.

If compensation is used at either Level 4 or Level 5 then HTQ, occupational standards and Department for Education early years educator requirements may not be met. Compensation should be used as a last resort.

6.5.3 Calculation of the overall qualification grade

The calculation of the overall qualification grade is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade, using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND. 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 (a 'U' grade) on the student's notification of performance issued with their certificate.

Points per credit

Table 10: Points per credit by grade

Grade	Points
Pass	4
Merit	6
Distinction	8

Point boundaries

Table 11: Point boundaries by grade

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

6.5.4 Modelled student outcomes

Pearson BTEC Level 4 Higher National Certificate

Table 12: Modelled examples of unit point calculation towards HNC grade

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

Pearson BTEC Level 5 Higher National Diploma

Table 13: Modelled examples of unit point calculation towards HND grade

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

Tables 12 and 13 above are provided as general examples of using unit grades to calculate qualification grades. They do not reflect the specifics of this qualification.

7.0 Quality assurance

The 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 means centres have effective Quality Assurance processes to review their programme delivery. It also means assessment grades are in line with national standards.

The quality assurance process for centres offering Pearson BTEC Higher National programmes has five main features:

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

7.1 The approval process

If you want to deliver our programmes at your centre, you must apply first through the existing centre approval process and then through the programme approval process. We can consider your application by:

- carrying out a desk-based review, or
- visiting your centre.

You will need to provide evidence that your centre:

- has the human and physical resources needed to deliver and assess the programme effectively
- understands the rules of independent assessment and agrees to follow them
- has a strong internal assessment system supported by 'fit for purpose' assessment documentation, and
- has a system to internally verify assessment decisions so that they are consistent across all Assessors and sites.

Your application must be supported by the Head of Centre (your principal or chief executive). It must include a declaration that you will operate the programmes strictly and in line with our requirements.

If your centre is already approved and you want to renew approval, you may be able to use our automatic approval process.

We may withdraw qualification or centre approval if we believe you can no longer quality assure your programme delivery or assessment standards.

7.2 Monitoring internal systems

You will need to demonstrate that you continue to meet our centre approval criteria over time and across all Higher National programmes. This involves providing evidence to our external examiners for review.

Our examiners will check that:

- your systems and the way you use them remain suitable for supporting the programmes
- you apply student registration and appeals policies consistently, and
- you have effective internal examination and standardisation processes.

In some cases, you may present evidence of your operation within a recognised code of practice such as that of the Quality Assurance Agency for Higher Education. However, we may still want to confirm independently that these arrangements are operating to our standards.

If our examiners identify problems with your internal systems, we will take steps to help you correct them.

7.3 Independent review of assessments

The external examiner will review your internal assessments for all Pearson BTEC Higher National programmes benchmarked to Levels 4 and 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications. They will either:

- confirm that your internal assessments meet national standards and allow certification, or
- provide actions to improve the quality of your assessments before allowing certification.

7.4 Annual programme monitoring report (APMR)

This annual review form gives you the opportunity to analyse and reflect on the most recent teaching year. It also provides us with information to help us improve the Quality Assurance of the Pearson BTEC Higher National programmes. An overview report is produced to outline the findings of the APMR each year.

7.5 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. This provides us with a snapshot of every Higher National student's experience as part of the Quality Assurance process. Each centre with enough students taking part in the survey will get its own report about their results. You can access the report on HN Global at: <http://hnglobal.highernationals.com>.

7.6 Centre and qualification approval

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

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

In this way, we can provide qualifications that meet the needs and expectations of students worldwide.

See *Section 3.2.2* for further information on centre approval. Prospective centres may find the checklist in *Appendix 8* useful. Centres should also ensure that they can meet the unit-specific requirements.

7.7 Continuing quality assurance and standards verification

Each year we update our *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

The handbook contains detailed guidance on the quality processes you should follow.

Our key principles of quality assurance are as follows:

- A centre delivering Pearson BTEC Higher National programmes must be approved by us and must have our approval for the programmes or groups of programmes it is delivering.

- As part of gaining our approval, the centre agrees always to follow our terms and conditions for delivering programmes effectively and assessment quality assurance.
- We provide approved centres with a range of materials and opportunities for reviewing internal materials through our assessment-checking service. This service demonstrates the processes required for effective assessment and provides examples of effective standards. You must use these materials and services to make sure that all staff delivering Pearson BTEC Higher National qualifications keep up to date with the guidance on assessment.
- You must follow agreed processes for:
 - planning, monitoring and recording assessment processes, and dealing with special circumstances, appeals and malpractice
 - making sure that Assessors and verifiers all work to the same standards.
- We will work in partnership with you to help you achieve quality assured assessment.
- We will help you follow best practice and use suitable technology to support quality assurance processes.
- We will try to make sure our quality assurance processes do not create unnecessary administrative work for you.
- We will monitor and support you in achieving effective assessment and quality assurance.

We will do this by:

- making sure that you complete a suitable declaration at the time of approval
- carrying out approval visits to your centre
- making sure that you have a well-trained, effective team of Assessors and verifiers
- sampling and verifying your assessments, assessed student work and other relevant documents, and
- reviewing your strategy for assessing and quality assuring your BTEC programmes.

As an approved centre, you must advertise your certification only with our permission and in line with our reporting requirements.

If you do not have and maintain a strong approach to Quality Assurance, you will not be able to apply for certification for any Pearson BTEC Higher National qualifications.

If you do not follow our recommendations for improving your Quality Assurance, we may withdraw approval for you to deliver our qualifications.

8.0 Recognition of prior learning and attainment

Recognition of prior learning (RPL) is a way of awarding credit if a student can demonstrate they meet the assessment requirements for a unit through knowledge, understanding or skills they already have. As long as the assessment requirements are met, RPL can be used to accredit a unit, units or a whole qualification.

RPL provides a route for recognising the achievements of continuous learning from a range of activities using any valid assessment procedure. We encourage you to recognise students' previous achievements and experiences at work, at home, in leisure and in the classroom. Evidence of learning must be valid and reliable.

For full guidance on RPL, please see *Recognition of prior learning policy and process*, which can be downloaded from the support section of our website:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

9.0 Equality, diversity and inclusion

Equality and fairness are central to our work. The design of these qualifications embeds equality, diversity and inclusion as set out in the qualification regulators' general conditions of recognition.

Promoting equality and diversity involves:

- treating everyone with equal dignity and worth, and
- raising ambitions and supporting achievement for people with different needs and backgrounds.

Creating an inclusive learning environment means anticipating students' varying needs and trying to make sure that all students have equal access to educational opportunities. This involves providing access for people who have differing individual needs and removing unnecessary barriers to learning. Qualification design must be inclusive so that students with and without disabilities have equal access to learning opportunities.

Our equality, diversity and inclusion policy requires that:

- all students have an equal opportunity to access our qualifications and assessments
- assessments should reflect the wide diversity of students, and
- our qualifications are 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 by law (for example race, sexual orientation, religion or belief) are not disadvantaged in comparison with students who do not share that characteristic
- all students achieve the recognition they deserve for taking a qualification, and
- this achievement can be compared fairly to the achievement of their peers.

Our qualifications should:

- be available to everyone capable of reaching the required standards
- be free from any barriers that restrict access and progress, and
- offer equal opportunities for all those who want to access them.

Please see our *Equity, diversity and inclusion in Pearson qualifications and related services policy* downloadable from the support section of our website:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

Please use your integrity when recruiting students to our Pearson BTEC Higher National programmes. You should:

- make sure they have the information and advice they need about the qualification to be sure that it meets their needs
- check each student's qualifications and experience to make sure they have the potential to achieve the qualification, and
- for students with disabilities and specific needs, consider the support available to them and any other support they may need during teaching and assessment.

Please see our policy documents on students with particular needs.

9.1 Access to qualifications for students with disabilities or specific needs

Students can be assessed in a recognised regional sign language.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) at: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration> and *A guide to the special consideration process General and Vocational Qualifications* downloadable at: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>.

Details on how to make adjustments for students with protected characteristics are provided in *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. See the support section of our website for both documents: <https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

10.0 Units included in the BTEC Higher Nationals in Early Years Professional Leadership for England

Unit 1: Personal and Professional Development through Reflective Practice

Unit code: K/650/7158

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 range 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 years. 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 years education, 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 (CPD) 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 years education 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:

- LO1 Review key principles of reflective practice with reference to the role of early childhood practitioners
- LO2 Explore purposes of engaging in reflective practice when working in early childhood education and care
- LO3 Describe the skills and techniques needed for effective reflection on own practice
- LO4 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 and on the quality of service provision.

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

Purposes of engaging in reflective practice:

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

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

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

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

Theoretical models of reflection:

E.g. Gibbs' reflective cycle (1988)

Barriers to the process of reflective practice, e.g. time, motivation and evaluation practices e.g. Schön (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 multi-disciplinary 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 and 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 of care

Evidence of empowering the child

The practitioner as an agent for change

Sharing of knowledge

Supporting and promoting engagement

Benefits and challenges of a multi-agency approach

Resource considerations

The importance of adopting an ethical approach in analysing own interactions

The importance of respecting confidentiality in analysing own interactions.

Learning Outcomes and Assessment Criteria

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

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

Recommended Resources

Textbooks

- Bolton, G. and Delderfield, R. (2018) *Reflective Practice: Writing and Professional Development*. 5th Ed. London: SAGE Publications.
- Brock, A. (2014) *The Early Years Reflective Practice Handbook*. Abingdon: Routledge.
- Brodie, K. (2013) *Observation, Assessment and Planning in the Early Years*. Maidenhead: Open University Press.
- Jasper, M. (2013) *Beginning Reflective Practice*. 2nd Ed. Andover: Cengage Learning EMEA.
- Paige-Smith, A. and Craft, A. (2011) *Developing Reflective Practice in the Early Years*. 2nd Ed. Maidenhead: Open University Press.
- Palaiologou, I. (2021) *The Early Years Foundation Stage: Theory and Practice*. 4th Ed. London: SAGE Publications.

Reports

General Teaching Council Northern Ireland (2011) 'Teaching: the reflective profession'. Available at:

[https://gtcni.org.uk/cmsfiles/Resource365/Resources/Publications/The Reflective Profession.pdf](https://gtcni.org.uk/cmsfiles/Resource365/Resources/Publications/The_Reflective_Profession.pdf).

Trevarthen, C., Barr, I., Dunlop, A.-W., Gjersoe, N., Marwick, H. and Stephen, C. (2003) 'Review of childcare and the development of children aged 0–3: research evidence and implications for out-of-home provision: Supporting a young child's needs for care and affection, shared meaning and a social place,' *Insight 6*, The Scottish Executive.

Journals and articles

Waters, J. and Payler, J. (2015) 'The professional development of early years educators – Achieving systemic, sustainable and transformative change', *Professional Development in Education*, 41(2), pp. 161–168. Available at: <https://doi.org/10.1080/19415257.2014.1000503>.

Websites

www.annafreud.org	Anna Freud National Centre for Children and Families "Early years staff wellbeing: a resource for managers and teams" (Resources)
www.eyalliance.org.uk	Early Years Alliance "Reflective practice as a way of being" (Article)
www.ncb.org.uk	National Children's Bureau "Parents, early years and learning activities" (Resources)
www.pacey.org.uk	Professional Association for Childcare and Early Years "Developing self-reflective practice" (Guidance)
www.youtube.com	YouTube <ol style="list-style-type: none">1. Australian Children's Education and Care Quality Authority "Critical reflection – improving outcomes for children" (Video)2. US Administration for Children and Families "Learning in partnership: using data and reflective practice in programs" (Video)

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 8: Promoting Inclusive Early Education and Care Environments

This unit maps to the four qualification practice themes as below:

Table 14: How Unit 1 Learning Outcomes and assessment criteria map to practice themes

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

Essential requirements

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

Delivery

Tutors must be appropriately qualified and experienced in the early years 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: L/650/7159

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 practice, 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 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:

- LO1 Describe key guidance and legislation relating to safeguarding and child protection
- 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
- LO3 Examine the role of early childhood practitioners in relation to multi-agency working
- LO4 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 cyberbullying

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 cover 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, Children Act 1989, Children Act 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 (2023)*, *Keeping Children Safe in Education (2023)*, 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 2021-2027, ISO/IEC Guide 50:2014

Comparison between international and own home country legislation e.g. in the UK, the Health and Safety at Work etc Act 1974, 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, domestic violence, 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 e.g. in England and Wales, *Working Together to Safeguard Children* (2023)

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 1998 and the General Data Protection Regulation (GDPR) 2018

Influence of legislation and guidance on the work of practitioners, including 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 of local safeguarding children boards (2016)

Following ethical guidelines

Effective leadership and planning, placing the child at the centre of practice, relevance 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 a lack of, or poor, 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, 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 protective equipment, dealing with spillages of blood and bodily fluids, cleaning of linens and laundry

Control of substances hazardous to health

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

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

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

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

Key features of effective child protection:

Following procedures and accurate recording of information and evidence

Identification of possible abuse and issues of health and safety

Effective risk assessment procedures and documentation

Sharing concerns

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

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

Working in partnership

Practitioner as an agent for change.

Learning Outcomes and Assessment Criteria

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

Pass	Merit	Distinction
<p>LO3 Examine the role of early childhood practitioners in relation to multi-agency working</p>		<p>D2 Critically discuss how an early childhood practitioner can collaborate effectively with other professionals within a multi-agency context to protect and keep children safe.</p>
<p>P5 Describe how an early childhood practitioner contributes to multi-agency working in relation to keeping children protected, safe and well.</p> <p>P6 Explain what is meant by improving long-term outcomes for children and young people with regards to protection, health and safety.</p>	<p>M3 Analyse the advantages of working within a multi-agency context to meet the protection, health and safety needs of children and young people.</p>	
<p>LO4 Demonstrate the implementation of policies and procedures around safeguarding, child protection and health and safety and discuss their effectiveness</p>		<p>D3 Devise a realistic and detailed development plan to support own effective implementation of relevant policies and procedures in own setting with regards to protecting children and keeping them safe and well.</p>
<p>P7 Summarise the key aspects of the role of an early childhood practitioner in relation to safeguarding children.</p> <p>P8 Demonstrate how to effectively implement protection, safeguarding and health and safety policies and procedures within own workplace setting.</p>	<p>M4 Reflect on the effectiveness of the implementation of a policy in own workplace setting with regards to safeguarding, child protection and health and safety.</p>	

Recommended Resources

Textbooks

Beckett, C. (2007) *Child Protection: An Introduction*. 2nd Ed. London: SAGE Publications.

Deb, S. (2018) *An Empirical Investigation into Child Abuse and Neglect in India: Burden, Impact and Protective Measures*. New York: Springer Publishing.

Gilbert, N., Parton, N. and Skivenes, M. (2011) *Child Protection Systems: International Trends and Orientations*. Oxford: Oxford University Press.

Lindon, J. and Webb, J. (2016) *Safeguarding and Child Protection: Linking Theory and Practice*. 5th Ed. London: Hodder Education.

Lumsden, E. (2018) *Child Protection in the Early Years*. London: Jessica Kingsley Publishers.

Magele, C. (2017) *Safeguarding Children and Young People Online: A Guide for Practitioners*. Bristol: Policy Press.

Merkel-Holguin, L., Fluke, J.D. and Krugman, R.D. (2018) *National Systems of Child Protection: Understanding the International Variability and Context for Developing Policy and Practice*. New York: Springer International Publishing.

Munro, E. (2019) *Effective Child Protection*. 3rd Ed. London: SAGE Publications.

Powell, C. (2015) *Safeguarding and Child Protection for Nurses, Midwives and Health Visitors: A Practical Guide*. 2nd Ed. Maidenhead: Open University Press.

Sheehan, R. Rhoades, H. and Stanley, N. (2012) *Vulnerable Children and the Law: International Evidence for Improving Child Welfare, Child Protection and Children's Rights*. London: Jessica Kingsley Publishers.

Reports

World Health Organization and UNICEF (2008) 'World report on child injury prevention'. Available at: <https://www.who.int/publications/i/item/9789241563574>.

Websites

www.annafreud.org

Anna Freud National Centre for Children and Families

"Early years staff wellbeing: a resource for managers and teams"

(Resources)

www.ceop.police.uk

Child Exploitation and Online Protection (CEOP)

(General reference)

www.childnet.com

Childnet

(General reference)

www.nspcc.org.uk

National Society for the Prevention of Cruelty to Children (NSPCC)

(General reference)

preventchildabuse.org

Prevent Child Abuse America

(General reference)

www.savethechildren.net

Save the Children International

(General reference)

www.unicef.org

UNICEF

(General reference)

www.who.int

World Health Organization (WHO)

(General reference)

Links

This unit links to the following related units:

Unit 20: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

This unit maps to the four qualification practice themes as below:

Table 15: How Unit 2 Learning Outcomes and assessment criteria map to practice themes

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

Essential requirements

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

Delivery

Tutors must be appropriately qualified and experienced in the early years 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: T/650/7160

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 years 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 that 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 on the Rights of the Child (UNCRC), 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: Innovative Approaches to Children's Play and Learning in Practice*.

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

Learning Outcomes

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

- LO1 Interpret the relevance of different theories of play that inform practice in early childhood education and care
- LO2 Compare how play is presented in different contexts in early childhood education and care
- LO3 Discuss the role of observation in supporting young children's play in early childhood education and care
- LO4 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' taxonomy of play types (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 early years practice and research

Purposes and value of observation in early years 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 Stories* (Carr, 2001)

Purpose of each type of observation

Advantages and disadvantages of each type of observation

Deficit and credit models of observation and assessment

Formative assessment – definition and purpose

Summative assessment – definition and purpose.

Children's participation in observation:

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

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

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

Key principles:

Skills required to be a competent observer

The need for observations to be systematic and have focus

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

The role of the practitioner in evaluating observations

The need for observations to be objective

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

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

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

Celebrating diversity, equal opportunities and inclusion through play:

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

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

Reinforcing children's sense of self-identity through play

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

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

Completing written observations:

Completing narrative observations

Completing time samples

Using clear, legible and objective written language in observations

Support child or parent completion of observation

Using digital technology

Identify self-chosen play

Peer assessment

Interpret observations objectively

Ethical research practice in relation to observations

Use ethical practice prior to completing observations

Sampling

Reflection.

Learning Outcomes and Assessment Criteria

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

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

Recommended Resources

Textbooks

- Beloglovsky, M. and Daly, L. (2016) *Loose Parts 2: Inspiring Play with Infants and Toddlers*. Minnesota: Redleaf Press.
- Bilton, H. (2014) *Playing Outside: Activities, Ideas and Inspiration for the Early Years*. 2nd Ed. Abingdon: Routledge.
- Elfer, P. Goldschmied, E. and Selleck, D.Y. (2012) *Key Persons in the Early Years: Building Relationships for Quality Provision in Early Years Settings and Primary Schools*. 2nd Ed. Abingdon: Routledge.
- Goodliff, G., Canning, N., Parry, J. and Miller, L. (2018) *Young Children's Play and Creativity: Multiple Voices*. Abingdon: Routledge.
- Gray, C. and MacBlain, S. (2015) *Learning Theories in Childhood*. 2nd Ed. London: SAGE Publications.
- Greishaber, S. and McArdle, F. (2010) *The Trouble with Play*. Maidenhead: Open University Press.
- Moyles, J. (2012) *A-Z of Play in Early Childhood*. Maidenhead: Open University Press.
- Moylett, H. (2022) *Characteristics of Effective Early Learning: Helping Young Children Become Learners for Life*. 2nd Ed. Maidenhead: Open University Press.
- Palaiologou, I. (2022) *Child Observation: A Guide for Students of Early Childhood*. 4th Ed. London: SAGE Publications.
- Wood, E. (2013) *Play, Learning and the Early Childhood Curriculum*. 3rd Ed. London: SAGE Publications.

Journals and articles

- Christiansen, A., Hannan, S., Anderson, K., Coxon, L. and Fargher, D. (2018) 'Place-based nature kindergarten in Victoria, Australia: No tools, no toys, no art supplies', *Journal of Outdoor and Environmental Education*, 21(1), pp. 61–75. Available at: <https://doi.org/10.1007/s42322-017-0001-6>.
- Laevers, F. (2000). 'Forward to basics! Deep-level-learning and the experiential approach', *Early Years*, 20(2), pp. 20–29. Available at: <https://doi.org/10.1080/0957514000200203>.
- Martlew, J., Stephen, C. and Ellis, J. (2011) Play in the primary school classroom? The experience of teachers supporting children's learning through a new pedagogy', *Early Years*, 31(1), pp. 71–83. Available at: <https://doi.org/10.1080/09575146.2010.529425>.
- Nah, K.-O. and Lee, S.-M. (2016) 'Actualizing children's participation in the development of outdoor play areas at an early childhood institution', *Action Research*, 14(3), pp. 335–351. Available at: <https://doi.org/10.1177/1476750315621610>.

Websites

www.gov.nl.ca/education/	Education Newfoundland and Labrador Department for Education early childhood development resources (General reference)
www.eecera.org	European Early Childhood Education Research Association (EECERA) (Research)
forestschoolassociation.org	Forest School Association (General reference)
www.naeyc.org.uk	National Association for the Education of Young Children (NAEYC) (General reference)
www.ncb.org.uk	National Children's Bureau (NCB) (General reference)
www.playengland.org.uk	Play England (General reference)

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 17: 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 practice themes as below:

Table 16: How Unit 3 Learning Outcomes and assessment criteria map to practice themes

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

Essential requirements

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

Delivery

Tutors must be appropriately qualified and experienced in the education, health and social care sector, with experience of working in early years 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: Y/650/7161

Unit type: Core

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 their long-term health and wellbeing. A child's development starts in the prenatal stage, when the brain develops rapidly and 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 critically questions some of the widely held 'neuromyths' that circulate within early childhood education.

It considers 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 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 that 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 support and enhance children's learning and development, moving from best practice beliefs and assertions to 'next' practice approaches.

This unit will also enhance students' 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.

Note: The practice-related aspects of this unit should be based on students' work with very young children below the age of three years.

Learning Outcomes

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

- LO1 Research key issues of prenatal development from conception to birth
- LO2 Explore how theories of development have influenced early childhood policy and practice
- 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
- LO4 Provide leadership that demonstrates best practice in promoting infants' and toddlers' holistic development and progress.

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 prenatal and postnatal development:

Pre-existing medical conditions

Illness, infections and diseases

Diet/nutrition

Medication

Substance abuse.

Other factors affecting prenatal and postnatal development:

Lifestyle

Nutrition

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

Teratogens e.g. alcohol, folate deficiency, smoking

Parental age

Birth position

Mental wellbeing

Support networks

Other gestational factors

Impact on the foetus

Adoption and fostering.

Congenital and genetic conditions and impact on postnatal growth and development:

Growth delay

Prenatal/premature birth

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

The brain and neurological development in relation to prenatal and postnatal development:

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

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

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

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

Birth and the newborn's first experiences:

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

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

Characteristics and capabilities of newborn relating to sensory stimuli e.g. primitive and survival reflexes, 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, environmental) that impact on brain development and have lasting effects on health and wellbeing.

Attachment theory:

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

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

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

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

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

Influences of attachment on friendships, play and social learning.

The development of schema

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

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

Gesell maturational theory (1949); cognitive e.g. Piaget's (1936) sensorimotor stage; Vygotsky's zone of proximal development (ZPD) as relevant to infancy (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, significant life events

Cross-cultural differences in child-rearing 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 including 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 e.g. in the UK, two-year-old offer; early intervention (Field Review); EYFS and prime areas of learning; school readiness; WellComm screening; Incredible Years; Ages and Stages Questionnaire (ASQ); study of early education and development (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 on, and practical experience of, promoting infants and toddlers' development
- providing appropriate physical care routines for infants and toddlers
- supporting the development of children's social skills in relation to others
- early years curriculum frameworks to support planning
- methods of observation for planning individual and group activities
- methods of observation for identifying specific learning and developmental needs
- consideration of factors affecting accurate assessment of observations e.g. time, place, context
- influences within (biological) and around (environmental) the child
- documentation and presentation of types of evidence, including reports and charts.

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

Skill

Understanding

Ability

Behaviour

Individual differences

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

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, caregivers, colleagues

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

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, focused, 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, adult-led

Approaches promoting positive behaviours

Developing boundaries and rules

Rewards, incentives and consequences

Role modelling

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

Involvement of community and arts-based organisations

Awareness of participation in early years community

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

Learning Outcomes and Assessment Criteria

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

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

Recommended Resources

Textbooks

Brodie, K. (2018) *The Holistic Care and Development of Children from Birth to Three: An Essential Guide for Students and Practitioners*. Abingdon: Routledge.

Clare, A. (2015). *Communication and Interaction in the Early Years*. London: SAGE Publications.

Conkbayir, M. (2021) *Early Childhood and Neuroscience: Theory, Research and Implications for Practice*. 2nd Ed. London: Bloomsbury Academic.

Eliot, L. (2012) *Pink Brain, Blue Brain: How Small Differences Grow into Troublesome Gaps – And What We Can Do About It*. Oxford: Oneworld Publications.

Goouch, K. and Powell, S. (2017) 'Babyroom workers: care in practice', in *Under-three Year Olds in Policy and Practice. Policy and Pedagogy with Under-three Year Olds: Cross-disciplinary Insights and Innovations*. Singapore: Springer.

Gray, C. and MacBlain, S. (2015) *Learning Theories in Childhood*. London: SAGE Publications.

Jarman, E. (2013) *A Place to Talk for Babies*. Lutterworth: Featherstone Education

Mathieson, K. and Stewart, N. (2013) *I am Two: Working Effectively with Two Year Olds and Their Families*. London: British Association for Early Childhood Education.

Nutbrown, C. (2011) *Threads of Thinking: Schemas and Young Children's Learning*. 4th Ed. London: SAGE Publications.

Page, J., Nutbrown, C. and Clare, A. (2013) *Working with Babies and Children: From Birth to Three*. 2nd Ed. London: SAGE Publications.

Sharma, A., Cockerill, H. and Sanctuary, L. (2021) *Mary Sheridan's From Birth to Five Years: Children's Developmental Progress*. 5th Ed. Abingdon: Routledge.

Shute, R.H. (2015) *Child Development: Theories and Critical Perspectives (International Texts in Developmental Psychology)*. 2nd Ed. Abingdon: Routledge.

Sprenger, M. (2013) *The Developing Brain: Building Language, Reading, Physical, Social and Cognitive Skills from Birth to Eight*. New York: Skyhorse Publishing

White, J. (2015) *Every Child a Mover: A Practical Guide to Providing Young Children with the Physical Opportunities They Need*. London: British Association for Early Childhood Education.

Policy and guidance

Department for Education (2020) *Special Educational needs and disability code of practice: 0 to 25 years*. Available at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

Department for Education (2022) *Progress check at age two*. Available at:

<https://www.gov.uk/government/publications/progress-check-at-age-2>.

Department for Education (2023) *Development Matters: Non-statutory curriculum guidance for the early years foundation stage*. Available at:

<https://www.gov.uk/government/publications/development-matters--2>.

Department for Education (2023) *Early Years Foundation Stage Profile: 2024 handbook*.

Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>.

Standards and Testing Agency (2020) *Assessment framework: Reception Baseline Assessment*. Available at:

<https://www.gov.uk/government/publications/reception-baseline-assessment-framework>.

Websites

www.annafreud.org

Anna Freud National Centre for Children and Families

"Early years staff wellbeing: a resource for managers and teams"

(Resources)

www.bps.org.uk

British Psychological Society (BPS)

"Developmental Psychology Section"

(General reference)

nasen.org.uk

National Association for Special Educational Needs (nasen)

(General reference)

talk4meaning.co.uk

Talk4Meaning

"Baby room brilliance"

(Article)

www.teachearlyyears.com

Teach Early Years

"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 practice themes as below:

Table 17: How Unit 4 Learning Outcomes and assessment criteria map to practice themes

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

Essential requirements

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

Delivery

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

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early years 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: A/650/7162

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 at birth, even prenatally, have 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 by 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 12 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:

- LO1 Explore methods of observation and assessment with specific reference to how they support a child's development from three to eight years
- LO2 Apply key principles of children's development from three to eight years to an observation identifying next steps
- LO3 Examine how child development theory informs understanding of children's development from eight to 12 years
- LO4 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 method.

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

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-centred planning; short-, medium- and long-term individual learning plans

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

Curriculum and learning frameworks:

Early childhood e.g. in the UK, the early years foundation stage (EYFS), primary curriculum frameworks, links to secondary curriculum

Play theories and practices e.g. Montessori, Reggio Emilia, 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's psychosexual stages (1905) and Erikson's 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 Organization (WHO) child 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's biological maturation perspective (1925)

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

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

Phases of motor development:

Reflexive movement phase

Fundamental movement phase

Locomotion skills

Stability and balance skills

Manipulation skills

Specialised movement phase.

Social and emotional theories and approaches:

e.g. Bowlby (1958, 1969), Bronfenbrenner (1979), Bandura (1977) Harris (2003), Hartup (1989,1996), Ainsworth (1973), Kohlberg (1958), Eisenberg (1986, 1987), Baron-Cohen's theory of mind (1985), Rutter's privation and deprivation (1972), Winnicott (1965) ,Trevarthen (e.g. 2005)

Impact on practice e.g. the Leuven scale for wellbeing and involvement.

Note: 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 Shriffrin's model of memory (1971).

Language development from three to eight years:

Key theories, including 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 non-verbal 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, including use of imagination to create stories, literacy, concepts of family literacy, emergent literacy and the five elements of reading (phonemic, phonics, vocabulary, fluency, comprehension)

Bilingualism and multilingualism.

LO3 Examine how child development theory informs understanding of children's development from eight to 12 years

Key milestones between eight and 12 years:

Physical milestones

Cognitive and language milestones

Social and emotional milestones.

Maturation between eight and 12 years:

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

Gross motor development between eight and 12 years.

Emotional and social development between eight and 12 years:

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

Biological changes e.g. puberty

Social skills and socialisation:

Socialisation through schooling, differences between primary and secondary schooling experiences, structured and unstructured clubs led by adults/children
Friendship formation, same gender groups, inclusion, friendships based on popularity, appearance, activities.

Personality and identity formation:

More defined personality e.g. idea of self being partly defined by school environment
Identification with friends through dress, style, beliefs, interests, attitudes
Identity confusion e.g. onset of adolescence, sexual identity.

Cognitive and language development between eight and 12 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 professionals e.g. health visitors, school nurses

Health and social care professionals

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

Special educational needs coordinators (SENCOs)

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 numeracy

Supporting children through transitions and other significant life events

Key values and principles

Supporting others in applying theory to practice

Educational planning

Developing next steps frameworks.

Personal professional development

Learning Outcomes and Assessment Criteria

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

Pass	Merit	Distinction
<p>LO3 Examine how child development theory informs understanding of children's development from eight to 12 years</p>		<p>D2 Critically analyse different theories and their use in informing best practice in supporting the learning of different children between eight and 12 years experiencing different transitions.</p>
<p>P5 Discuss how social and emotional theories can inform children's development from eight to 12 years.</p> <p>P6 Discuss how cognitive, language and communication theories can inform children's development from eight to 12 years.</p>	<p>M3 Analyse examples of best practice in relation to working with children between eight and 12 years, using different theoretical perspectives.</p>	
<p>LO4 Implement an evidence-based planning strategy that supports children's learning from three to eight years</p>		<p>D3 Critically reflect on the use of education or curriculum planning underpinned by theory in own setting to support positive educational progress and development from three to eight years.</p>
<p>P7 Discuss how theory can inform professional practice, including partnership working, in supporting positive educational outcomes for children between three and eight years.</p> <p>P8 Produce an education or curriculum plan that promotes a child's unique educational progress and development from three to eight years.</p>	<p>M4 Reflect on own use of education or curriculum planning underpinned by theory to support positive educational progress and development from three to eight years.</p>	

Recommended resources

Textbooks

Browne, A.C. (2009) *Developing Language and Literacy 3–8*. 3rd Ed. London: SAGE Publications.

Conkbayir, M. and Pascal, C. (2014). *Early Childhood Theories and Contemporary Issues: An Introduction*. London: Bloomsbury Academic.

Cortvriend, V. and Hallet, E. (2008) *Advanced Early Years: For Foundation Degrees*. 2nd Ed. Harlow: Heinemann.

Dowling, M. (2014) *Young Children's Personal, Social and Emotional Development*. 4th Ed. London: SAGE Publications.

Dunn, J. (2008) *Family Relationships, Children's Perspectives*. London: ONE plus ONE.

Fawcett, M. and Watson, D. (2016) *Learning through Child Observation*. 3rd Ed. London: Jessica Kingsley Publishers.

Gray, C. and MacBlain, S. (2015) *Learning Theories in Childhood*. London: SAGE Publications.

Powell, S. and Smith, K. (2017) *An Introduction to Early Childhood Studies*. 4th Ed. London: SAGE Publications.

Trevarthen, C. (2005) "Stepping away from the mirror: pride and shame in adventures of companionship"—Reflections on the nature and emotional needs of infant intersubjectivity', in *Attachment and Bonding: A New Synthesis*. Cambridge, MA: MIT Press.

Wilcock, J. and Hewson, C. (2018) *The Early Years Foundation Stage in Practice*. 3rd Ed. London: Practical Pre-School Books.

Wyness, M. (2019) *Childhood and Society*. 3rd Ed. Basingstoke: Palgrave Macmillan.

Policy and guidance

Department for Education (2020) *Special Educational needs and disability code of practice: 0 to 25 years*. Available at:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

Department for Education (2022) *Progress check at age two*. Available at:
<https://www.gov.uk/government/publications/progress-check-at-age-2>.

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

Department for Education (2023) *Early Years Foundation Stage Profile: 2024 handbook*. Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>.

Standards and Testing Agency (2020) *Assessment framework: Reception Baseline Assessment*. Available at: <https://www.gov.uk/government/publications/reception-baseline-assessment-framework>.

Reports

Janta, B. (2014) *Caring for children in Europe: How childcare, parental leave and flexible working arrangements interact in Europe*. Available at: <https://doi.org/10.7249/RR554>.

Websites

www.annafreud.org

Anna Freud National Centre for Children and Families

“Early years staff wellbeing: a resource for managers and teams”

(Resources)

early-education.org.uk

British Association for Early Childhood Education

(General reference)

www.bps.org.uk

British Psychological Society (BPS)

1. Development Psychology Section
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)

www.earlychildhoodaustralia.org.au

Early Childhood Australia

(General reference)

naldic.org.uk

National Association for Language Development in the Curriculum (NALDIC)

(General reference)

nasen.org.uk

National Association for Special Educational Needs

(General reference)

www.nurseryworld.co.uk

Nursery World

“School readiness”

(Guidance)

www.tactyc.org.uk

Together and Committed for Young Children
(Association for Professional Development in
Early Years)

(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 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 practice themes as below:

Table 18: How Unit 5 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	All criteria
THEME 2: PROFESSIONAL IDENTITY	LO1, LO3 and LO4	P1, P2, P5–P8, M3, M4, D1, D4
THEME 3: RELATIONSHIPS WITH OTHERS	LO1, LO3 and LO4	P1, P2, P7, P8, M1, M4, D1, D3
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	N/A	N/A

Essential requirements

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

Delivery

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

Assessment

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

Employer engagement and vocational contexts

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

Unit 6: Promoting Healthy Living

Unit code: D/650/7163

Unit type: Core

Unit level: 4

Credit value: 15

Introduction

Early childhood practitioners are responsible for supporting and promoting the health and wellbeing of children aged 0–8 years in a range of early education and care settings. In this unit, students will develop knowledge, understanding, skills and behaviours to practise effectively in this regard.

To be able to fulfil their role in supporting children's health and wellbeing, it is important that students have an understanding of the contemporary health issues that affect children's health and wellbeing globally, nationally and in their own settings. It is also important that students are familiar with how healthcare is organised and delivered in their local region, as well as having an appreciation of the roles of different healthcare professionals who may also be involved in the care of children in their settings. Students will explore these aspects of their roles in early childhood education and care provision in this unit.

Students will reflect on their roles in relation to supporting children's health and wellbeing and on developing the skills and behaviours in themselves and others they may lead that demonstrate they are able to work in respectful, ethical and inclusive ways with children, families, caregivers and other professionals.

On 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 their 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 and in leadership roles in children's care settings.

Learning Outcomes

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

- LO1 Describe the importance of health and wellbeing for babies and children
- LO2 Identify key issues in children's health and wellbeing globally, nationally and locally
- 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
- LO4 Explore the role of practitioners in promoting babies' and children's health and wellbeing.

Essential Content

LO1 Describe the importance of health and wellbeing for babies and children

Exploring terms used:

Definitions of health and wellbeing

Determinants of health

Health promotion

Health education.

Determinants of health:

Factors that contribute to inequalities in health

National and global influences e.g. access to and use of healthcare, education

The physical environment e.g. housing conditions, pollution, cleanliness and hygiene

Social factors e.g. culture, social status

Economic factors e.g. poverty, income levels

Individual factors e.g. genetic influences, gender.

Impact of good health and wellbeing on babies and children:

Social, emotional, intellectual, socio-economic, behavioural impact

Physical development

Educational attainment and progress

Impact across the lifespan, outcomes in adolescence and into adulthood.

Impact of poor health and wellbeing on babies and children:

Social, emotional, intellectual, socio-economic, behavioural impact

Physical development

Educational attainment and progress

Impact across the lifespan, outcomes in adolescence and into adulthood.

LO2 Identify key issues in children's health and wellbeing globally, nationally and locally

Identifying global health issues affecting children:

e.g. lack of sanitation, malnutrition, access to safe water, infectious diseases including malaria

Children's rights in relation to health and wellbeing e.g. the United Nations Convention on the Rights of the Child (UNCRC) (1989), the right to health

Sources of data, statistics and information e.g. the World Health Organization (WHO), international voluntary agencies concerned with the welfare of children.

Identifying national health issues affecting children:

Policy relating to home nation e.g. 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. vitamins, iron

Food poverty

Managing food for children who have an allergy or intolerance to foods

Providing healthy diets for children with dietary restrictions e.g. 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' – 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 risk into account

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 others' roles and responsibilities, recognising where there are similarities and differences and shared responsibilities

Child-centred or child-focused approaches to partnership working in multi-disciplinary 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:

Explore strategies specific to children in home nation e.g. the Healthy Child Programme (England), the National Healthy Childhood Programme (Republic of Ireland).

Policies in settings aimed at promoting children's health and wellbeing:

Knowledge of how to implement effective policies for health-related issues e.g. 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 into 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 and parents/caregivers in the setting who may be affected by the experience e.g. addressing children's curiosity, concern, fear, anxiety.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe the importance of health and wellbeing for babies and children		LO1 and LO2 D1 Comparatively assess the factors that contribute to current issues impacting on the health and wellbeing of children on global, national and local levels.
P1 Describe the reasons why good health and wellbeing are important for babies and children. P2 Summarise the reasons why there are inequalities in children's health.	M1 Analyse the impact of different physical, social, economic and environmental factors on children's health and wellbeing.	
LO2 Identify key issues in children's health and wellbeing globally, nationally and locally		
P3 Illustrate nutritional, physical and mental health issues and their impact on children's health and wellbeing in a selected early childhood setting. P4 Compare global and national issues affecting children's health and wellbeing.	M2 Present a comparison of the challenges facing practitioners in addressing children's health and wellbeing on global, national and local levels.	

Pass	Merit	Distinction
<p>LO3 Explain how and why it is important to work in partnership with parents, caregivers and other professionals to promote good health and wellbeing in babies and children</p>		<p>LO3 and LO4</p> <p>D3 Reflect on the effectiveness of own role working with professionals, parents and caregivers in enabling child-centred approaches to supporting and promoting children's health and wellbeing.</p>
<p>P5 Describe the reasons why own partnership work with parents and caregivers is important to support individual children's health and wellbeing.</p> <p>P6 Explain the different ways in which professionals in own setting provide support to families in promoting children's health and wellbeing.</p>	<p>M3 investigate challenges in adopting child-centred approaches to working inclusively with parents and caregivers to support children's health and wellbeing.</p>	
<p>LO4 Explore the role of practitioners in promoting babies' and children's health and wellbeing</p>		
<p>P7 Describe different ways in which practitioners promote health and wellbeing for babies and children in early childhood settings, including own role.</p> <p>P8 Implement different policies in an early childhood education or care setting to meet the individual health and wellbeing needs of children who are unwell.</p>	<p>M4 Analyse how own role and practices in an early childhood education or care setting align with local and national strategies designed to promote children's health and wellbeing.</p>	

Recommended Resources

Textbooks

Burton, M, Pavord, E. and Williams, B. (2014) *An Introduction to Child and Adolescent Mental Health*. London: SAGE Publications.

Marmot, M. (2015) *The Health Gap: The Challenge of an Unequal World*. London: Bloomsbury Publishing.

Musgrave, J. (2017) *Supporting Children's Health and Wellbeing*. London: SAGE Publications.

Rose, J., Gilbert, L. and Richards, V. (2016) *Health and Well-being in Early Childhood*. London: SAGE Publications.

Websites

www.bbc.co.uk

BBC News

"Child health"

(General reference)

fingertips.phe.org.uk

Fingertips Public Health Data

"Child and maternal health"

(Data sets)

www.gov.uk

GOV.UK

"Children's health and welfare"

(General reference)

www.hse.ie

HSE Ireland

"Child health services in Ireland"

(General reference)

www.ifrc.org

International Federation of Red Cross and Red Crescent Societies (IFRC)

"Community health"

(General reference)

www.nhs.uk

NHS Better Health

"Healthier Families"

(Resources)

www.savethechildren.org.uk

Save the Children
"Child health"
(General reference)

www.unicef.org

UNICEF
(General reference)

www.who.int

World Health Organization (WHO)
"Child health"
(General reference)

Links

This unit links to the following related units:

Unit 23: Health Education and Promotion in Action: Developing the Healthy Child

Unit 25: Supporting Children's Medical Needs

This unit maps to the four qualification practice themes as below:

Table 19: How Unit 6 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1 and LO2	P1, P2, M1, D1
THEME 2: PROFESSIONAL IDENTITY	LO3 and LO4	P5–P7, M3, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	P5, P6, D2
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO4	P8, M4

Essential requirements

Case study material is essential and should be provided by the tutor. If based on students' work situations, confidentiality must be respected throughout.

Delivery

Tutors must be appropriately qualified and experienced in the early years 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:	F/650/7164
Unit type:	Core (Pearson-set)
Unit level:	4
Credit value:	15

Introduction

Early childhood practitioners are faced with a range of challenges, ideas and issues relating to both policy and practice in their everyday work. Practitioners will have individual passions that motivate them to enhance their knowledge and this will be an opportunity for students to embark on 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. The 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.

On completion of the 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.

Note: 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:

- LO1 Discuss a contemporary research topic of relevance to early childhood education and care practice
- LO2 Review a range of texts relating to a chosen research topic
- LO3 Explore competing ideas in a chosen research area using appropriate research methodologies
- LO4 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 on 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 – 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

Proofreading

Peer review systems.

Presentation skills:

Preparing to present

Engaging the audience

Innovative methods and forms of presentation.

Evaluating own role:

Evaluating own role in conducting a literature review

Recognising own contribution to research process and development of own skills and knowledge in terms of an evidence-based approach to practice

How evidence-based practice could affect own future career progression

How potential research study can support leadership and development of others to engage in evidence-based practice

Setting targets for developing own personal and professional development in terms of evidence-based practice

Identifying ways to develop personal and professional practice to be able to initiate innovation and improvement in evidence-based early childhood education and care practice.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss a contemporary research topic of relevance to early childhood education and care practice		LO1 and LO2 D1 Critique a range of texts within a contemporary early childhood education and care research area.
P1 Describe a contemporary research topic for early childhood practitioners. P2 Rationalise selection of own topic for research in relation to own practice and current research in the area.	M1 Analyse current ideas within a contemporary research topic for early childhood practitioners.	
LO2 Review a range of texts relating to a chosen research topic		
P3 Summarise a range of texts relating to the chosen research topic. P4 Discuss possible research bias in chosen academic texts.	M2 Assess the effects of bias within a range of texts.	

Pass	Merit	Distinction
<p>LO3 Explore competing ideas in a chosen research area using appropriate research methodologies</p>		<p>LO3 and LO4</p> <p>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.</p>
<p>P5 Compare competing ideas in the chosen research area.</p> <p>P6 Illustrate a range of research methods used in education research with reference to their use in the chosen research area.</p>	<p>M3 Appraise current findings in the chosen research area.</p>	
<p>LO4 Communicate the implications of own findings for the improvement of early childhood education and care</p>		
<p>P7 Organise findings from own research into a comprehensive literature review.</p> <p>P8 Relate the findings of the literature review to the development of own practice in enabling best outcomes for the child.</p>	<p>M4 Interpret key ideas in a contemporary research topic for early childhood practitioners to inform future practice, personal and professional development and best outcomes for the child.</p>	

Recommended Resources

Textbooks

- Bell, J. and Waters, S. (2018) *Doing your Research Project: A Guide for First Time Researchers*. 7th Ed. London: Open University Press.
- Berg, K.E. and Latin R.W. (2007) *Essentials of Research Methods in Health, Physical Education, Exercise Science, and Recreation*. 3rd Ed. Baltimore: Lippincott Williams and Wilkins.
- Clough, P. and Nutbrown, C. (2012) *A Student's Guide to Methodology: Justifying Enquiry*. 3rd Ed. London: SAGE Publications.
- Mukherji, P. and Albon, D. (2022) *Research Methods in Early Childhood. An Introductory Guide*. 4th Ed. London: SAGE Publications.
- Paige-Smith, A. and Craft, A. (2011) *Developing Reflective Practice in the Early Years*. 2nd Ed. Maidenhead: Open University Press.

Websites

www.annafreud.org

Anna Freud National Centre for Children and Families

"Early years staff wellbeing: a resource for managers and teams"

(Resource)

www.bera.ac.uk

British Educational Research Association (BERA)

"Ethical guidelines"

(General reference)

www.bps.org.uk

British Psychological Society

"Ethical guidelines"

(General reference)

www.nih.gov

National Institutes of Health (NIH)

"Guiding principles for ethical research"

(General reference)

www.unicef.org

UNICEF

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

(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 practice themes as below:

Table 20: How Unit 7 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO3	P3
THEME 2: PROFESSIONAL IDENTITY	LO1	P1, M1
THEME 3: RELATIONSHIPS WITH OTHERS	LO4	P4, M2, D1
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO1	P2, M2

Essential requirements

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

Delivery

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

Assessment

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

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs.

Unit 8: Promoting Inclusive Early Education and Care Environments

Unit code: H/650/7165

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 a setting to ensure that any changes implemented impact on the effectiveness of the setting as a whole and 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 the 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 to ensure they have strong bases for embedding inclusive practices within their work.

Learning Outcomes

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

- LO1 Describe inclusive practice and the significance of this in ensuring equal access to opportunities within the early education and care environment
- LO2 Identify how early childhood education and care providers can develop inclusive environments through working in partnership with children, their families and local communities
- LO3 Discuss the value of early intervention and support towards achieving best outcomes for children
- LO4 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

The setting ethos and its 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 2018 General Data Protection Regulation (GDPR)

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, including 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/caregiver 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 that 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 available in a range of languages as necessary, taking into account local demographics

Regular liaison with families 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. noticeboards, social networking events, English language classes

Responding to caregiver 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 and share cultural experiences

Development of practitioner interpersonal 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 in respecting 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 that 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 that directly support individual children, monitor impact

Liaison between early education and care settings, 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, families and community awareness of needs of different individuals.

Implementing purposeful changes:

Identifying and implementing strategies with the purpose of improving quality

Stages of implementation – assess, plan, do, review

Child's voice, child-centred approaches

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

Measuring impact

Reasonable adjustments, not treating any child less favourably

Building on children's strengths, interests and experiences.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Describe what is meant by inclusive practice and the significance of this in ensuring equal access to opportunities within the early education and care environment</p>		<p>LO1 and LO2</p> <p>D1 Critically review the practice in an identified early education and care setting in terms of its effectiveness in ensuring effective support and equality of opportunity for all through partnership approaches to inclusion.</p>
<p>P1 Describe different definitions of inclusion and their relationship to achieving equality of opportunity for all children in early education and care environments.</p> <p>P2 Explain different ways in which inclusive environments can be promoted for all those accessing an identified early education and care setting.</p>	<p>M1 Review different approaches used to promote an inclusive environment in a specific early childhood education or care setting, with respect to different perspectives on inclusion and equality.</p>	
<p>LO2 Identify how early childhood education and care providers can develop inclusive environments through working in partnership with children, their families and local communities</p>		
<p>P3 Summarise strategies used by early education and care settings that promote working in partnership with families, local communities and other agencies that foster inclusive play and learning environments.</p>	<p>M2 Reflect on the role practitioners play in ensuring inclusive early education and care environments where children and families are supported effectively.</p>	

Pass	Merit	Distinction
<p>LO3 Discuss the value of early intervention and support towards achieving best outcomes for children</p>		<p>D2 Evaluate ways in which early education and care environments can actively participate in providing effective early intervention and support, as part of a wider team of agencies.</p>
<p>P4 Define the role early intervention plays in ensuring best outcomes for children.</p> <p>P5 Identify the role of different agencies in providing a multi-disciplinary approach to early intervention and support.</p>	<p>M3 Analyse the critical role multi-agency working plays in ensuring the needs of children and families are met early on and supported effectively.</p>	
<p>LO4 Implement purposeful changes to support or promote effective inclusive practices.</p>		<p>D3 Evaluate the overall effectiveness of own implemented change towards identifying next steps to further promote and support inclusive practices in early education and care settings.</p>
<p>P6 Identify an area of inclusive practice either for an individual or the setting that requires changes to be implemented to support an identified need.</p> <p>P7 Plan effectively to support or promote the identified area or need.</p>	<p>M4 Implement a clear and relevant plan of activities to effectively support or promote good inclusive practice in a specific early education and care setting.</p>	

Recommended Resources

Textbooks

Ainscow, M., Booth, T. and Dyson, A. (2006) *Improving Schools, Developing Inclusion*. Abingdon: Routledge.

Brodie, K. and Savage, K. (2015) *Inclusion and Early Years Practice*. Abingdon: Routledge.

Mathieson, K. (2014) *Understanding Behaviour in the Early Years (Early Childhood Essentials)*. 2nd Ed. Salisbury: Practical Pre-School Books.

Nutbrown, K., Clough, P. and Atherton, F. (2013) *Inclusion in the Early Years*. 2nd Ed. London: SAGE Publications.

Wall, K. (2009) *Special Needs and Early Years: A Practitioner's Guide*. 3rd Ed. London: SAGE Publications.

Wilson, T. (2015) *Working with Parents, Carers and Families in the Early Years*. Abingdon: Routledge.

Zeedyk, S. (2020) *Sabre Tooth Tigers and Teddy Bears: The connected baby guide to understanding attachment*. 2nd Ed. Dundee: connected baby Ltd.

Journals and articles

Nutbrown, K. and Clough, P. (2009) 'Citizenship and inclusion in the early years: Understanding and responding to children's perspectives on "belonging"', *International Journal of Early Years Education*, 17(3), pp. 191–206. Available at: <https://doi.org/10.1080/09669760903424523>.

Purdue, K., Gordon-Burns, D., Gunn, A., Madden, B. and Surtees, N. (2009) 'Supporting inclusion in early childhood settings: Some possibilities and problems for teacher education', *International Journal of Inclusive Education*, 13(8), pp. 805–815. Available at: <https://doi.org/10.1080/13603110802110743>.

Underwood, K., Valeo, A. and Wood, R. (2012) 'Understanding inclusive early childhood education: A capability approach', *Contemporary Issues in Early Childhood*, 13(4), pp. 290–299. Available at: <https://doi.org/10.2304/ciec.2012.13.4.290>.

Websites

www.csie.org.uk

The Centre for Studies on Inclusive Education (CSIE)
(General reference)

nasen.org.uk

National Association of Special Educational Needs
(nasen)
(General reference)

inclusiveschools.org

Inclusive Schools Network

International organisations supporting inclusive education

(General reference)

www.european-agency.org

European Agency for Special Needs and Inclusive Education

(General reference)

www.gov.uk

GOV.UK

"Equality Act 2010: guidance"

(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 15: Child-centred Practice with Children, Families and Communities

Unit 16: Supporting Social Work with Children and Families

Unit 20: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

This unit maps to the four qualification practice themes as below:

Table 21: How Unit 8 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	All criteria
THEME 2: PROFESSIONAL IDENTITY	LO2 and LO3	M2, M3, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO1–LO4	All criteria
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	N/A	N/A

Essential requirements

Students must clearly show how their knowledge and skills impact on practice.

Delivery

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

Assessment

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

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

Employer engagement and vocational contexts

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

Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners

Unit code:	J/650/7166
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 on 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 on 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 on 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 own institution's ethical guidelines and the literature on ethics in research.

This unit builds on students' learning from *Unit 7: Preparing for Research*, which is a prerequisite for students undertaking *Unit 9: Investigating Childhood: Action Research for Early Childhood Practitioners*, and provides underpinning knowledge and skills that students will use 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.

Note: 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:

- LO1 Discuss an area of early childhood education and care practice for which a small-scale action research project can be undertaken
- LO2 Explore a range of data collection tools for early childhood education and care research
- LO3 Review the ethical considerations associated with undertaking action research in early childhood education and care
- LO4 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 early years education:

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 years education and care practice

Shifts in our understanding of the impact of different factors on children's learning and development

New ways of working in early years education

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 early years education to the curricula and expectations of later stages of education

Comparisons between different countries in terms of early years education and school starting age

Transitions in early childhood

Practitioner qualifications when working in the early years education sector.

The literature review process and its relationship to developing an action research project:

Identifying a topic with consideration to relevance to current practice, best outcomes for children and the practicalities of conducting the project

The purpose and use of the literature review

Critical and analytical thinking skills

Academic research skills.

Rights-based approach to practice:

Ensuring best outcomes for the child

Being up to date with current issues and controversies (including policy)

Understanding of the nuances of policy and its influence on practice.

Key ideas in action research:

Practitioners as researchers

Practitioner as advocates – asking questions, analysing and producing relevant evidence and/or data to support decision-making and children's progress.

Conducting action research:

Cyclical nature of evidence-based research

Observing, documenting and evidence-based research with children, families/caregivers and other practitioners

Benefits

Limitations

Justification for action research

Alternative approaches e.g. qualitative research.

LO2 Explore a range of data collection tools for early childhood education and care research

Methods:

Collecting data

Sampling

Justifying the design.

Paradigms:

Positivist

Interpretivist

Constructivist.

Designing and using data collection tools.

Questionnaires

Observations

Interviews

Surveys

Using the internet for research.

Ensuring solid research:

Triangulation

Validity

Reliability.

LO3 Review the ethical considerations associated with undertaking action research in early childhood education and care

Overview of the purposes and use of ethics in research:

Reviewing ethics and ethical guidelines in research

Identifying ethical considerations in own research project.

Maleficence and beneficence:

Considering harm and benefits to own research project.

Anonymity and confidentiality:

Key definitions

Ensuring confidentiality

Ensuring anonymity.

Deception, bias and 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

Subheadings

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

Recommendations for own professional practice.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss an area of early childhood education and care practice for which a small-scale action research project can be undertaken		LO1 and LO2 D1 Critically evaluate and justify own choice of data collection methods in relation to answering own research questions.
P1 Explain how action research can be used to enhance practice in early education and care settings. P2 Justify an area of practice in own setting to explore for an action research project using relevant research-based evidence.	M1 Critically compare published studies in the chosen research area to identify a robust set of research questions to explore.	
LO2 Explore a range of data collection tools for early childhood education and care research		
P3 Discuss different methodological approaches used in early childhood education and care research. P4 Choose relevant data collection tools for own project, accurately underpinned by evidence to support their use.	M2 Critically analyse the advantages and disadvantages of different methodological approaches used in early childhood education and care research.	

Pass	Merit	Distinction
<p>LO3 Review the ethical considerations associated with undertaking action research in early childhood education and care</p>		<p>LO3 and LO4</p> <p>D2 Critically evaluate the small-scale action research project, making recommendations for future practice and research towards ensuring the best outcomes for the child.</p>
<p>P5 Explain the ethical tensions of conducting research in early childhood education and care.</p> <p>P6 Apply the ethical considerations that relate to own research towards ensuring the best outcomes for the child.</p>	<p>M3 Justify own strategies used to ensure ethical research and that the best outcomes for the child are paramount.</p>	
<p>LO4 Conduct a small-scale action research project in an early education and care setting</p>		
<p>P7 Undertake own small-scale action research project.</p> <p>P8 Discuss findings from own study, including recommendations for any changes for future study.</p>	<p>M4 Critically discuss the effectiveness of own small-scale action research project and potential impact on own practice.</p>	

Recommended Resources

Textbooks

- Davies, M. and Hughes, N. (2014) *Doing a Successful Research Project: Using Qualitative or Quantitative Methods*. 2nd Ed. Basingstoke: Palgrave Macmillan.
- Cohen, L., Manion, L. and Morrison, K. (2017) *Research Methods in Education*. 8th Ed. Abingdon: Routledge.
- Denscombe, M. (2021) *The Good Research Guide: Research Methods for Small-Scale Social Research Projects*. 7th Ed. London: Open University Press.
- Hayes, C., Daly, J., Duncan, M., Gill, R. and Whitehouse, A. (2014) *Developing as a Reflective Early Years Professional: A Thematic Approach*. Northwich: Critical Publishing.
- Johns, C. (2022) *Becoming a Reflective Practitioner*. 6th Ed. Chichester: John Wiley & Sons.
- Newby, P. (2014) *Research Methods for Education*. Abingdon: Routledge.
- Roberts-Holmes, G., Levy, R. and Harmey, S. (2023) *Doing Your Early Years Research Project: A Step by Step Guide*. 5th Ed. London: SAGE Publications.
- Tidsall, E., Davis, J. and Gallagher, M. (2009) *Researching with Children and Young People. Research Design, Methods and Analysis*. London: SAGE Publications.

Websites

- | | |
|--|---|
| www.bera.ac.uk | British Educational Research Association (BERA)
"Ethical guidelines"
(General reference) |
| www.bps.org.uk | British Psychological Society
"Ethical guidelines"
(Development tool) |
| www.unicef.org | UNICEF
"United Nations Convention on the Rights of the Child (UNCRC)"
(General reference) |
| www.un.org | United Nations
"Universal Declaration of Human Rights (UDHR)"
(General reference) |

World Conferences on Research Integrity
“The Singapore and Montreal Statements
Statement on Research Integrity”
“The Montreal Statement on Research
Integrity in Cross-Boundary Research
Collaborations”
(Guidance)

Links

This unit links to the following related units:

Unit 7: Preparing for Research

This unit also has links to a number of other units in the qualification, depending on the topic selected for research.

This unit maps to the four qualification practice themes as below:

Table 22: How Unit 9 Learning Outcomes and assessment criteria map to practice themes

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

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations. Students must have access to websites and current research literature.

Delivery

Tutors must be appropriately qualified and experienced in the early years 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 on 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	K/650/7167
Unit type	Core
Unit level	5
Credit value	15

Introduction

Defining quality in early years education 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. Quality can also include self-reflection and continuing professional development (CPD) 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 and if there are 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 early years education. 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:

- LO1 Explain the importance of continually working to improve quality in early education and care settings
- LO2 Assess how local, national and international initiatives impact on quality and quality improvement in settings
- LO3 Explore different approaches to supporting quality improvement when working with others in own workplace setting
- LO4 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; ages 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 early years education initiatives as applicable in own home nation e.g. in England, Office for Standards in Education (Ofsted), in Scotland, National Improvement Framework.

International curricular approaches for effective early years education practice:

Reggio Emilia approach

Te Whāriki 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 England, Pen Green Centre, Coram children's charity and in England and Northern Ireland, the National Children's Bureau

An evaluation of pedagogically appropriate curricula:

Comparison of approaches to curricula in different national regions e.g. in England, the early years foundation stage (EYFS) and a play-based approach, Foundation Phase (Wales), 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. Schön, 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 e.g. the ECERS-R.

LO4 Perform an audit of an aspect of quality in a setting to implement actions for quality improvement

Using audits:

Definitions

The link between audits and quality improvement

The challenge of measuring practice

Approaches to quality improvement

The role of research in improving practice – desk-based and using enquiry.

The role of research in quality improvement:

Action-based research

Ensuring research follows ethical principles

Using methods when conducting research involving young children that enable active participation and enable the voice of the child to be heard.

Planning a small-scale action research enquiry:

Identifying an aspect of practice to improve through action-based enquiry

Working with others when using action-based research

Implementing and evaluating change as part of the action research process.

Communicating and involving parents in action research:

Before

During

On completion.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the importance of continually working to improve quality in early education and care settings		LO1 and LO2 D1 Critically evaluate how evidence-based practice can achieve the best outcomes for children attending early education and care settings.
P1 Critically compare different definitions of quality and how they relate to children, parents, practitioners and settings. P2 Explain how varied evidence sources can be applied to enhance quality practice.	M1 Critically assess how a focus on continuing professional development can contribute to continual quality improvement.	
LO2 Assess how local, national and international initiatives impact on quality and quality improvement in settings		
P3 Explain how international, national and local approaches to quality can contribute to improvement in settings. P4 Compare and contrast different curricula for two different age groups of children and their impact on quality outcomes for children, parents and practitioners.	M2 Reflect on different ways practitioners can contribute to quality improvement, taking into account different national and local approaches and the impact of curricula.	

Pass	Merit	Distinction
<p>LO3 Explore different approaches to supporting quality improvement when working with others in own workplace setting</p>		<p>D2 Critically evaluate how a setting or classroom can develop systems to support ongoing quality enhancement, drawing on own workplace experience.</p>
<p>P5 Reflect on an approach to manage an aspect of change to improve quality, drawing on own workplace experience.</p> <p>P6 Explain what is meant by reflective practice and how it can support quality enhancement.</p>	<p>M3 Discuss in detail different leadership approaches to engage practitioners in quality improvement.</p>	
<p>LO4 Perform an audit of an aspect of quality in a setting to implement actions for quality improvement</p>		<p>D3 Critically assess the outcomes of own enquiry-based approach to identify improvements and areas for further development towards enabling the best outcomes for children.</p>
<p>P7 Explain how a systematic approach to action-based enquiry can be beneficial to assist quality improvement.</p> <p>P8 Implement a small-scale enquiry to improve an aspect of practice, learning experiences or the setting environment.</p>	<p>M4 Assess how an action-based enquiry can provide an evidence base to make and evaluate change.</p>	

Recommended Resources

Textbooks

Leal, T., Gamelas, A., Barros, S. and Pessanha, M. (2018) 'Quality of early childhood education environments: discussion on the concept of quality and future perspectives', in *Professional Development and Quality in Early Childhood Education: Comparative European Perspectives*. London: Palgrave Macmillan.

Gray, C. and MacBlain, S. (2015) *Learning Theories in Childhood*. 2nd Ed. London: SAGE Publications.

Harms, T., Clifford, R.M. and Cryer, D. (2014) *Early Childhood Environment Rating Scale (ECERS-3)*. 3rd Ed. New York: Teachers College Press.

Harms, T., Cryer, D., Clifford, R.M. and Yazejian, N. (2017) *Infant Toddler Environment Rating Scale (ITERS-3)*. 3rd Ed. New York: Teachers College Press.

Siraj, I., Kingston, D. and Melhuish, E. (2015) *Assessing Quality in Early Childhood Education and Care: Sustained Shared Thinking and Emotional Well-being (SSTEW) Scale for 2-5-year-olds provision*. London: Trentham Books.

Reports

Broekhuizen, M. L., Leseman, P., Moser, T. and van Trijp, K. (2015) *Stakeholders Study. Values, beliefs and concerns of parents, staff and policy representatives regarding early years education services in nine European countries*. CARE: Curriculum and Quality Analysis and Impact Review of European Early Childhood Education and Care. Available at: https://ecec-care.org/fileadmin/careproject/Publications/reports/CARE_WP6_D6_2_European_ECEC_Stakeholder_study_FINAL.pdf.

Department for Education (2018) *Study of Early Education and Development (SEED): Study of Quality of Early Years Provision in England*. Available at: <https://www.gov.uk/government/publications/early-years-provision-quality>.

Department for Education (2021) *Study of Early Education and Development (SEED): Impact Study on Early Education Use and Child Outcomes up to Age Three*. Available at: https://assets.publishing.service.gov.uk/media/617a9b79e90e0719751282e4/SEED_Age_7_Impact_Report.pdf.

Organisation for Economic Co-operation and Development (2017) *Starting Strong 2017: Key OECD Indicators On Early Childhood Education And Care*. Available at: <https://www.oecd.org/education/starting-strong-2017-9789264276116-en.htm>.

Websites

www.annafreud.org	Anna Freud National Centre for Children and Families "Early years staff wellbeing: a resource for managers and teams" (Resource)
early-education.org.uk	British Association for Early Childhood Education "Early years literature review" (Report)
education.gov.scot	Education Scotland "National Improvement Framework" (General reference and tools)
www.ersi.info	Environment Rating Scales Institute "Early Childhood Environment Rating Scale, third edition (ECERS-3)" (Tool)
www.gov.uk	GOV.UK "Childcare and early years" (General reference)
www.oecd.org	Organisation for Economic Co-operation and Development (OECD) "Early childhood education and care" (General reference)
www.reggiochildren.it	Reggio Children (General reference)
gov.gg	States of Guernsey "Early Years Quality Standards Framework (EYQSF)" (General reference)

Links

This unit links to the following related units:

Unit 12: Managing Children's Early Education and Care Environments

Unit 13: Mentoring and Supervision in Early Education and Care Practice

Unit 14: Current and Emerging Pedagogies in Early Childhood Education and Care

Unit 15: Child-centred Practice in Working with Children, Families and Communities

Unit 17: Impact of Curriculum on Early Childhood Education and Care

Unit 20: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

Unit 21: Social Policy: Influences on Practice and Provision

Unit 25: Supporting Children's Medical Needs

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 practice themes as below:

Table 23: How Unit 10 Learning Outcomes and assessment criteria map to practice themes

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

Essential requirements

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

Delivery

Tutors must be appropriately qualified and experienced in the early 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 the children's early 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: Managing and Leading People in Children's Early Education and Care Environments

Unit code: L/650/7168

Unit type: Core

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 and caregivers. 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 of people 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 years 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 and 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 relationships 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:

- LO1 Discuss what constitutes effective management and leadership of a team in a children's early education and care environment
- LO2 Explore how communication, through planning and shared objectives, can benefit individuals and organisations in children's early education and care environments
- LO3 Examine the features of effective team performance and how these can be developed within children's early education and care environments
- LO4 Review own management and leadership practice in children's early education and care environments.

Essential Content

LO1 Discuss what constitutes effective management and leadership of a team in a children's early education and care environment

Understand the relationship between leadership and management:

Characteristics of a manager

Characteristics of a leader

Defining differences and similarities between the two roles

The value of vision in effective leadership and management.

Theories and ideas of leadership and management:

e.g.

Kotter – the emerging role of leadership (1995)

Tannenbaum and Schmidt's leadership continuum (1958)

McGregor and Herzberg's motivational leadership – theory X and Y (1960)

Hersey and Blanchard's situational leadership (1957).

Role of culture and values:

Handy's organisational culture (1999)

Definition of culture

Definition of values

Schein's organisational culture (1985).

Factors that influence vision:

Clear roles and responsibilities

Clear objectives

Clear communication

Value of each team member

Team dynamics

Positive team culture

Promoting positive culture in the setting

Encouraging innovative and creative methods of working within the team.

Challenges to leadership and management:

Lack of direction, team ethos, positive culture

Unclear vision or strategy

Conflict not being addressed.

Practicalities of managing people:

Rotas/timetabling staff, managing unexpected absences

Role allocation and identification

Dealing with the unexpected e.g. injury.

Staff development:

Individual pathways for staff

Building capabilities

Enhancing the setting's provision and responding to need

Rewarding staff.

Own personal and professional development:

Challenges to managing people

Own training and development needs

Self-reflection in managing people, identifying successful management.

LO2 Explore how communication, through planning and shared objectives, can benefit individuals and organisations in children's early education and care environments

Value of communication:

Communication practices

Use of communication to promote partnership working

Maintaining confidentiality e.g. in the UK and EU, the 2018 General Data Protection Regulation (GDPR)

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 – body language, tone of voice and other verbal communication, eye contact and other non-verbal communication

Overload of information with a limited focus

Limited preparation

Staff enthusiasm and morale 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 – knowing and valuing own staff, awareness of staff circumstances, motivations, concerns, personal and professional challenges.

LO3 Examine the features of effective team performance and how these can be developed within children's early education and care environments

Understanding own role and responsibilities in working with other professionals:

Role of communication

Clearly defined roles with responsibilities and rights outlined

Teamwork approach

Setting goals, boundaries and expectations

Balancing authority with understanding how to maintain equity

Skills training and mentoring.

Effective team performance:

Working with individuals and others to manage risk to individuals and others

Developing effective working relationships

Importance of agreeing common objectives and setting boundaries

Dealing constructively with conflict as it arises.

Use of development plans/objectives:

Setting direction

Providing clarity regarding roles and expectations.

Challenges that teams may present for manager/leader:

e.g. conflict between team members

Overcoming barriers e.g. creating a 'team' culture, encouraging positive teamwork, strategies to support and motivate those who are resistant to change.

Impact of ineffective teamwork on children, their families and others accessing the setting:

Quality of the level of care for the children in the setting

Poor quality of collaboration

Low staff morale and enthusiasm

Lack of mutual trust and respect between team members

Failure to address conflict

Unclear direction for the setting.

Consequences of ineffective team performance for the individual, team and setting:

Role of human resource policies and procedures, including disciplinary procedures and dismissal

Performance management

Reputational management

Increased oversight and scrutiny

Importance of supervision and appraisal.

LO4 **Review own management and leadership practice in children's early education and care environments**

Applying leadership and management styles to own practice:

Developing teamwork in different situations in early education and care environments

Bass and Ryterband's model of team development (1979)

Own responsibility and accountability

Emotional intelligence

Understand own role and responsibilities in working with colleagues.

Approaches that can be used to effectively manage others:

Building relationships, developing and maintaining positive relationships

Treating others equally with respect, trust and transparency

Keeping teams informed

Adapting leadership style in relation to individual motivations and needs.

Leading a team in own setting to improve practice:

Develop and agree common objectives with team

Evaluate own working relationship with colleagues

Dealing constructively with conflict as it arises

Outcome-based monitoring.

Analysing opportunities:

Self-awareness

Reflective practice

Models of analysis.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Discuss what constitutes effective management and leadership of a team in a children’s early education and care environment</p>		<p>LO1 and LO2</p> <p>D1 Critically evaluate the impact of different approaches to management and leadership of people working in early education and care settings on individuals and teams working in the setting.</p>
<p>P1 Discuss different theories of management and leadership used in early education and care environments.</p> <p>P2 Analyse the factors that influence the vision and strategic direction of people within own setting.</p>	<p>M1 Critically review the practical application of different theories of leadership in enabling a positive team culture in an early education or care environment.</p>	
<p>LO2 Explore how communication, through planning and shared objectives, can benefit individuals and organisations in children’s early education and care environments</p>		
<p>P3 Analyse the role of communication in managing people in different situations in an early education or care team.</p> <p>P4 Explain the need for effective planning with people and teams to provide benefit to a team, the organisation and children accessing a setting.</p>	<p>M2 Critically reflect on the impact of different communication practices used in managing people in own setting.</p>	

Pass	Merit	Distinction
<p>LO3 Examine the features of effective team performance and how these can be developed within children's early education and care environments</p>		<p>LO3 and LO4</p> <p>D2 Justify own approaches to managing a team in an early education and care setting in terms of improved outcomes for children and their families accessing the setting, and in enabling effective team performance.</p>
<p>P5 Discuss the features of effective team performance in an early education or care setting.</p> <p>P6 Analyse the use of objectives or development plans to enable effective team performance.</p>	<p>M3 Critically assess the challenges that can be faced by the team leader or manager in setting objectives or development plans to enable effective team performance in an early education or care setting.</p>	
<p>LO4 Review own management and leadership practice in children's early education and care environments.</p>		
<p>P7 Assess the effectiveness of own management and leadership practices when leading a team in different situations in own setting.</p>	<p>M4 Critically reflect on the effectiveness of own application of different leadership and management practices in different situations when leading a team in own setting.</p>	

Recommended Resources

Textbooks

Hoyle, J.R. (2006) 'Leadership styles', in *Encyclopedia of Educational Leadership and Administration*, pp. 595–598. Thousand Oaks, Ca: SAGE Publications.

Jones, C. and Pound, L. (2008) *Leadership and Management in the Early Years: From Principles To Practice*. 2nd Ed. Maidenhead: Open University Press.

Northouse P.G. (2016) *Leadership: Theory and Practice*. 7th Ed. Thousand Oaks, CA: SAGE Publications.

O'Sullivan, J. (2015) *Successful Leadership in the Early Years*. London: Bloomsbury Publishing.

Schedlitzki, D. and Edwards, G. (2021) *Studying Leadership: Traditional and Critical Approaches*. 3rd Ed. London: SAGE Publications.

Journals and articles

Antonakis, J., Ashkanasy, N.M. and Dasborough, M.T. (2009) 'Does leadership need emotional intelligence?', *The Leadership Quarterly*, 20(2), pp. 247–261. Available at: <https://doi.org/10.1016/j.leaqua.2009.01.006>.

Avolio, B.J., Walumbwa, F.O. and Weber, T.J. (2009) 'Leadership: Current theories, research, and future directions', *Annual Review of Psychology*, 60, pp. 421–449. Available at: <https://doi.org/10.1146/annurev.psych.60.110707.16362>.

Barling, J., Christie, A. and Turner, N. (2008) 'Pseudo-transformational leadership: Towards the development and test of a model', *Journal of Business Ethics*, 81, pp. 851–861. Available at: <https://doi.org/10.1007/s10551-007-9552-8>.

Berkovich, I. and Eyal, O. (2015) 'Educational leaders and emotions: An international review of empirical evidence 1992–2012', *Review of Educational Research*, 85(1), pp. 129–167. Available at: <https://doi.org/10.3102/0034654314550046>.

Blackmore, J. (2011) 'Lost in translation? Emotional intelligence, affective economies, leadership and organizational change', *Journal of Educational Administration and History*, 43(3), pp. 207–225. Available at: <https://doi.org/10.1080/00220620.2011.586455>.

Brennan, J. and Mac Ruairc, G. (2011) 'Taking it personally: Examining patterns of emotional practice in leading primary schools in the Republic of Ireland', *International Journal of Leadership in Education*, 14(2), pp. 129–150. Available at: <https://doi.org/10.1080/13603124.2010.536261>.

Bush, T. (2008) 'From management to leadership: Semantic or meaningful change?', *Educational Management, Administration and Leadership*, 36(2), pp. 271–288. Available at: <https://doi.org/10.1177/17411432070877>.

Crevani, L., Lindgren, M. and Packendorff, J. (2010) 'Leadership, not leaders: On the study of leadership as practices and interactions', *Scandinavian Journal of Management*, 26, pp. 77–86. Available at: <https://doi.org/10.1016/j.scaman.2009.12.003>.

Diefenbach, T. and Sillince, J.A.A. (2011) 'Formal and informal hierarchy in different types of organization', *Organization Studies*, 32(11), pp. 1515–1537. Available at: <https://doi.org/10.1177/0170840611421254>.

Websites

www.annafreud.org

Anna Freud National Centre for Children and Families

"Early years staff wellbeing: a resource for managers and teams"

(Resource)

www.nurseryworld.co.uk

Nursery World

"Management"

(General reference)

www.earlyyearsprofessionals.com

Early Years Careers

"Early Years Management"

(General reference)

www.teachearlyyears.com

Teach Early Years

"Nursery Management"

(General reference)

Links

This unit links to the following related units:

Unit 12: Managing Children's Early Education and Care Environments

This unit maps to the four qualification practice themes as below:

Table 24: How Unit 11 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO3 and LO4	D2
THEME 2: PROFESSIONAL IDENTITY	LO1–LO4	D1, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO1–LO4	All criteria
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	N/A	N/A

Essential requirements

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

Delivery

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

Assessment

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

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

Employer engagement and vocational contexts

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

Unit 12: Managing Children's Early Education and Care Environments

Unit code: M/650/7169

Unit type: Core

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, while 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 curricula, 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:

- 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
- LO2 Explore the strategic management of the curriculum in a children's early education and care environment
- LO3 Examine the operational management in a children's early education and care environment that provides children with the opportunity to progress
- LO4 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 England, the early years foundation stage (EYFS) curriculum includes: 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, 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 early years education 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 Centered 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 others:

Providing feedback on performance to individuals and team

SMART (specific, measurable, achievable, realistic, time-bound) target setting for individuals and team

Plan-Do-Review cycle of evaluative practice

Work with individuals and team to identify opportunities for development and growth

Recognition of meeting of objectives

Use of professional supervision and a performance management cycle.

Professional competencies and behaviours:

Ability to integrate own skills and knowledge in supporting others

Working in demanding environments

Knowledge and ability to carry out job role and objectives

Ability to make decisions about best practice, resources

Lead by example – promote vision and strategic direction

Lead and manage change

Identify components of a positive culture within team

Ability to work autonomously

Ability to respond to poor performance

Good administrative and finance skills

Clear identifiable objectives

Matching of personnel skills, interests, knowledge and expertise to objectives.

Personal competences and behaviours:

Creativity and innovation

Proactivity and decisiveness

Being a team player and positive role model

Empathetic to needs of others, supportive

Ability to disengage and reflect

Autonomy, dignity, professionalism, discretion

Ambassador for promoting rights and needs of individuals

Valuing diversity and individuality, equal opportunities

Ability to lead and manage

Clear roles and responsibilities set.

Self-development in driving progressive improvement:

Reflective practice

Impact on own personal and professional development

Future career path needs

Implications for driving development, innovation and change and championing best practice

Monitoring and evaluation of objectives.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the theoretical approaches to facilitate play and learning to support children's holistic development in a children's early education and care environment		LO1 and LO2 D1 Critically evaluate own experience of implementing and supporting a model of learning and teaching in own setting and use of own strategic management and partnership approaches to ensure quality of outcomes.
P1 Analyse the theories and frameworks that contribute to the development of curricula. P2 Evaluate the interaction between curriculum and models of learning and teaching.	M1 Reflect on the use of curriculum to shape and develop learning and teaching in own setting.	
LO2 Explore the strategic management of the curriculum in a children's early education and care environment		
P3 Explain how different aspects of strategic management contribute to the holistic progress and development of children. P4 Assess the value of strategic partnerships in developing quality within the children's early education and care environment.	M2 Critically illustrate the relationship between strategic approaches and partnership and how they enhance the quality of play and learning in a children's early education and care environment.	

Pass	Merit	Distinction
<p>LO3 Examine the operational management in a children's early education and care environment that provides children with the opportunity to progress</p>		<p>LO3 and LO4</p> <p>D2 Critically reflect on own management of changes in play and learning and the impact on children and staff.</p>
<p>P5 Illustrate how early childhood practitioners enhance the progress of different children through developing play and learning opportunities in both indoor and outdoor areas.</p> <p>P6 Evaluate the role of the early childhood practitioner in the operational management of play and learning in the setting.</p>	<p>M3 Critically assess the operational management skills required to develop the practitioner's role in enabling play and learning in different environments that effectively support children's holistic development and progress.</p>	
<p>LO4 Review own role in influencing development and change in the children's early education and care environment through management of others</p>		
<p>P7 Reflect on how own skills and behaviours evidence professional competencies and behaviours to effectively manage and supervise others.</p> <p>P8 Review how reflecting on own management and supervision of others can support own professional development.</p>	<p>M4 Evaluate the impact of own personal and professional development in enabling an environment where development and change is encouraged and facilitated.</p>	

Recommended Resources

Textbooks

Garvey, D. and Lancaster, A. (2010) *Leadership for Quality in Early Years Education and Playwork*. London: National Children's Bureau.

Hafford-Letchfield, T., Leonard, K., Begum, N. and Chick, N. (2007) *Leadership and Management in Social Care*. London: SAGE Publications.

Jones, C. and Pound, L. (2008) *Leadership and Management in the Early Years: From Principles to Practice*. 2nd Ed. Maidenhead: Open University Press.

Kay, J. (2012) *Good Practice in the Early Years*. 3rd Ed. London: Continuum.

Macleod-Brudenell, I. (2008) *Advanced Early Years Care and Education*. 2nd Ed. Harlow: Heinemann.

Paige-Smith, A. and Craft, A. (2011) *Developing Reflective Practice in the Early Years*. 2nd Ed. Maidenhead: Open University Press.

Price, D. and Ota, C. (2014) *Leading and Supporting Early Years Teams*. Abingdon: Routledge.

Sanderson, H. and Lepkowsky, M.B. (2014) *Person-centred Teams: A Practical Guide to Delivering Personalisation Through Effective Team-work*. London: Jessica Kingsley Publishers.

Journals and articles

Aubrey, C., Godfrey, R. and Harris, A. (2013) 'How do they manage? An investigation of early childhood leadership', *Educational Management Administration and Leadership*, 41(1), pp. 5–29. Available at: <https://doi.org/10.1177/1741143212462702>.

Brock, A. (2012) 'Building a model of early years professionalism from practitioners' perspectives', *Journal of Early Childhood Research*, 11(1), pp. 27–44. Available at: <https://doi.org/10.1177/1476718X12456003>.

Brogaard Clausen, S. (2015) 'Schoolification or early years democracy? A cross-curricular perspective from Denmark and England', *Contemporary Issues in Early Childhood*, 16(4), pp. 355–373. Available at: <https://doi.org/10.1177/1463949115616327>.

Reports

Department for Education and NatCen Social Research (2017) *Study of Early Education and Development: Good Practice in Early Education*. Available at: <https://www.gov.uk/government/publications/good-practice-in-early-education>.

Websites

www.annafreud.org

Anna Freud National Centre for Children and Families

“Early years staff wellbeing: a resource for managers and teams”

(Resource)

www.nurseryworld.co.uk

Nursery World

“Management”

(General reference)

www.earlyyears-careers.com

Early Years Careers

“Early Years Management”

(General reference)

www.teachearlyyears.com

Teach Early Years

“Nursery Management”

(General reference)

Links

This unit links to the following related units:

Unit 11: Managing and Leading People in Children's Early Education and Care Environments

Unit 13: Mentoring and Supervision in Early Education and Care Practice

This unit maps to the four qualification practice themes as below:

Table 25: How Unit 12 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	P3, D1
THEME 2: PROFESSIONAL IDENTITY	LO1, LO3, LO4	P5, P6, M1, D1, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO2–LO4	P5–P8, M1, M3, M4 D1, D2
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO2	M2

Essential requirements

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

Delivery

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

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in early childhood 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 13: Mentoring and Supervision in Early Education and Care Practice

Unit code: Y/650/7170

Unit type: Core

Unit level: 5

Credit value: 15

Introduction

The purpose of this unit is to enable students to understand the role and contribution of mentorship and supervision in children's early education and care environments to support the personal development and lifelong learning of staff. Mentorship is achieved through effective leadership, mentoring and/or supervision.

This unit will support students' understanding of mentoring and supervision as establishing and developing learning relationships that support people to take charge of their own development. The unit will enable students to develop their confidence and motivation, through self-reflection and improved understanding, and their interpersonal skills. Further, this unit aims to develop students' practice in being able to lead, mentor and carry out meaningful supervision in children's early education and care environments.

Students will review relevant theories, approaches and principles of leadership, mentoring and supervision, as well as considering the purposes and benefits of mentoring in children's early education and care environments. Students will plan, implement and review a period of mentoring in their own workplace. The focus on personal and professional development through developing others will support students' progress through lifelong learning and increase their capacity to develop as well-rounded practitioners in the sector, and for students to experience management and supervisor behaviours.

Learning Outcomes

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

- LO1 Review theories and principles of team and individual leadership, mentoring and supervision in children's early education and care environments
- LO2 Explore how mentorship, through mentoring and supervision practices, can benefit individuals and organisations in children's early education and care environments
- LO3 Apply mentoring and supervision techniques to support mentorship of individuals in children's early education and care environments
- LO4 Review own leadership and mentoring/supervision practice in a children's early education and care environment.

Essential Content

LO1 Review theories and principles of team and individual leadership, mentoring and supervision in children's early education and care environments

Leadership theory and research:

Theories of leadership in 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-management 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 cooperative 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-mentoring 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 life cycle (Hay, 1995)

Action–reflection model (Handal and Lauvås, 1983, 1990)

Situated learning (Lave and Wenger, 1991)

Gardner's multiple intelligences (1983)

Kolb's learning cycle (1984)

GROW (goal, reality, options, will) 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 practice and agreed ways of working that influence professional supervision

Creating more inclusive environments for work, and supporting 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 and 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, 2018 General Data Protection Regulation (GDPR)

Role of confidentiality, boundaries, roles and accountability within the process.

Other ethical considerations:

Concepts of power and authority – personal/positional, zero-sum power dynamics

Potential consequences of power relationship between self and the coached person 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. Standards of Conduct and Practice for Social Care Workers (Northern Ireland Social Care Council).

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 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 when 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 and socio-economic status, 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

SMART (specific, measurable, achievable, realistic/relevant, time-bound) 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 writing reports
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:

Using strategic thinking – 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 mentee concerns or needs beforehand to support planning

Appropriate organisational planning

Action learning and planning

Mutually established goals/outcomes and boundaries

Self-reflection and self-awareness

Techniques for programme monitoring, review and evaluation.

LO4 Review own leadership and mentoring/supervision practice in a children's early education and care environment

The cycle of reflection in relation to mentoring practice:

Gibbs' reflective cycle (1988)

Reflection in action and reflection on action

Using reflection to inform future behaviour, particularly directed towards sustainable performance.

Structural considerations for language in reflective writing:

Avoiding generalisation

Adopting a critical and objective approach

Reflecting on own personal development in a critical and objective way.

Content of reflections:

Reflecting on own abilities, views, beliefs, attitudes and values and impact on own mentoring practice

Barriers experienced in mentoring practice for self and others

Recognising own needs and boundaries, level of competence

Knowing when to escalate and seek support from more experienced supervisors or mentors

Own response to criticism

Identifying areas of own professional growth or development through mentoring others

Forward planning for improvement.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Review theories and principles of team and individual leadership, mentoring and supervision in children's early education and care environments</p>		<p>LO1, LO2 and LO3</p> <p>D1 Critically review the effectiveness of own leadership and mentoring practice in supporting the development of workers in own children's early education and care settings, using different theories and principles of team and individual leadership styles.</p>
<p>P1 Compare relevant theories of team and individual leadership in relation to practice in children's early education and care environments.</p> <p>P2 Discuss professional models of supervision and mentoring in relation to supporting practice in children's early education and care environments.</p>	<p>M1 Critically analyse own approach to supervision or mentoring other workers in a children's early education and care environment in a leadership role.</p>	
<p>LO2 Explore how mentorship, through mentoring and supervision practices, can benefit individuals and organisations in children's early education and care environments</p>		
<p>P3 Discuss the impact of mentorship and supervision strategies on practice in organisations.</p> <p>P4 Discuss the impact of mentorship and supervision strategies on workers receiving this support.</p>	<p>M2 Debate the benefits of supervision and mentoring for individuals and organisations in different children's early education and care environments.</p>	
<p>LO3 Apply mentoring and supervision techniques to support mentorship of individuals in children's early education and care environments</p>		
<p>P5 Create a plan for the delivery of a series of practical mentoring or supervision sessions within own setting to support early childhood practitioners.</p> <p>P6 Discuss how communication theories are reflected in the plan to provide effective support to early childhood practitioners.</p>	<p>M3 Implement a series of accurately planned and relevant informal mentoring or supervision sessions to support early childhood practitioners in own setting, using different theories of communication and addressing barriers faced.</p>	

Pass	Merit	Distinction
LO4 Review own leadership and mentoring/supervision practice in a children's early education and care environment		D2 Critically reflect on the effectiveness of own leadership and mentoring practice in improving own development and the quality of provision in own setting.
P7 Discuss own leadership and mentoring styles as applied in practice within own setting. P8 Examine the impact of own leadership and mentoring on the practice of own mentee.	M4 Review the impact of own leadership and mentoring styles on own practice and that of others.	

Recommended Resources

Textbooks

Hawkins, P. and McMahon, A. (2020) *Supervision in the Helping Professions*. 5th Ed. Maidenhead: Open University Press.

Jones, C. and Pound, L. (2008) *Leadership and Management in the Early Years: From Principles to Practice*. 2nd Ed. Maidenhead: Open University Press.

O'Sullivan, J. (2015) *Successful Leadership in the Early Years*. London: Bloomsbury Publishing.

Sanderson, H. and Lepkowsky, M.B. (2014) *Person-centred Teams: A Practical Guide to Delivering Personalisation Through Effective Team-work*. London: Jessica Kingsley Publishers.

Journals and articles

Opengart, R. and Bierema, L. (2015) 'Emotionally intelligent mentoring: Reconceptualizing effective mentoring relationships', *Human Resource Development Review*, 14(3), pp. 234–258. Available at: <https://doi.org/10.1177/153448431559843>.

Brennan, J. and Mac Ruairc, G. (2011) 'Taking it personally: Examining patterns of emotional practice in leading primary schools in the Republic of Ireland', *International Journal of Leadership in Education*, 14(2), pp. 129–150. Available at: <https://doi.org/10.1080/13603124.2010.536261>.

Reports

Department for Education and NatCen Social Research (2017) *Study of Early Education and Development: Good Practice in Early Education*. Available at: <https://www.gov.uk/government/publications/good-practice-in-early-education>.

Websites

www.annafreud.org

Anna Freud National Centre for Children and Families

"Early years staff wellbeing: a resource for managers and teams"

(Resource)

www.cambridgeshire.gov.uk

Cambridgeshire County Council

"Support for early years and childcare providers"

(General reference)

www.earlyyears Careers.com Early Years Careers
 "Early Years Management"
 (General reference)

www.nurseryworld.co.uk Nursery World
 "Management"
 (General reference)

www.teachearlyyears.com Teach Early Years
 "Nursery Management"
 (General reference)

Links

This unit links to the following related units:

Unit 11: Managing and Leading People in Children's Early Education and Care Environments

Unit 12: Managing Children's Early Education and Care Environments

This unit maps to the four qualification practice themes as below:

Table 26: How Unit 13 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO3	P5, M3
THEME 2: PROFESSIONAL IDENTITY	LO1–LO4	P1–P5, P7, M1–M4, D1, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO1–LO4	P1–P8, M1–M4, D1, D2
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO4	D2

Essential requirements

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

Delivery

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

Assessment

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

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

Employer engagement and vocational contexts

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

Unit 14: Current and Emerging Pedagogies in Early Childhood Education and Care

Unit code: A/650/7171

Unit type: Optional

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 years education is. A key tool in gaining an insight into children's response to early years education pedagogy is observation, emphasising the intrinsic link between practice, learning and development.

This unit explores the history of early years education 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 curricula and critically consider what a curriculum is, why it may be relevant, what can it offer and in what ways 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 affect pedagogical practice to create a stimulating, challenging and supportive learning environment in early years education 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 curricula to affect outcomes for children. The importance of taking a critical approach to curricula, 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 help students make an important contribution to creating a curiosity for learning in young children and laying the foundations for lifelong learning. The unit provides an excellent basis to lead pedagogical improvement in a range of early years education 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:

- LO1 Explain the influence of major theories of learning, teaching and development in early childhood education practice
- LO2 Investigate international pedagogical approaches to contribute to an evaluation of local practice and curricula
- LO3 Carry out recorded observations of children's exploration and learning to support children's progress
- LO4 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 early years education:

Influences on early years education 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
- Margaret and Rachel McMillan's 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 early years education of pioneering theorists from several psychosocial disciplines and approaches:

Behaviourism e.g. Skinner

Cognitivism e.g. Piaget, Chomsky

Social-cognitivism e.g. Bruner

Sociocultural 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 early years education in supporting this.

Approaches to learning:

A play-based experiential philosophy

Multisensory

A formalised school-based approach

Focus on holistic development.

Using academic evidence to explore effective approaches to learning:

Approaches to creating inclusive environments

Organising the setting environment to include and support all children

Effective planning for pedagogically appropriate content

Working effectively with families

Including and integrating children with additional needs and/or disabilities

Anti-discriminatory practice.

LO2 Investigate international pedagogical approaches to contribute to an evaluation of local practice and curricula

Exploration of pedagogy:

A child-centred pedagogy approach

The effectiveness of child-centred pedagogies.

Approaches to early years education in different regulatory environments:

Approaches to early years education e.g.

- The variety of settings
- Staff ratios
- Age groupings of children
- Curricula requirements
- Quality monitoring
- Workforce qualifications and ratios
- Continuing professional development (CPD) and career progression.

Early years education curricula:

Curricula content

Philosophy

The approach to pedagogy (academically and/or play focused)

Mandatory or optional curricula

The role of curricula in early years education in international contexts

The potential advantages and drawbacks of curricula

Relationship between curricula and empowerment of those engaged in it, e.g. children, parents or caregivers, practitioners and settings.

International approaches and philosophies and the role of policy:

International approaches and philosophies and policies e.g.

- Te Whāriki 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 kindergartens (mateřská školy)
- 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 early years education:

Contemporary issues e.g.

- The pressure for more formal learning for young children
- The focus on formal assessment
- The 'schoolification' of the curriculum with preschool 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:

Different approaches 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 into 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 expectations 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 2018 General Data Protection Regulation (GDPR).

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 early years education 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 years

3–4 years

5–7 years.

Using evidence to inform practice:

Differences between evidence-based practice and developmentally appropriate practice in early years education

The benefits of high-quality early years education for later childhood outcomes.

How to implement change in practice:

Working with others

Agreeing an approach

Leadership

The implementation and evaluation of the impact on practice.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Explain the influence of major theories of learning, teaching and development in early childhood education practice</p>		<p>LO1 and LO2</p> <p>D1 Critically evaluate curricula content and pedagogical approaches in own workplace context, drawing on national and international evidence with reference to contemporary issues in early childhood education and care.</p>
<p>P1 Discuss the impact of different theorists over time on early childhood education and care practice and theory.</p> <p>P2 Produce an account of what effective pedagogy for young children is and how it should inform practice.</p>	<p>M1 Critically analyse how effectively local practice incorporates evidence into curricula, pedagogy and working practices to support young children's learning and development.</p>	
<p>LO2 Investigate international pedagogical approaches to contribute to an evaluation of local practice and curricula</p>		
<p>P3 Compare different approaches to early childhood education and care curricula.</p> <p>P4 Discuss how workforce qualifications, career progression and regulatory requirements impact on children and their families, practitioners and the early education and care sector.</p>	<p>M2 Critically assess the role and relevance of a curriculum to early childhood education and care philosophy, practice, outcomes for children and work with parents and/or caregivers.</p>	

Pass	Merit	Distinction
LO3 Carry out recorded observations of children's exploration and learning to support children's progress		
<p>P5 Analyse the use of different observational methods to assess and support children's learning and development.</p> <p>P6 Explain key ethical considerations when using observations with young children to ensure the child is respected and data is handled accurately and within relevant legislative guidelines.</p>	<p>M3 Reflect on approaches to the observation and recording of children's exploration and learning in relation to early childhood education and care pedagogy, including examples from own practice.</p>	
LO4 Implement an aspect of practice to support children's learning and curiosity		
<p>P7 Explain how resilience, reciprocity, resourcefulness and reflectiveness can support young children's learning, using examples from own implementation of an aspect of practice.</p> <p>P8 Discuss the role of play in supporting young children's learning and curiosity.</p>	<p>M4 Critically analyse how incorporating evidence from varied sources into practice can help to foster the beginnings of a lifelong approach to learning in young children, using examples from own practice.</p>	

Recommended Resources

Textbooks

- Bertram, T. and Pascal, C. (2002) 'What counts in early learning?', in *Contemporary Perspectives in Early Childhood Curriculum*. Connecticut: Information Age Publishing.
- Bruce, T., Louis, S. and McCall, G. (2014) *Observing Young Children*. London: SAGE Publications.
- Fitzgerald, D. and Kay, J. (2016) *Understanding Early Years Policy*. 4th Ed. London: SAGE Publications.
- Machonochie, H. (2024) 'The brain and children's early development', in *Early Childhood Studies: A Student's Guide*. 2nd Ed. London: SAGE Publications.
- Rawding, S. (2024) 'Creativity, curiosity and resilience', in *Early Childhood Studies: A Student's Guide*. 2nd Ed. London: SAGE Publications.
- Shonstrom, E. (2016) *Wild Curiosity: How to Unleash Creativity and Encourage Lifelong Wondering*. London: Roman & Littlefield.

Journals and articles

- Bath, C. (2012) "'I can't read it; I don't know": young children's participation in the pedagogical documentation of English early education and care settings', *International Journal of Early Years Education*, 20(2), pp. 190–201. Available at: <https://doi.org/10.1080/09669760.2012.715242>.
- Farley, K.S., Brock, M.E. and Winterbottom, C. (2018) 'Evidence-based practices: providing guidance for early childhood practitioners', *Journal of Research in Childhood Education*, 32(1), pp. 1–13. Available at: <https://doi.org/10.1080/02568543.2017.1387205>.

Websites

- www.cambslearntogether.co.uk Learn Together Cambridgeshire and Peterborough
"Early years, childcare and school readiness service"
(Resources)
- www.youtube.com YouTube
"KidsMatterAustralia: The role of observation in an early childhood service"
(Video)

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 practice themes as below:

Table 27: How Unit 14 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1, LO3, LO4	P1, P2, M1 P5, P6, M3 P7, P8, M4
THEME 2: PROFESSIONAL IDENTITY	LO2	P4
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	P6, M3
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	N/A	N/A

Essential requirements

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

Delivery

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

Assessment

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

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

Employer engagement and vocational contexts

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

Unit 15: Child-centred Practice with Children, Families and Communities

Unit code: D/650/7172

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

This unit explores the value and nature of child-centred practice in the early childhood practitioner's role. It is central to the role of the effective practitioner to retain a focus on the wishes, feelings, interests and needs of the child throughout their interactions with the child in early education and care environments. This also means that the practitioner must understand that the child is part of a social network that influences their wellbeing and outcomes, and that practitioners should develop the skills and knowledge to work with and support the child's network to provide the most effective play and learning environment for growth, development and progress. The unit will enable students to examine these ideas and develop the skills to engage effectively in these processes, emphasising the need to listen and develop a dialogue between practice and theory.

Students will discuss the principles and values of working within a child-centred environment for children, families and communities. The unit examines different transitions that children may experience throughout early childhood and how to work in partnership with parents and other family members and/or caregivers. Students will also explore their role and influence in early education and care through engaging the wider community of the child in relation to supporting children's wellbeing, development and learning, to include developing and raising awareness of social issues facing children in the local community.

In completing this unit, students will develop the skills to embed child-centred practice into their everyday role, using a holistic approach. Students will develop their knowledge and skills to plan for their future career pathway and employment opportunities in early childhood education and care. This unit will also support continuing higher education in early years, education, childhood and family, and social and community work-related subjects. Students may also go on to progress in work in supervisory and leadership roles in early education and care settings.

Learning Outcomes

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

- LO1 Explore the role of the early childhood practitioner in relation to child-centred practice
- LO2 Reflect on own personal values and those of others which support child-centred practice
- LO3 Communicate effectively with caregivers to promote the child's wellbeing, development, learning and social inclusion in early childhood education and care
- LO4 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, sociocultural and 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, caregivers, family and staff that are not hierarchical, but are consultative and complementary.

Factors that influence a practitioner's ability to adopt a child-centred approach to practice:

Social influences, recognising and engaging with influences outside of the setting, including family and wider community

Political influences e.g. the impact of government policies that define and influence the practitioner's role and impact on their 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 approach, 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, 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 and 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 e.g. 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 importance of context and construct

Interaction from the child's point of view

Developing and working in partnership with parents, caregivers and families

Using "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 and 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, stepfamilies, 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 to different family members and caregivers

Applying established theoretical principles of effective communication e.g. the humanistic approach and Rogers' (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 at 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 – 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, caregivers, children and family members, addressing challenging situations, having difficult conversations.

Professional and personal boundaries in working with communities:

Maintaining healthy professional boundaries – 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 multi-disciplinary team when working in communities

Minimising boundary-crossing within the role of a practitioner in a multi-disciplinary 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 families using the service

Awareness of child's home situation, ensuring information is only communicated to relevant parties.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the role of the early childhood practitioner in relation to child-centred practice		LO1 and LO2 D1 Critically evaluate own roles and responsibilities in establishing and maintaining a high-quality, values-based, professional approach to child-centred practice in early education and care.
P1 Discuss the features of effective child-centred practice. P2 Analyse the impact of different factors on the early childhood practitioner's ability to perform in a child-centred way.	M1 Critically discuss the early childhood practitioner's responsibilities with regards to enabling a professional, child-centred approach to practice.	
LO2 Reflect on own personal values and those of others which support child-centred practice		
P3 Discuss different dimensions of professionalism and their relevance in informing best child-centred practice. P4 Reflect on the influence of own personal values on own ability to adopt a child-centred approach to practice.	M2 Critically reflect on the impact of own personal and professional values in enabling a child-centred approach to practice in an early education and care environment.	

Pass	Merit	Distinction
<p>LO3 Communicate effectively with caregivers to promote the child's wellbeing, development, learning and social inclusion in early childhood education and care</p>		<p>LO3 and LO4</p> <p>D2 Critically evaluate the impact of different approaches to communication when working in partnership with different families and communities on the wellbeing, welfare, inclusion and progress of different children.</p>
<p>P5 Discuss the purposes of communicating effectively with families and caregivers in early education and care environments.</p> <p>P6 Apply different and relevant methods of communication in different interactions with different families and caregivers accessing own workplace setting.</p>	<p>M3 Critically analyse own effectiveness in interactions with different families and caregivers in own workplace setting in supporting and promoting children's wellbeing, development, learning and social inclusion.</p>	
<p>LO4 Explain the importance of working with communities, including awareness of raising social issues facing children</p>		
<p>P7 Discuss how to work effectively with different communities in own local area to address the impact of different social issues on children's wellbeing and progress.</p> <p>P8 Analyse the value of establishing and maintaining professional and personal boundaries when working with different communities to support children's wellbeing and inclusion.</p>	<p>M4 Critically discuss the challenges faced in working in partnership with different communities to effectively address different issues affecting children, improve community cohesion and promote children's wellbeing, inclusion and progress.</p>	

Recommended Resources

Textbooks

- Brotherton, G. Davies, H. and McGillivray, G. (2010) *Working with Children, Young People and Families*. London: SAGE Publications.
- Edmond, N. and Price, M. (2012) *Integrated Working with Children and Young People: Supporting Development from Birth to Nineteen*. London: SAGE Publications.
- Gammer, C. (2009) *The Child's Voice in Family Therapy: A Systemic Perspective*. New York: W.W. Norton & Company.
- Race, T. (2017) *Child-Centred Practice: A Handbook for Social Work*. London: Palgrave MacMillan.
- Wilson, T. (2015) *Working with Parents, Carers and Families in the Early Years*. Abingdon: Routledge.

Journals and articles

- Einarsdóttir, J. (2007) 'Research with children: methodological and ethical challenges', *European Early Childhood Education Research Journal*, 15(2), pp. 197–211. Available at: <https://doi.org/10.1080/13502930701321477>.
- Holt, K. and Kelly, N. (2018) 'Limits to partnership working: Developing relationship-based approaches with children and their families', *Journal of Social Welfare and Family Law*, 40(2), pp. 147–163. Available at: <https://doi.org/10.1080/09649069.2018.1444447>.
- Oberhuemer, P. (2005) 'Conceptualising the early childhood pedagogue: Policy approaches and issues of professionalism', *European Early Childhood Education Research Journal*, 13(1), pp. 5–16. Available at: <https://doi.org/10.1080/13502930585209521>.
- Osgood, J. (2006) 'Editorial. Rethinking "professionalism" in the early years: English perspectives', *Contemporary Issues in Early Childhood*, 7(1), pp. 1–4. Available at: <https://doi.org/10.2304/ciec.2006.7.1.1>.

Websites

- | | |
|--|---|
| www.actionforchildren.org.uk | Action for Children
(General reference) |
| www.eyalliance.org.uk | Early Years Alliance
(General reference) |
| www.ncb.org.uk | National Children's Bureau (NCB)
(General reference) |

www.pacey.org.uk

Professional Association for Childcare and Early Years (PACEY)

(General reference)

www.unicef.org

UNICEF

“United Convention on the Rights of the Child (UNCRC)

(General reference)

Links

This unit links to the following related units:

Unit 10: Improving Quality in Early Education and Care Environments

Unit 12: Managing Children's Early Education and Care Environments

Unit 14: Current and Emerging Pedagogies in Early Childhood Education and Care

Unit 16: Supporting Social Work with Children and Families

Unit 25: Supporting Children's Medical Needs

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 practice themes as below:

Table 28: How Unit 15 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	All criteria
THEME 2: PROFESSIONAL IDENTITY	LO1 and LO2	P1–P4, M1, D1
THEME 3: RELATIONSHIPS WITH OTHERS	LO3 and LO4	P5–P8, M3, M4, D2
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO1	P2

Essential requirements

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

Delivery

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

Assessment

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

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

Employer engagement and vocational contexts

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

Unit 16: Supporting Social Work with Children and Families

Unit code: F/650/7173

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

Improved policy and focus on 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 on 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:

- LO1 Investigate the factors that can lead to family dysfunction and difficulties for the child and family
- LO2 Review current strategies and theoretical principles aimed at supporting early intervention in work with children and families
- LO3 Discuss own role and contribution to long-term planning in supporting work with children and families
- LO4 Reflect on 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 on past/own experiences

Lack of understanding

Engaging with fathers

Support for socially excluded and marginalised groups
Lack of cultural awareness, and confidence of the worker
Ineffective risk-taking in providing support, worker's own fear of making 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

Ecological systems 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 for 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:

Developing relationships based on trust

Developing support networks

Someone to turn to

Earlier identification of stress factors

Seeking support for practical issues.

Contribution to assessment, planning and review:

Feeding back the progress made by family

Record-keeping

Contribution to information-gathering

Encouraging family involvement

Supporting target strategies

Facilitating sessional support

Attending review meetings

Advocating for family and child

Non-biased approach

Effective communication skills.

Reflecting on 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 on 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, child and adolescent mental health services (CAMHS), youth custody services, probation, advocates, interpreters

Family and extended family members

Child or children

Local commissioning groups

Voluntary sector.

Supporting partnership approaches:

In the UK, common assessment frameworks

Joined-up approaches

Seamless delivery

Integrated and multi-agency approaches

Clear communication strategies

Clear planning and review

Nomination of key worker or lead professional

Family and child-centred approaches.

Barriers to effective partnerships

Ineffective planning

No involvement of child

Not taking into account family wishes and needs

Poor record-keeping

Poor communication

Not recognising scope and boundaries of roles

Power relationships

Fragmented approaches.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the factors that can lead to family dysfunction and difficulties for the child and family		D1 Critically evaluate the consequences of ineffective support and intervention for families and children.
P1 Explain sociological concepts of families in contemporary society. P2 Discuss factors that can affect the way in which parents/caregivers provide for the needs of their children.	M1 Assess how factors that affect the way in which parents/caregivers provide for the needs of their children are addressed through effective engagement with families.	
LO2 Review current strategies and theoretical principles aimed at supporting early intervention in work with children and families		D2 Evaluate the effectiveness of current strategies for early intervention in enabling positive outcomes for families and children in own work setting.
P3 Review current strategies that are aimed at early intervention approaches with children and families. P4 Assess the main theoretical principles that support early intervention in working with children and families.	M2 Evaluate how effectively theoretical principles are embedded in current early intervention strategies with children and families.	

Pass	Merit	Distinction
<p>LO3 Discuss own role and contribution to long-term planning in supporting work with children and families</p>		<p>LO3 and LO4</p> <p>D3 Critically reflect on own role and contributions in supporting the family and child as a part of a wider team approach to effective work with children and families.</p>
<p>P5 Demonstrate how to provide support to a family or child within the remit of own role in accordance with an agreed care plan.</p> <p>P6 Discuss the ways that the child, parents and family have responded to the approaches used to provide support in own work setting.</p>	<p>M3 Analyse own contribution to the long-term assessment, planning and review of support for an identified family in own work setting.</p>	
<p>LO4 Reflect on ways in which services work together in supporting the needs of children and families</p>		
<p>P7 Explain the roles and responsibilities of partner agencies and stakeholders in supporting families and children.</p> <p>P8 Assess own role in supporting partnership approaches with the family and child.</p>	<p>M4 Evaluate the barriers in promoting effective partnerships in intervention approaches in family and child support work.</p>	

Recommended Resources

Textbooks

Dolan, P., Canavan, J. and Pinkerton, J. (2016) *Understanding Family Support: Policy, Practice and Theory*. London: Jessica Kingsley Publishers.

Frost, N., Abbott, S. and Race, T. (2015) *Family Support, Early Intervention and Early Help (Social Work in Theory and Practice)*. Cambridge: Polity Press.

Kosher, H., Ben-Arieh, A. and Hendelsman, Y. (2017) *Children's Rights and Social Work (Springer Briefs in Rights-Based Approaches to Social Work)*. New York: Springer Nature.

Van Hook, M.P. (2019) *Social Work Practice with Families: A Resiliency-based Approach*. 3rd Ed. Oxford: Oxford University Press.

Vincent, S. (2015) *Early Intervention: Supporting and Strengthening Families (Protecting Children and Young People)*. Edinburgh: Dunedin Academic Press.

Reports

Eurochild (2012) *Early intervention and prevention in family and parenting support*.

Available at:

https://eurochild.org/uploads/2020/12/Early_intervention_and_prevention_in_family_and_parenting_support.pdf.

Institute of Health Equity (2015) *The impact of adverse experiences in the home on the health of children and young people, and inequalities in prevalence and effects*. Available at: <https://www.instituteofhealthequity.org/resources-reports/the-impact-of-adverse-experiences-in-the-home-on-children-and-young-people>.

Institute of Public Care (2012) *Early intervention and prevention with children and families: Getting the most from team around the family systems*. Available at:

<https://ipc.brookes.ac.uk/publications/early-intervention-and-prevention-with-children-and-families-getting-the-most-from-team-around-the-family-systems>.

UNICEF (2015) *Family and Parenting Support: Policy and Provision in a Global Context*.

Available at: <https://www.unicef-irc.org/publications/770-family-and-parenting-support-policy-and-provision-in-a-global-context.html>.

Links

This unit links to the following related units:

Unit 14: Current and Emerging Pedagogies in Early Childhood Education and Care

Unit 15: Child-centred Practice in Working with Children, Families and Communities

Unit 19: The Impact of Contemporary Global Issues on Children's Health and Wellbeing

Unit 20: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

Unit 24: Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing

Unit 25: Supporting Children's Medical Needs

Unit 30: Working in Partnership across Health, Education and Social Care Services

This unit maps to the four qualification practice themes as below:

Table 29: How Unit 16 Learning Outcomes and assessment criteria map to practice themes

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

Essential requirements

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

Delivery

Tutors must be appropriately qualified and experienced in 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 17: Impact of Curriculum on Early Childhood Education and Care

Unit code: H/650/7174

Unit type: Optional

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. By examining their own role, students will use the 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 curricula.

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 that students will use 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:

- LO1 Explore the relationship between the purpose of learning in early childhood and curriculum approaches to learning
- LO2 Discuss the extent to which early childhood curriculum models support children's care, learning and development
- LO3 Examine the features of effective curriculum management and the impact on improving outcomes for children in an early education and care environment
- LO4 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 e.g. behaviourist, cognitive, humanistic, psychodynamic, 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

Curricula 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 curricula:

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 – focusing 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.

Note: Tutors must deliver in relation to own home country curriculum and a comparative curriculum from another world region.

Transitions:

Impact of primary school curricula on learning approaches taken in early education and care environments

Managing transitions between learning approaches in early childhood and care and primary school

The continuum of expectations, curricula and teaching

Impact of transition from early education and care environments to primary school environments on children and families

The role of the lead practitioner in an early education and care environment versus a primary school classroom.

Role of the child in different curriculum models:

The child as an active learner and meaning-maker

Child as a co-constructor of meaning

Child-initiated and practitioner-led activities

Autonomy and independence.

Resource considerations and impact:

Indoor and outdoor environments

Meaning contexts

Community resources.

Theories into practice and gaps:

Relationship between theoretical approaches and curricula, gaps in curricula

Meeting the different needs of children through a standardised curriculum

Avoiding inhibiting children's enjoyment of learning

Using different approaches to meet the needs of all children, including those with disabilities and special educational needs, in curriculum delivery

Mechanisms to avoid gaps in learning e.g. seeking additional support.

Other factors influencing effectiveness of curricula in supporting children's care, learning and development

Intrinsic motivation

Social and cultural factors

Content, knowledge, skills

Differentiation

Progression

Communication and personal relationships, active listening

Sustained shared thinking

Neurolinguistic 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 a 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, 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 multiple agencies

Impact on transition to more structured learning environments.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Explore the relationship between the purpose of learning in early childhood and curriculum approaches to learning</p>		<p>LO1 and LO2</p> <p>D1 Critically evaluate the effectiveness of own home nation's early childhood learning framework in preparing children for the transition to primary school and promoting an enjoyment of learning in early education and care settings.</p>
<p>P1 Analyse the nature and purpose of curricula in relation to specific learning theories.</p> <p>P2 Explain how procedures and practices in an early education and care setting can promote children's enjoyment of learning within a curriculum-based approach.</p>	<p>M1 Critically analyse the challenges presented in promoting learning and children's enjoyment of learning in early education and care settings using a curriculum-based approach.</p>	
<p>LO2 Discuss the extent to which early childhood curriculum models support children's care, learning and development</p>		
<p>P3 Critically compare own home nation's early learning framework and primary education curriculum model.</p> <p>P4 Discuss the strategies in place in an early learning framework to prepare children for the transition to primary school.</p>	<p>M2 Critically assess the effectiveness of the early learning framework in preparing children for the transition to the primary school curriculum.</p>	

Pass	Merit	Distinction
<p>LO3 Examine the features of effective curriculum management and the impact on improving outcomes for children in an early education and care environment</p>		<p>LO3 and LO4</p> <p>D2 Critically reflect on the effectiveness of the implementation of different activities towards improving outcomes for children, including a justification of own recommendations for improvement referencing a comparable curriculum framework used in another country.</p>
<p>P5 Discuss the features of effective curriculum management, including the role of effective team management in achieving this.</p> <p>P6 Reflect on the value of own planning of observation and assessment activities in own setting in supporting strong curriculum-related outcomes for children.</p>	<p>M3 Implement a series of accurately planned and detailed curriculum-related activities, including evaluating how outcomes for children have been effectively supported by the team in an early education and care environment.</p>	
<p>LO4 Assess the impact of implementing a home country early learning framework in an early education and care environment</p>		
<p>P7 Reflect on the effectiveness of the current early learning framework in own home country in comparison with the framework used in another country.</p> <p>P8 Analyse the implementation of the home country early learning framework in own setting.</p>	<p>M4 Critically assess the effectiveness of the home country early learning framework, and the early learning framework of a comparable country, on improving children's learning, progress and development.</p>	

Recommended Resources

Textbooks

- Ang, L. (ed.) (2013) *The Early Years Curriculum: The UK Context and Beyond*. Abingdon: Routledge.
- Brodie, K. (2013) *Observation, Assessment and Planning in the Early Years – Bringing it All Together*. Maidenhead: Open University Press.
- McLachlan, C., Fleer, M. and Edwards, S. (2018). *Early Childhood Curriculum: Planning, Assessment, and Implementation*. 3rd Ed. Cambridge: Cambridge University Press.
- MacBlain, S. (2022). *Learning Theories for Early Years Practice*. 2nd Ed. London: SAGE Publications.
- Pound, L. (2011) *Influencing Early Childhood Education Key Figure, Philosophies and Theories*. Maidenhead: Open University Press.
- Reardon, D., Wilson, D. and Fox Reed, D. (2018) *Early Years Teaching and Learning*. 3rd Ed. London: SAGE Publications.
- Rodger, R. (2016) *Planning an Appropriate Curriculum in the Early Years*. 4th Ed. Abingdon: Routledge.
- Sancisi, L. and Edgington, M. (2015) *Developing High Quality Observation, Assessment and Planning in the Early Years*. Abingdon: Routledge.
- Wood, D. (2007) *How Children Think and Learn*. 2nd Ed. Oxford: Wiley-Blackwell.
- Woods, A. (2014) *The Characteristics of Effective Learning*. Abingdon: Routledge.

Journals and articles

- Blaiklock, K. (2010) 'Te Whāriki, the New Zealand early childhood curriculum: Is it effective?' *International Journal of Early Years Education*, 18(3), pp. 201–212. Available at: <https://doi.org/10.1080/09669760.2010.521296>.
- Sellers, M. (2010) 'Re(con)ceiving young children's curricular performativity', *International Journal of Qualitative Studies in Education*, 23(5), pp. 557–577. Available at: <https://doi.org/10.1080/09518398.2010.500629>.

Reports

- Department for Education and Skills (2002) *Researching Effective Pedagogy in the Early Years: Research Report RR356*. Available at: <https://dera.ioe.ac.uk/id/eprint/4650/1/RR356.pdf>.

Websites

early-education.org.uk	British Association for Early Childhood Education (General reference)
www.earlyyears-careers.com	Early Years Careers "Early Years Management" (Article)
www.nurseryworld.co.uk	Nursery World "Practice: The early years curriculum" (General reference)
www.teachearlyyears.com	Teach Early Years "Nursery Management" (Resource)

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 12: Managing Children's Early Education and Care Environments

Unit 14: Current and Emerging Pedagogies in Early Childhood Education and Care

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 practice themes as below:

Table 30: How Unit 17 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO2 and LO3	P6, M2, M3, D2
THEME 2: PROFESSIONAL IDENTITY	LO1, LO3	P2, P6, M3, D1, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO2	P4
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO3 and LO4	P7, P8, M2, M4

Essential requirements

The use of a range of observation formats is essential for students to achieve the Learning Outcomes of this unit.

Delivery

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

Assessment

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

Employer engagement and vocational contexts

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

Unit 18: Approaches to Entrepreneurship in Early Childhood Education and Care

Unit code: J/650/7175

Unit type: Optional

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 use 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 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 safe 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 children and families are provided with a high-quality service that 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:

- LO1 Investigate the key considerations when setting up an early childhood business
- LO2 Demonstrate knowledge of the implications of regulations and legislation on businesses in the early childhood and care sector
- 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
- LO4 Discuss ways in which a business can be marketed effectively to promote itself to its 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 and staffing

Minimising risks by 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 that 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, use by other groups at different times, potential considerations of using a shared space

Purchasing a property for conversion or designing and developing 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) 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 Northern Ireland, Education Training Inspectorate (ETI); in Wales, Estyn

Data protection requirements, e.g. in the UK and EU, the 2018 General Data Protection Regulation (GDPR) 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 practitioners' 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 including appraisals, supervisions and mentoring

Day-to-day communication and reflection

Encouraging and promoting reflective practice that 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 itself to its target market

Electronic marketing:

Use of websites, blogs and social media platforms as a means of promoting business activity.

Print marketing:

Leaflets and flyers, posters, brochures

Newspaper presence through showcasing events that have taken place or are planned to take place

Advertorials.

Face-to-face marketing:

Open days, open-door policy, toddler group linked to setting, stay-and-play sessions, presence at community events.

Word of mouth:

Highly effective means of promoting business from satisfied customers who have experience of accessing your services.

Relationship marketing:

Opportunities for customer feedback, parental questionnaires, child's voice

Building and enhancing existing customer relationships and working with them to ensure loyalty and build trust.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the key considerations when setting up an early childhood business		LO1 and LO2 D1 Produce a critically reflective business plan that considers the impact of regulatory and legislative requirements on the operational structure of the business and plans to minimise risk.
P1 Produce a simple and credible business plan to launch a new venture, taking into account need, structure, premises and funding considerations.	M1 Produce a detailed and realistic business plan that includes a SWOT analysis of the new venture and determination of areas of risk.	
LO2 Demonstrate knowledge of the implications of regulations and legislation on businesses in the early childhood and care sector		
P2 Discuss key regulations and legislation in own local region associated with the delivery of high-quality services identified in businesses in the sector. P3 Explain the statutory requirements that relate to the businesses discussed.	M2 Critically discuss the relationship between regulatory and legal requirements and the operation of businesses in the sector, including the impact on quality.	

Pass	Merit	Distinction
<p>LO3 Reflect on how to build a successful team who can drive forward the vision and values of a new business to support customer trust and continued growth</p>		<p>LO3 and LO4</p>
<p>P4 Analyse leadership skills that support and promote a strong team ethos.</p> <p>P5 Explain the importance of a range of communication approaches in developing effective team working.</p>	<p>M3 Evaluate the skills needed to build an effective team, considering different individuals' strengths and the adoption of a shared vision.</p>	<p>D2 Critically evaluate own skills towards building an effective team that promotes highly efficient and reflective operations and relevant marketing across a range of mediums to fulfil own business objectives.</p>
<p>LO4 Identify ways in which a business can be marketed effectively to promote itself to its target market</p>		
<p>P6 Discuss different types of marketing and how they serve communication objectives within an early childhood context.</p> <p>P7 Produce an effective marketing tool to publicise the chosen business.</p>	<p>M4 Evaluate the application of chosen types of marketing and their effectiveness in relation to the business objectives.</p>	

Recommended Resources

Textbooks

Burke, J. (2017) *Building Your Early Years Business: Planning and Strategies for Growth and Success*. London: Jessica Kingsley Publishing.

Murray, K. (2012) *The Ultimate Child Care Marketing Guide: Tactics, Tools and Strategies for Success*. Minnesota: Redleaf Publishing.

Presland, A. (2017) *Improving the Business of Childcare*. Kent: Writing Matters Publishing.

Websites

www.gov.uk

GOV.UK

“Business and self-employed”

(General reference)

www.earlychildhoodireland.ie

Early Childhood Ireland

(General reference)

Links

This unit links to the following related units:

Unit 10: Improving Quality in Children's Early Education and Care Environments

Unit 11: Managing and Leading People in Children's Early Education and Care Environments

Unit 12: Managing Children's Early Education and Care Environments

Unit 13: Mentoring and Supervision in Early Education and Care Practice

This unit maps to the four qualification practice themes as below:

Table 31: How Unit 18 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO2	P2, P3
THEME 2: PROFESSIONAL IDENTITY	LO1, LO3	P4, P5, M3, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO3 and LO4	P4, P5, M3, D2
THEME 4: GLOBAL, NATIONAL and LOCAL POLICY	LO2	P2, P3, M2, D1

Delivery

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

Assessment

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

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

Employer engagement and vocational contexts

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

Unit 19: The Impact of Contemporary Global Issues on Children's Health and Wellbeing

Unit code: K/650/7176

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

Every child's opportunities in life, including to be healthy, educated and protected, should be their basic human right. An established principle of many international bodies working towards the protection of children is that all children, regardless of the circumstances into which they are born or their personal characteristics, are entitled to equality of opportunity.

It is important for students to be aware of the range of contemporary global issues that impact on children's health and wellbeing. Many of these issues are interconnected. For example, a child born into poverty may also face malnutrition and lack of access to health services and education. Issues such as political instability, war and internal conflict may result in children being displaced and seeking refuge in other countries for their own safety and security. These issues often have a significant impact on a child's health, progress and development and students working with children in early childhood should develop a nuanced awareness of, and strategies to address, these issues on a local, national and global scale.

In this unit, students will investigate the range of contemporary global issues affecting 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.

On 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:

- LO1 Review the range of contemporary global issues impacting on children's health and wellbeing
- LO2 Discuss interventions aimed at addressing the impact of contemporary global issues on children's health and wellbeing
- LO3 Examine the role of local community development support as a sustainable approach to addressing issues in the developing world
- LO4 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 on 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 breastfeeding by antenatal diagnosis, use of antiretroviral 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 and 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 instability 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, incorporating key performance indicators, 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 Organization (WHO), 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 (UNCRC).

International agreements:

e.g.

UN Millennium Development Goals 2000–2015

UN Sustainable Development Goals 2016–2030

Paris Agreement on Climate Change (2015).

Intergovernmental organisations supporting children's health and wellbeing:

e.g.

United Nations Children's Fund (UNICEF)

UNHCR.

Individual government responsibilities:

e.g. in the UK, the Foreign, Commonwealth and Development Office (FCDO).

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

Protecting children from child trafficking, transnational child exploitation and online abuse e.g. End Child Prostitution and Trafficking (ECPAT) 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 that promote people's self-esteem, human dignity and respect.

Different approaches to community development:

Top-down approach adopted by outside global organisations that decide how people in developing nations should develop

Push-back approach that 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.

UN 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 (UWS), United Classrooms (UClass), Partners West Africa

Participation in fundraising 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. WE Schools, UNICEF's Rights Respecting Schools Award

Participating in local or national projects e.g. in the UK, engaging with the Eco-Schools Green Flag initiative, 'Reduce, Reuse, Recycle' environmental awareness campaigns in early education and care settings.

Benefits of active participation and awareness-raising:

For the child

For the child's family

For the setting

For practitioners and other professionals

For the wider community

For society.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Review the range of contemporary global issues impacting on children's health and wellbeing		LO1 and LO2 D1 Critically reflect on the challenges faced when designing national and international programmes aimed at addressing the impact of contemporary global issues on children's health and wellbeing.
P1 Discuss the current global issues impacting on children's health and wellbeing. P2 Assess the use of data in determining the impact of global issues on children's health and wellbeing.	M1 Critically analyse current global trends in issues impacting on children's health and wellbeing.	
LO2 Discuss interventions aimed at alleviating the impact of contemporary global issues on children's health and wellbeing		
P3 Discuss international programmes aimed at addressing the impact of contemporary global issues on children. P4 Summarise own country's contribution towards addressing the impact of contemporary global issues on children.	M2 Evaluate the success of different national and international programmes aimed at alleviating the impact of contemporary global issues on children.	

Pass	Merit	Distinction
<p>LO3 Examine the role of local community development support as a sustainable approach to addressing issues in the developing world</p>		<p>D2 Critically review the contribution of local community development in effectively addressing issues affecting children in different developing nations.</p>
<p>P5 Discuss how community development values and ethics can be practically reflected in an identified current local community development initiative in own nation.</p> <p>P6 Review how a current local community development initiative can encourage global solidarity through local participation and action.</p>	<p>M3 Critically discuss how local community development initiatives can contribute to tackling issues affecting children on a global scale.</p>	
<p>LO4 Examine how early education and care settings can raise awareness of contemporary global issues</p>		<p>D3 Critically evaluate the importance of raising awareness of contemporary global issues within early education and care settings.</p>
<p>P7 Plan and implement an activity within own setting that would familiarise children with their responsibilities as global citizens.</p> <p>P8 Demonstrate how own practice contributes to raising awareness of a contemporary global issue.</p>	<p>M4 Reflect on the challenges of raising awareness of contemporary global issues within early education and care settings.</p>	

Recommended Resources

Textbooks

Cregan, K. and Cuthbert, D. (2014) *Global Childhoods: Issues and Debates*. London: SAGE Publications.

Edwards, M. and Davison, C. (2015) *Global Childhoods: Critical Approaches to the Early Years*. Northwich: Critical Publishing.

McDowall-Clark, R. (2020) *Children in Society for the Early Years*. 4th Ed. London: Learning Matters.

Montgomery, H. (2013) *Local Childhoods, Global Issues*. Bristol: Policy Press.

Wells, K. (2014) *Childhood in a Global Perspective*. 2nd Ed. Cambridge: Polity Press.

Websites

www.amnesty.org

Amnesty International
(General reference)

www.gov.uk

GOV.UK
Foreign, Commonwealth and Development Office
(FCDO)
(General reference)

www.icrc.org

International Committee of the Red Cross
(General reference)

www.savethechildren.org.uk

Save the Children
(General reference)

www.wateraid.org

WaterAid
(General reference)

www.we.org

WE Charity
(General reference)

www.unicef.org

UNICEF
"United Nations Convention on the Rights of the Child (UNCRC)"
(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 15: Child-centred Practice with Children, Families and Communities

Unit 20: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

Unit 24: Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing

Unit 25: Supporting Children's Medical Needs

Unit 30: Working in Partnership across Health, Education and Social Care Services

This unit maps to the four qualification practice themes as below:

Table 32: How Unit 19 Learning Outcomes and assessment criteria map to practice themes

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

Essential requirements

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

Delivery

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

Assessment

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

Employer engagement and vocational contexts

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

Unit 20: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

Unit code: L/650/7177

Unit type: Optional

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 necessary to keep all children safe. The unit goes to the heart of the role of the practitioner in this respect, including 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 on 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 they care for. It is crucial that students intending to practise, or already practising, at senior levels have a thorough understanding of safeguarding and child protection and how to address 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 in 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 in higher education in early childhood-related degrees or social care with a movement towards child protection. It will continue to offer continuing professional development (CPD) as an early childhood practitioner.

Learning Outcomes

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

- LO1 Examine different considerations for early childhood practitioners in appropriately managing children's disclosures of abuse or neglect
- LO2 Discuss a contemporary topic within the field of child protection and its impact on the protection of children accessing own workplace setting
- LO3 Explore the role of multi-agency working in supporting children who have been abused or are currently at risk of abuse or neglect
- LO4 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 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 they operate

Responding appropriately to concerns – 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

World views 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 are 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 – ensuring only necessary information is recorded and 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 that 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

Legislation and guidance:

Legal framework underpinning child protection policies and procedures in own nation

International legislation and guidance underpinning child protection to include the UN Convention on the Rights of the Child (1989) and Human Rights Act (1998)

Overview of national historical timeline and perspectives e.g. in the UK, Children and Young Persons Act 1933, Children Act 1989, Children (Northern Ireland) Order 1995, Protection of Children Act 1999 and introduction of mandatory criminal records checks for individuals working with children, Care Standards Act 2000, establishment of area child protection committees, 'sex offenders register', Safeguarding Vulnerable Groups Act 2006, Safeguarding Vulnerable Groups (Northern Ireland) Order 2007

Current regional or national legislation and guidance e.g. in England, Children Act 2004, Serious Organised Crime and Police Act 2005 and the Child Exploitation and Online Protection (CEOP) Centre, *Working Together to Safeguard Children* (latest version, 2023).

Referral:

Suspicions, allegations, disclosures, confidentiality

Record-keeping and storage

Report writing

Access to records.

Agency/area procedures:

Knowing and adhering to the process in own setting for recording incidents, concerns and referrals and storing and disposing of these securely

Own workplace policy and procedures for reporting within the setting

Procedures for referral to outside agencies

Investigation and sequence of events leading to placement on child protection register

Detailed knowledge of local social services policies and procedures.

Managing own effectiveness in child protection practice in own setting:

Own knowledge and resilience

Reflecting on action

Supporting staff

Listening to the child's voice

Working in participation with parents or caregivers

Engaging with the wider community

Interaction between self, the child, families and colleagues

Informing practice and mentoring of colleagues.

Keeping all safe:

Adopting safe recruitment, selection and vetting procedures for staff who 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

Whistle-blowing

Resources considerations

Valuing and promoting diversity.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine different considerations for early childhood practitioners in appropriately managing children's disclosures of abuse or neglect		D1 Critically evaluate the challenges of managing disclosures of abuse in early education and care settings in relation to the role of the early childhood practitioner and the impact on the child.
P1 Analyse different theories of abuse and their relevance to approaches to addressing challenges faced in managing children's disclosures of abuse in early education and care settings.	M1 Evaluate the need for the appropriate management of children's disclosure of abuse within an early education and care setting in relation to the impact on the child.	
LO2 Discuss a contemporary topic within the field of child protection and its impact on the protection of children accessing own workplace setting		D2 Critically evaluate a contemporary topic in child protection and the related impact on practice and protection of the child in own locality.
P2 Analyse a contemporary topic in child protection and how this has informed current practice.	M2 Evaluate a contemporary topic in child protection and the impact on practice and the protection of the child in their social context.	

Pass	Merit	Distinction
<p>LO3 Explore the role of multi-agency working in supporting children who have been abused or are currently at risk of abuse or neglect</p>		<p>LO3 and LO4</p> <p>D3 Justify a multi-agency approach to the protection and safeguarding of children in a child-centred way within own workplace setting, and own role in adhering to policies and procedures to enable its effectiveness.</p>
<p>P3 Analyse the purpose of multi-agency working in child protection.</p> <p>P4 Discuss how different agencies involved in the protection of children work together in own locality.</p>	<p>M3 Critically analyse the effectiveness of engaging in multi-agency working to protect and safeguard children accessing own setting.</p>	
<p>LO4 Demonstrate the skills needed for effective implementation of child protection policies and procedures in own early education and care setting</p>		
<p>P5 Produce an accurate and detailed flow chart of the child protection policies and procedures in own workplace setting and own role within these.</p> <p>P6 Demonstrate different skills and techniques in working with children and families that reflect an awareness of and adherence to own setting's child protection policies and procedures.</p>	<p>M4 Critically reflect on own skills in implementing own setting's child protection policies and procedures.</p>	

Recommended Resources

Textbooks

- Aronson Fontes, L. (2008) *Child Abuse and Culture: Working with Diverse Families*. New York: Guilford Press.
- Calder, M.C. and Archer, J. (2015) *Risk in Child Protection Work: Assessment Challenges and Frameworks for Practice*. London: Jessica Kingsley Publishers.
- Crosson-Tower, C. (2015) *Confronting Child and Adolescent Sexual Abuse*. London: SAGE Publications.
- Doyle, C. and Timms, C. (2014) *Child Neglect and Emotional Abuse: Understanding, Assessment and Response*. London: SAGE Publications.
- Gaspar, M. (2010) *Multi-agency Working in the Early Years: Challenges and Opportunities*. London: SAGE Publications.
- Laird, S.E. (2013) *Child Protection: Managing Conflict, Hostility and Aggression*. Bristol: Policy Press.
- Nicolas, J. (2015) *Practical Guide to Child Protection: The Challenges, Pitfalls and Practical Solutions*. London: Jessica Kingsley Publishers.
- Siraj-Blatchford, I. Clarke, K. and Needham, M. (2007) *The Team Around the Child: Multi-agency Working in the Early Years*. London: Trentham Books Ltd.

Journals and articles

- Dempsey, A. (2016) 'Safeguarding – reflecting on practice', *Links to Health and Social Care*, 1(2), pp. 4–17. Liverpool John Moores University. Available at: <https://doi.org/10.24377/LJMU.lhsc.vol1iss2article74>.
- Khan, L. Parsonage, M. and Rosa Brown, E. (2013) 'Parenting programmes: Identification and referral', *Journal of Children's Services*, 8(3), pp. 194–208. Available at: <https://doi.org/10.1108/JCS-03-2013-0011>.
- Ruch, G. (2007) 'Reflective practice in contemporary child care social work: The role of containment', *British Journal of Social Work*, 37(4), pp. 659–680. Available at: <https://doi.org/10.1093/bjsw/bch277>.
- Seden, J. (2009) 'Safeguarding children and schools', *Journal of Interprofessional Care*, 23(5), pp. 548–549. Available at: <https://doi.org/10.1080/13561820903078223>.
- Spratt, T. Nett, J. Bromfield, L. Hietämaki, J. Kindler, H. and Ponnert, L. (2015) 'Child protection in Europe: Development of an international-comparison model to inform national policies and practices', *British Journal of Social Work*, 45(5), pp. 1508–1525. Available at: <https://doi.org/10.1093/bjsw/bcu109>.

Tuck, V. (2013) 'Resistant parents and child protection: Knowledge base, pointers for practice and implications for policy', *Child Abuse Review*, 22(1), pp. 5–19. Available at: <https://doi.org/10.1002/car.1207>.

Villarreal, V. and Castro, M.J. (2015) 'Maltreatment in early childhood and the roles of early childhood educators,' in *Discussions on Sensitive Issues*, Emerald Group Publishing Limited, pp. 137–159.

Websites

www.annafreud.org

Anna Freud National Centre for Children and Families

"Early years staff wellbeing: a resource for managers and teams"

(Resource)

www.barnardos.org.uk

Barnardo's

(General reference)

www.nspcc.org.uk

National Society for the Prevention of Cruelty to Children (NSPCC)

(General reference)

Links

This unit links to the following related units:

Unit 2: Protecting Children in Early Education and Care Environments

This unit maps to the four qualification practice themes as below:

Table 33: How Unit 20 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO2 and LO3	P2–P5, M2, M3, D2
THEME 2: PROFESSIONAL IDENTITY	LO1	P1, M1, D1
THEME 3: RELATIONSHIPS WITH OTHERS	LO3 and LO4	P4, P5, P6, P7, M3, M4, D2, D3
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO2	P2, P3, M2, D2

Essential requirements

Tutors with current early childhood and education and care management experience and qualifications can deliver this unit. Due to the specifics of ethics and reflecting on practice, it is essential that the student demonstrates confidentiality. Any concerns about 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 21: Social Policy: Influences on Practice and Provision

Unit code: M/650/7178

Unit type: Optional

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 years education. 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 early years education, regulations can affect 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 early years education 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 early years education linked to policy development and analysis.

Learning Outcomes

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

- LO1 Explore the current context of social policy for young children and families both nationally and internationally
- LO2 Review how current legislation, policies and regulations position early education and care in the broader context of services for children and families
- LO3 Examine the contexts underpinning the availability, structure and organisation of early education and care provision
- LO4 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 (e.g. Red Cross, Oxfam); regional variations (e.g. in the UK, Office of the Children's Commissioner) as relevant to own national jurisdiction

International e.g. United Nations (UN), Court of Justice of the European Union (CJEU), World Health Organization (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 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

Contribution of families and individuals to wellbeing.

The impact of policy, practice and provision in supporting all families:

Spending for effective social policy e.g. spending on early years education 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 early years education in improving social mobility and tackling structural inequalities:

Addressing inequalities in political life outcomes

Enabling or promoting equality of opportunity treatment based on grounds including race, gender and other protected characteristics

Addressing inequalities due to social memberships e.g. nation, family, 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 affected by government, the community and early years education settings:

Disadvantaged families e.g. those living in poverty, those experiencing deprivation, those who are unemployed, lone-parent households, refugee families

The discourse around deprivation.

The regulatory environment of early years education:

e.g. qualification requirements, staffing ratios, funding levels and entitlement, Quality Assurance and inspection, sector structural arrangements, continuing professional development (CPD)

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 early years education and how this impacts on children:

Education

Public health

Social care for families.

Social policy and early years education:

How early years education is defined in different nations

Implications relating to access to and progress in early years education e.g. in terms of age ranges, phases, statutory or non-statutory provision.

The structure of services in the early years education 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 early years education 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. preschools, 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 curricula:

The national and local policy context of curricula

The value of balanced curricula and the role of policy in ensuring this

Benefits of holistic approaches to curricula e.g. related to social, emotional, physical and cognitive development and the interconnectedness of these areas

Consequences of gaps in curricula for children's development, wellbeing and progress

Protecting children's rights by reflecting in curricula

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, Irish Human Rights and Equality Commission

In the EU, European Convention on Human Rights (ECHR)

Internationally, Human Rights Act 1998, UN Convention on the Rights of the Child (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, 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-term and long-term placements.

Defining 'inclusive' early years education 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 early years education.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the current context of social policy for young children and families both nationally and internationally		D1 Critically evaluate how early education and care policy and provision can challenge structural national and international inequalities and contribute to social mobility for young children and families.
P1 Discuss the impact of social policy on young children and their families, including those from disadvantaged groups. P2 Explain how social policy related to early education and care is influenced by different national and international stakeholders.	M1 Evaluate the contribution of social policy to the provision of early education and care environments that are safe, reduce inequalities and protect young children.	
LO2 Review how current legislation, policies and regulations position early education and care in the broader context of services for children and families		D2 Critically examine an aspect of legislation and associated policy and regulation in own home nation in terms of its impact on families from different backgrounds who use different early education and care services.
P3 Explain the influence of political ideologies on the development of early education and care policy in own home nation. P4 Discuss how effectively social policy supports families to access early education and care services.	M2 Critically analyse the impact of legislation on the structure of the early education and care system in terms of policy, provision and regulation in own home nation.	

Pass	Merit	Distinction
<p>LO3 Examine the contexts underpinning the availability, structure and organisation of early education and care provision</p>		<p>LO3 and LO4</p>
<p>P5 Explain how early education and care provision is registered and regulated and the implications of this for settings, practitioners and children in own home nation.</p> <p>P6 Assess the effectiveness of local policy in own home nation in enabling the provision of meaningful and sufficient early education and care services to meet the needs of families from differing socio-economic backgrounds.</p>	<p>M3 Critically assess the availability and funding of different types of early education and care provision and how this is affected by parental work patterns, family income and location.</p>	<p>D3 Critically review the contribution of legislation and social policy to supporting and promoting the progress and inclusion of all children in different types of early education and care provision.</p>
<p>LO4 Assess the effectiveness of social policy for ensuring the inclusion of all children in early education and care provision</p>		
<p>P7 Explain the curriculum and approach to pedagogy in own workplace setting and how it addresses the holistic needs of young children.</p> <p>P8 Assess the effectiveness of different aspects of social policy in supporting and promoting the inclusion of different children in early education and care settings.</p>	<p>M4 Critically reflect on own application of relevant social policy in practice and how effectively it contributes to the implementation of aspects of the curriculum that promote inclusion of different children with varied needs.</p>	

Recommended Resources

Textbooks

Adams, P. (2014) *Policy and Education*. Abingdon: Routledge.

Fitzgerald, D. and Kay, J. (2016) *Understanding Early Years Policy*. 4th Ed. London: SAGE Publications.

Jenson, J.M. and Fraser, M.W. (2016) *Social Policy for Children and Families: A Risk and Resilience Perspective*. 3rd Ed. London: SAGE Publications.

Journals

Lewis, J. and West, A. (2017) 'Early childhood education and care in England under austerity: Continuity or change in political ideas, policy goals, availability, affordability and quality in a childcare market?', *Journal of Social Policy*, 46(2), pp. 331–348.

Available at: <https://doi.org/10.1017/S0047279416000647>.

Websites

www.jrf.org.uk

Joseph Rowntree Foundation

"Child poverty"

(General reference)

www.mentalhealth.org.uk

Mental Health Foundation

"Why relationships are so important for children and young people"

(Blog)

www.nspcc.org.uk

National Society for the Prevention of Cruelty to Children (NSPCC)

(General reference)

www.who.int

World Health Organization (WHO)

"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: Managing and Leading People in Children's Early Education and Care Environments

Unit 12: Managing Children's Early Education and Care Environments

Unit 14: Current and Emerging Pedagogies in Early Childhood Education and Care

Unit 16: Supporting Social Work with Children and Families

Unit 18: Approaches to Entrepreneurship in Early Childhood Education and Care

Unit 19: The Impact of Contemporary Global Issues on Children's Health and Wellbeing

Unit 20: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

Unit 22: Supporting Children in Home-based Childcare 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 practice themes as below:

Table 34: How Unit 21 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO3	P5, P6, M3, D3
THEME 2: PROFESSIONAL IDENTITY	N/A	N/A
THEME 3: RELATIONSHIPS WITH OTHERS	N/A	N/A
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO1, LO2, LO4	P1–P4, P7, P8, M1, M2, M4, D2

Essential requirements

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

Delivery

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

Assessment

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

Employer engagement and vocational contexts

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

Unit 22: Supporting Children in Home-based Childcare Environments

Unit code: R/650/7179

Unit type: Optional

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 competencies 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 student's 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, for example as a nanny, registered childminder or an 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.

Learning Outcomes

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

- LO1 Discuss types of learning environments for children in home-based childcare
- LO2 Demonstrate how to ensure security and safety in home-based childcare environments
- LO3 Analyse partnerships with parents, caregivers and other agencies in supporting children in their home-based childcare environment
- LO4 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

Preschool

Nursery

Indoor

Outdoor

The role of practitioners in different environments, differences and commonalities.

Home-based childcare to support children

Types of home-based childcare, including nannies, registered childminders and other casual home-based childcare e.g. 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, Care Inspectorate Wales, health and social care trusts in Northern Ireland, TUSLA Child and Family Agency 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 that stretch and challenge children's abilities and provide interesting and accessible learning

Ensuring appropriately qualified and skilled practitioners, continuing professional development (CPD) and 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, 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, future colleagues), maintaining accurate visitors' logs or records

Reviewing procedures for appropriate adults

Conducting relevant and sufficient safety checks, including checks of criminal records, of adults working with or having unsupervised access to children

Keeping children safe in accordance with the UN Convention on the Rights of the Child (1989), protection and prevention rights

Ensuring children's emotional safety and wellbeing.

Considering risk:

Balancing risk and play opportunities effectively

Reviewing access to children's play and providing correct preparation for risk-taking in play

Talking to parents about the benefits of risky play.

Monitoring ratios and access arrangements:

Considering procedures for adult and caregiver 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 of 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 cooperating 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

Cooperating with other agencies, data protection and information-sharing.

The importance of developing relationships with family and working closely with parents and caregivers:

Providing a positive and welcoming environment for parents'/caregivers' views and opinions

Promoting parental/caregiver involvement in their children's learning at a home-based setting

Discussing issues and tackling challenges in collaboration with parents, caregivers and family members.

Preparing children for transition, working with schools and other early learning providers:

Working with teachers and schools in preparing children for transition

Supporting families and children with their expectations of school

Offering home-based breakfast clubs, after-school activities and arranging wraparound care.

LO4 Examine a range of professional practices appropriate to a home-based childcare environment

Maintaining knowledge and good practice:

Developing effective reflective practice

Reviewing and updating knowledge and skills

Considering change and professional challenges.

Attending regular training and workshops:

Locating training in the local community

Updating knowledge and skills concerning changes in national regulation e.g. through attending workshops, conferences and national training events.

Making local connections:

Working with regulatory organisations

Seeking advice and support from the local authority and national organisations involved in the support of professionals working in children's early education and care

Developing relationships with local communities, engaging with community-run projects that develop children's social values, awareness, skills and citizenship.

Developing a home-based childcare business:

Carrying out research to determine the need for home-based care in own local area e.g. through local parent groups, schools, local demographic data, using questionnaires, surveys and interviews

Deciding the scope and type of home-based provision

Deciding on age range of children

Sources of funding

Developing a business plan

Determining hours of working

Obtaining relevant, valid and current local authority and regulatory permissions and certifications.

Developing resources:

Planning for working, reviewing resources, adapting environments and considering ratios

Financial management and budgeting

Marketing own home-based childcare business e.g. developing safe and secure website, social media presence, online and print advertising, business cards

Making local connections with other home-based childcarers for support and guidance

Continuous review and development.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss types of learning environments for children in home-based childcare		D1 Critically evaluate the effectiveness of different home-based childcare environments.
<p>P1 Discuss the different types of learning environment for children in a home-based setting.</p> <p>P2 Explain how practitioners in home-based childcare environments can effectively support the progress of children.</p>	<p>M1 Evaluate different indoor and outdoor learning experiences in home-based childcare environments in terms of their effectiveness in supporting the holistic progress and development of children.</p>	
LO2 Demonstrate how to ensure security and safety in home-based childcare environments		D2 Justify a range of ways to maintain a safe and secure home-based childcare environment that promotes children's safety and wellbeing, giving examples from own experience.
<p>P3 Explain different ways of keeping children safe and secure in a home-based childcare environment.</p> <p>P4 Demonstrate different ways of maintaining security in a home-based childcare environment.</p>	<p>M2 Demonstrate how to effectively ensure security, providing an explanation of how this impacts on children's safety and wellbeing.</p>	

Pass	Merit	Distinction
<p>LO3 Analyse partnerships with parents, caregivers and other agencies in supporting children in their home-based childcare environment</p>		<p>LO3 and LO4</p> <p>D3 Critically reflect on how developing a range of professional practices, including partnership working, effectively supports children's learning and development in a home-based childcare environment.</p>
<p>P5 Discuss types of partnership developed by home-based childcare professionals to support children.</p> <p>P6 Discuss strategies for building effective partnerships with parents and other agencies in a home-based childcare environment.</p>	<p>M3 Compare strategies for working with parents and other agencies in supporting children in a home-based childcare environment.</p>	
<p>LO4 Examine a range of professional practices appropriate to a home-based childcare environment</p>		
<p>P7 Discuss the importance of adopting different professional practices in a home-based childcare environment.</p> <p>P8 Explain how home-based childcare practitioners can improve their professional practice.</p>	<p>M4 Analyse the benefits to a home-based provider of developing professional practice, drawing on considerations of reflective practices in a local and national context.</p>	

Recommended Resources

Textbooks

- Clark, A. and Moss, P. (2017) *Listening to Young Children: The Mosaic Approach*. 3rd Ed. London: National Children's Bureau.
- Lee, A. (2006) *Starting Your Own Childminding Business*. Oxford: How To Books.
- Riddall-Leech, S. (2002) *Childminding: A Coursebook for the Certificate in Childminding*. London: Heinemann.
- Stone, T. and Stone, T. (2008) *Registered Childminding: The Secrets of Success*. 2nd Ed. London: T-Squared.

Journals and articles

- Canning, N. (2010) 'The influence of the outdoor environment: Den-making in three different contexts', *European Early Childhood Education Research Journal*, 18(4), pp. 555–566. Available at: <https://doi.org/10.1080/1350293X.2010.525961>.
- Lemay, L., Bigras, N. and Bouchard, C. (2016) 'Respecting but not sustaining play: Early childhood educators' and home childcare providers' practices that support children's play', *Early Years*, 36(4), pp. 383–398. Available at: <https://doi.org/10.1080/09575146.2016.1149453>.
- Terry, J. (2008) 'Childminding: Time for reform?', *Journal of Social Welfare Law*, 1(7), pp. 389–398. Available at: <https://doi.org/10.1080/09649067808410671>.

Websites

- | | |
|--|---|
| anauk.org | Association of Nanny Agencies (ANA)
"Training for professional nannies"
(General reference) |
| www.childcare.co.uk | Childcare.co.uk
(General reference) |
| childmindinguk.com | Childminding UK
"Becoming a childminder"
(Guidance) |
| www.childrenandnature.org | Children and Nature Network
(Resources) |
| forestschoollassociation.org | Forest School Association
(General reference) |

www.pacey.org.uk

Professional Association for Childcare and Early Years (PACEY)

(General reference)

www.tactyc.org.uk

Together and Committed for Young Children (Association for Professional Development in Early Years)

(General reference)

www.youtube.com

YouTube

"Atypical schools: Norway's outdoor kindergarten"

(Video)

Links

This unit links to the following related units:

Unit 10: Improving Quality in Early Education and Care Environments

Unit 11: Managing and Leading People in Children's Early Education and Care Environments

Unit 12: Managing Children's Early Education and Care Environments

Unit 15: Child-centred Practice in Working with Children, Families and Communities

Unit 18: Approaches to Entrepreneurship in Early Childhood Education and Care

Unit 20: Advanced Practice in Safeguarding and Child Protection for the Early Childhood Practitioner

Unit 21: Social Policy: Influences on Practice and Provision

Unit 25: Supporting Children's Medical Needs

Unit 27: Outdoor Play and Learning

This unit maps to the four qualification practice themes as below:

Table 35: How Unit 22 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1, LO2, LO4	P2, P3, P4, P5, M1, M2, M3, D1, D2
THEME 2: PROFESSIONAL IDENTITY	LO4	P7, P8, M4, D3
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	P5, P6, M3, D3
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO4	M4, D3

Essential requirements

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

Delivery

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

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in the early childhood home-based environment. 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: Health Education and Promotion in Action: Developing the Healthy Child

Unit code: A/650/7180

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

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 the health of young children and for health education. 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 affected 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 problems, 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:

- LO1 Analyse the purposes of health promotion and education in early childhood
- LO2 Explore health and wellbeing priorities in early education and care settings
- LO3 Summarise the role of practitioners in working with children, families and other professionals to promote health
- LO4 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

Sociocultural e.g. social support networks, customs and traditions

Physical environment e.g. safe water and air, housing

Parental influences e.g. 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 e.g. 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 Organization.

Policy for health promotion:

Global approaches e.g. the Ottawa Charter for Health Promotion (1986)

National approaches, e.g. in England, the Healthy Child Programme, the early years foundation stage (EFYS), National Institute for Health and Care Excellence (NICE) guidance on 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 e.g. 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 (e.g. 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 early years education 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 early years education 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, environment, accessibility, appropriateness for age/stage, needs of participants

The relevance to the priorities and needs of the setting

Planning an activity that is inclusive, ethical, sustainable and sensitive to children's and families' situations

Participation of families and other professionals as relevant to the activity

Benefits of the activity

Risk factors and mitigating risk

Reviewing the activity

Next steps.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the purposes of health promotion and education in early childhood		D1 Critically evaluate different approaches to promoting health at global, national and local levels and their impact on improving the health of children.
<p>P1 Analyse historical and current determinants of health and how these can be used to promote children's health.</p> <p>P2 Discuss the relationship between models of health promotion and global, national and local approaches to health promotion and education.</p>	<p>M1 Evaluate the relationship between determinants of health and approaches taken on global, national and local levels to promote health in children.</p>	

Pass	Merit	Distinction
<p>LO2 Explore health and wellbeing priorities in early education and care settings</p>		<p>LO2 and LO3</p> <p>D2 Critically review the role of early childhood practitioners in leading health promotion priorities and activities in partnership with others in early education and care settings, taking into account the diversity of children and their families.</p>
<p>P3 Explain how different aspects of health and wellbeing can be promoted in ways that are appropriate to the age and stage of development of infants and/or children in early education and care settings.</p> <p>P4 Review the health promotion priorities in own early education and/or care setting.</p>	<p>M2 Reflect on the effectiveness of different health promotion priorities in own early education and/or care setting in maintaining and improving the health and wellbeing of children of different ages and stages using the setting.</p>	
<p>LO3 Summarise the role of practitioners in working with children, families and other professionals to promote health</p>		
<p>P5 Discuss different strategies that early childhood practitioners can use to promote the health and wellbeing of the children that use their setting.</p> <p>P6 Summarise how practitioners can work in supportive and sensitive ways with families to promote the health of children in a setting.</p>	<p>M3 Critically analyse the effectiveness of different ways of working with colleagues, children and families in maintaining and improving the health and wellbeing of children in an early education and/or care setting.</p>	

Pass	Merit	Distinction
LO4 Lead on developing a health promotion activity relevant to an early education and care setting		D3 Critically reflect on the success of the health promotion activity in promoting infants' and/or children's health and wellbeing and in meeting the health promotion priorities of own early education and/or care setting.
P7 Prepare a purposeful and engaging health promotion activity relevant to the infants and/or children in an early education and/or care setting. P8 Analyse the key factors that will need to be addressed to make the health promotion activity successful.	M4 Implement own effective health promotion activity in an early education and/or care setting showing how the activity benefits the infants and/or children the activity is directed towards.	

Recommended Resources

Textbooks

Burton, M., Pavord, E. and Williams, B. (2014) *An Introduction to Child and Adolescent Mental Health*. London: SAGE Publications.

Howard, C., Burton, M. and Levermore, D. (2019) *Children's Health and Emotional Well-being in Primary Schools*. 2nd Ed. London: Sage Publishing.

Marmot, M. (2015) *The Health Gap: The Challenge of an Unequal World*. London: Bloomsbury Publishing.

Musgrave, J. (2017) *Supporting Children's Health and Wellbeing*. London: SAGE Publications.

Rose, J., Gilbert, L. and Richards, V. (2016) *Health and Well-being in Early Childhood*. London: SAGE Publications.

Children's books

Verdick, E. (2008) *Germs are Not for Sharing*. Minneapolis: Free Spirit Publishing.

Websites

www.bbc.co.uk

BBC News
"Child health"
(General reference)

www.gov.uk

GOV.UK
"Child and maternal health data and intelligence: guide for health professionals"
"Physical activity guidelines: early years (under 5s)"
(Resources)

www.hse.ie

HSE Ireland
"Child health services in Ireland"
(General reference)

www.nhs.uk

NHS
"Healthier Families"
(Resources)

www.unicef.org.uk

UNICEF
"Child protection"
(General reference)

Links

This unit links to the following related units:

Unit 6: Promoting Healthy Living

Unit 25: Supporting Children's Medical Needs

This unit maps to the four qualification practice themes as below:

Table 36: How Unit 23 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	All criteria
THEME 2: PROFESSIONAL IDENTITY	LO3 and LO4	P5, P6, M3, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO3 and LO4	P5, P6, P7, P8, M3, M4, D2
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO1 and LO2	P1–P4, M1, M2, D1

Essential requirements

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

Delivery

Tutors must be appropriately qualified or experienced in health promotion and education to cover the principles and skills development aspects of this unit.

Assessment

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

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

Employer engagement and vocational contexts

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

Unit 24: Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing

Unit code: D/650/7181

Unit type: Optional

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 affects the developing brain and children's health and wellbeing. This unit will give students the opportunity to explore the range of strategies 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.

On 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:

- LO1 Explain how adverse childhood experiences impact on child health and wellbeing
- LO2 Review strategies used to alleviate the impact of trauma
- LO3 Discuss the importance of building resilience in children.

Essential Content

LO1 Explain how adverse childhood experiences impact on 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 (PTSD), 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

Strategies relating to children's trauma:

Overview of the United Nations Convention on the Rights of the Child (UNCRC) 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 services (CAMHS)
- School counselling service
- Support for development of self-regulation in children
- Cognitive behavioural 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 (Boxall, 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 – 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
- Scout groups/Girlguiding units
- 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 Sure Start provision

Family mediation services for parents who are separating or divorcing.

Strategies to support development of parenting skills and family support:

e.g.

In the UK, the Solihull Approach and the Hand in Hand Parenting approach (Parenting by Connection)

In Germany, the Starke Eltern – Starke Kinder (Strong Parents – Strong Children) programme

In Poland, the Good Parent – Good Start campaign

School-based strategies e.g. the Roots of Empathy programme in primary schools.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain how adverse childhood experiences impact on child health and wellbeing		LO1 and LO2 D1 Critically evaluate how strategies used to alleviate the trauma of adverse childhood experiences help to reverse the effects of trauma on the developing brain.
P1 Review the range of adverse experiences that can impact on child health and wellbeing. P2 Assess the consequences of adverse experiences for child health and wellbeing.	M1 Critically analyse the impact of adverse childhood experiences on child health and wellbeing.	
LO2 Review strategies used to alleviate the impact of trauma		
P3 Discuss specialised interventions used to alleviate the impact of trauma. P4 Review strategies that early education and care settings can implement to help alleviate the impact of trauma.	M2 Critically review the reasons for the success of strategies used to alleviate the impact of trauma.	

Pass	Merit	Distinction
LO3 Discuss the importance of building resilience in children		D2 Critically review the importance of building resilience in all children, including in relation to the approaches taken in own setting.
<p>P5 Explain why it is important to build resilience in children who have experienced trauma.</p> <p>P6 Reflect on the approaches used in own setting to help build resilience in children.</p>	M3 Evaluate the range of strategies used to build resilience in children.	
LO4 Explore interventions aimed at preventing adverse childhood experiences		D3 Critically evaluate the challenges that could affect the success of interventions aimed at preventing adverse childhood experiences.
<p>P7 Explore government responsibilities towards preventing the occurrence of adverse childhood experiences.</p> <p>P8 Examine interventions aimed at ensuring close attachments between parents or caregivers and children.</p>	M4 Critically analyse the impact of interventions required to reduce the occurrence of adverse childhood experiences.	

Recommended Resources

Textbooks

Bomber, L.M. and Hughes, D.A. (2013) *Settling to Learn: Settling Troubled Pupils to Learn: Why Relationships Matter in School*. New York: Worth Publishing.

Burdick, D. (2014) *Mindfulness Skills for Kids and Teens*. Wisconsin: PESI Publishing.

Conkbayir, M. (2021) *Early Childhood and Neuroscience: Theory, Research and Implications for Practice*. 2nd Ed. London: Bloomsbury Academic.

De Thierry, B. (2015) *Teaching the Child on the Trauma Continuum*. Tolworth, Surrey: Grosvenor House Publishing.

De Thierry, B. (2016) *The Simple Guide to Child Trauma: What It Is and How to Help*. London: Jessica Kingsley Publishers.

Fuggle, P., Dunsmuir, S. and Curry, V. (2012) *CBT with Children, Young People and Families*. London: SAGE Publications.

Golding, K. (2014) *Using Stories to Build Bridges with Traumatized Children: Creative Ideas for Therapy, Life Story Work, Direct Work and Parenting*. London: Jessica Kingsley Publishers.

Horwath, J. and Platt, D. (2018) *The Child's World: The Essential Guide to Assessing Vulnerable Children, Young People and their Families*. 3rd Ed. London: Jessica Kingsley Publishers.

Steele, W. and Malchiodi, C.A. (2011) *Trauma-Informed Practices with Children and Adolescents*. London: Routledge.

Treisman, K. (2016) *Working with Relational and Developmental Trauma in Children and Adolescents*. London: Routledge.

Treisman, K. (2017) *A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma*. London: Jessica Kingsley Publishers.

Websites

www.annafreud.org

Anna Freud National Centre for Children and Families

"Early years staff wellbeing: a resource for managers and teams"

(Resource)

beaconhouse.org

Beacon House Psychological Services

(General reference)

irct.org.uk	Institute of Recovery from Childhood Trauma (IRCT) (General reference)
www.nctsn.org	National Child Traumatic Stress Network (NCTSN) (General reference)
www.nspcc.org.uk	National Society for the Prevention of Cruelty to Children (NSPCC) (General reference)
www.nurseryworld.co.uk	Nursery World "EYFS best practice: all about intergenerational trauma" "A unique child: trauma – after the event" (Articles)
www.nurtureuk.org	nurtureuk (General reference)
parentinfantfoundation.org.uk	Parent–Infant Foundation (General reference)
rootsofempathy.org	Roots of Empathy (General reference)
solihullapproachparenting.com	Solihull Approach (General reference)
www.trc-uk.org	Trauma Recovery UK (General reference)
www.youngminds.org.uk	YoungMinds (General reference)

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 15: Child-centred Practice with Children, Families and Communities

Unit 16: Supporting Social Work with Children and Families

Unit 19: The Impact of Contemporary Global Issues on Children's Health and Wellbeing

Unit 20: 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 practice themes as below:

Table 37: How Unit 24 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO2–LO4	P3–P8, M2–M4, D1–D3
THEME 2: PROFESSIONAL IDENTITY	LO3	P6, M2, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO2 and LO3	P4, P6, M2, M3, D1, D2
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO4	P7, P8, M4, D3

Essential requirements

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

Delivery

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

Assessment

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

Employer engagement and vocational contexts

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

Unit 25: Supporting Children's Medical Needs

Unit code: F/650/7182

Unit type: Optional

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 (ongoing). In addition, 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 students' 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:

- LO1 Explore causes and management of common acute, chronic and complex medical conditions that affect children
- LO2 Explain the possible impact of having medical needs on children from a holistic perspective
- LO3 Discuss the importance of working with other professionals and parents or caregivers to support children's medical needs
- LO4 Reflect on the role of the practitioner in supporting children's medical needs.

Essential Content

LO1 Explore causes and management of common acute, chronic and complex medical conditions that affect children

Definitions of classifications of health conditions:

Acute, chronic, complex, life-limiting, life-threatening, terminal.

Definitions of key terms:

Health and wellbeing, antenatal healthcare, paediatric intensive care, congenital, genetic, medication, health, intravenous, subcutaneous.

Historical background:

Improvements in antenatal care, improvements in paediatric medicine, paediatric intensive care, reduction in infectious diseases – immunisations and improved sanitation, impact of poverty on children's health.

Causes of common acute health conditions that require medical support:

Bacterial infections – otitis media (middle ear infection), 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 spectrum disorder; 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 children's severe or complex medical needs

Recognising and managing first aid situations e.g. accidents and injuries, anaphylactic reaction, hypoglycaemia (low blood sugar) in 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 dietary 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 or caregivers to support children's medical needs

Other professionals who support children's medical needs:

Health visitor, school nurse, physiotherapist, 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/caregivers in supportive and sensitive ways

Using interprofessional 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' or caregivers' health beliefs

Awareness of potential safeguarding health issues

Communication with parents or caregivers of children with medical needs

Being aware of 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, health and care (EHC) 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, feeding

The roles of parents, family, caregivers and practitioners

Spiritual and psychological care

Helping children cope with death

Impact of end of life care on practitioners.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Explore causes and management of common acute, chronic and complex medical conditions that affect children</p>		<p>LO1 and LO2</p> <p>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>
<p>P1 Explain the causes of common conditions that require children to have support with medical needs.</p> <p>P2 Investigate the impact of the treatment and management of an identified condition on a child.</p>	<p>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.</p>	
<p>LO2 Explain the possible impact of having medical needs on children from a holistic perspective</p>		
<p>P3 Discuss the impact of having medical needs on a specific child's holistic development and early education.</p> <p>P4 Defend the need for inclusive practices in early education and care settings to effectively meet the needs of children with medical needs.</p>	<p>M2 Critically examine the actual and potential impact of having medical needs on the child's holistic development and the strategies required in early education and care settings to effectively mitigate negative impacts.</p>	

Pass	Merit	Distinction
<p>LO3 Discuss the importance of working with other professionals and parents or caregivers to support children's medical needs</p>		<p>LO3 and LO4</p> <p>D2 Critically reflect on best practice approaches to partnership working with practitioners, other professionals, children with medical needs and their families to provide high-quality education and care services.</p>
<p>P5 Discuss the benefits and possible challenges of working with other professionals to support children with different medical needs.</p> <p>P6 Examine the benefits and possible challenges of working with parents and caregivers of children with different medical needs.</p>	<p>M3 Critically scrutinise the benefits and possible challenges of working with professionals, parents and caregivers to support children's medical needs.</p>	
<p>LO4 Reflect on the role of the practitioner in supporting children's medical needs</p>		
<p>P7 Produce a professional plan to meet the education, health and care needs of a child with medical needs in a specified setting.</p> <p>P8 Analyse the value of policies and procedures in providing effective support to children, practitioners and families in meeting children's medical needs.</p>	<p>M4 Critically reflect on the effectiveness of different policies and procedures in own setting in meeting the education, health and care needs of children with medical needs and in providing support to families and practitioners.</p>	

Recommended Resources

Textbooks

Burton, M., Pavord, E. and Williams, B. (2014) *An Introduction to Child and Adolescent Mental Health*. London: SAGE Publications.

Clark, C.D. (2003) *In Sickness and in Play: Children Coping with Chronic Illness*. New Brunswick: Rutgers University Press.

Howard, C., Burton, M. and Levermore, D. (2019) *Children's Health and Emotional Well-being in Primary Schools*. 2nd Ed. London: SAGE Publications.

Marmot, M. (2015) *The Health Gap: The Challenge of an Unequal World*. London: Bloomsbury Publishing.

Musgrave, J. (2017) *Supporting Children's Health and Wellbeing*. London: SAGE Publications.

Rose, J., Gilbert, L. and Richards, V. (2016) *Health and Well-being in Early Childhood*. London: SAGE Publications.

Children's books

Keeling, J. (2012) *Izzy and Ollie: Adventure in an ambulance*. Bristol: Small World Publishing.

Websites

www.asthmaandlung.org.uk

Asthma + Lung UK
(General reference)

www.anaphylaxis.org.uk

Anaphylaxis UK
(General reference)

www.diabetes.org.uk

Diabetes UK
Charity for people with diabetes
(General reference)

www.icrc.org

International Committee of the Red Cross
(General reference)

www.legislation.gov.uk

legislation.gov.uk
"Children and Families Act 2014 section 100: Duty to support pupils with medical conditions"
(Legislation)

www.ncb.org.uk

National Children's Bureau

"Education, health and care plans – examples of good practice"

(Resources)

www.togetherforshortlives.org.uk

Together for Short Lives

(General reference)

www.who.int

World Health Organization (WHO)

"Child health" and "Adolescent health"

(General reference)

Links

This unit links to the following related units:

Unit 6: Promoting Healthy Living

Unit 23: Health Education and Promotion in Action: Developing The Healthy Child

This unit maps to the four qualification practice themes as below:

Table 38: How Unit 25 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1 and LO2	P1–P4, M1, D2
THEME 2: PROFESSIONAL IDENTITY	LO3 and LO4	P5–P8, D4
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	P5, P6, M3
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO4	P7, M4, D4

Essential requirements

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

Delivery

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

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in an early years education 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 26: Healthcare Play

Unit code: H/650/7183

Unit type: Optional

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 affect 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 healthcare play specialist within the multi-disciplinary team.

On 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:

- LO1 Review the impact of ill health and hospitalisation on the child, parents or caregivers and siblings
- LO2 Explore the historical context of the development of play within healthcare settings
- LO3 Explore the range of therapeutic play programmes for children who are unwell in a variety of settings
- LO4 Discuss the role of healthcare play specialists within the multi-disciplinary 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 and 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; anger 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 Films (1952) *A Two-Year-Old Goes to Hospital*

Platt Report: Welfare of Sick Children in Hospital (1959)

National Association for the Welfare of Children in Hospital (1963)

National Association of Hospital Play Staff (NAHPS) (1975)

The first training course for Hospital Play Specialists established (1973)

Department of Health and Social Security expert group on play report (1976)

Hospital Play Specialist Education Trust (1985)

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

Action for Sick Children (1991)

Quality Management for Children: Play in Hospital audit tool (1990)

National Service Framework for Children, Young People and Maternity Services (2004)

Introduction of curriculum frameworks and qualifications specifically for healthcare play.

Historical timeline within Republic of Ireland:

Organisation Mondiale pour l'Education Pre-scolaire survey of play facilities in 17 Dublin hospitals (1969)

Association for the Welfare of Children in Hospital Ireland formed (1970) – name changed to Children in Hospital Ireland (CHI)

Charter for the Care of Sick Children (1973)

Irish Association of Hospital Play Staff.

European Union:

European Charter for Children in Hospital (1988)

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-centred 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 multi-disciplinary team.

Impact of voluntary organisations:

e.g. Children's Health Scotland:

- Provide a consultative role to key policymakers 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.

Note: 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' clinics 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 setting:

Community or home care

Hospital (inpatient, outpatient, accident and emergency department, day care)

Children's hospice.

LO4 Discuss the role of healthcare play specialists within the multi-disciplinary team caring for the unwell child

Range of professionals working within the multi-disciplinary team:

e.g. medical and nursing staff; speech and language therapists; occupational therapists; physiotherapists; dieticians; psychologists; specialist nurses; teachers and learning support assistants.

Role of healthcare play specialist:

Organising daily normalising play services in the playroom or at the child's bedside

Providing play to achieve developmental goals

Advising parents or caregivers and staff on appropriate play for sick and injured children

Using play to prepare children for hospital procedures e.g. injections, scans, investigations, surgery

Contributing to clinical judgements through documentation and 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:

Toy magnetic resonance imaging (MRI) scanner

Doll/teddy with intravenous infusion

Small form or mobile diagnostic and treatment equipment.

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 multi-disciplinary team.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Review the impact of ill health and hospitalisation on the child, parents or caregivers and siblings		LO1 and LO2 D1 Critically evaluate the effectiveness of the development and response of healthcare services in own home nation to address the impacts of ill health and hospitalisation on the child and their family.
P1 Analyse the potential effects of ill health and hospitalisation on children's holistic development. P2 Discuss the impact of ill health and hospitalisation on the child's parents or caregivers and siblings.	M1 Critically analyse the impact of ill health and hospitalisation on children and their families.	
LO2 Explore the historical context of the development of play within healthcare settings		
P3 Review the development of healthcare play in different national contexts.	M2 Critically assess the impact of government frameworks and voluntary organisations on the development of healthcare play in different contexts.	

Pass	Merit	Distinction
<p>LO3 Explore the range of therapeutic play programmes for children who are unwell in a variety of settings</p>		<p>LO3 and LO4</p> <p>D2 Critically review the value of different and varied therapeutic play programmes within the multi-disciplinary team caring for the unwell child to the outcomes for the child and their family.</p>
<p>P4 Discuss the range of therapeutic play programmes developed for children who are unwell in a variety of settings.</p> <p>P5 Implement own planned play activity in an early education or care setting that would familiarise children with a therapeutic play programme approach used in a specific healthcare setting.</p>	<p>M3 Critically analyse the benefits of different therapeutic play programmes for children who are unwell in a variety of settings.</p>	
<p>LO4 Discuss the role of healthcare play specialists within the multi-disciplinary team caring for the unwell child</p>		
<p>P6 Analyse the main responsibilities of the healthcare play specialist.</p> <p>P7 Review potential challenges to the success of healthcare play.</p>	<p>M4 Critically reflect on the impact of the role of the healthcare play specialist within the multi-disciplinary team.</p>	

Recommended Resources

Textbooks

Hubbuck, C. (2009) *Play for Sick Children: Play Specialists in Hospitals and Beyond*. London: Jessica Kingsley Publishers.

Tonkin, A. (2014) *Play in Healthcare: Using Play to Promote Child Development and Wellbeing*. London: Routledge.

Reports

Tonkin, A. (2014) *The provision of play in healthcare delivery: Fulfilling children's rights under Article 31 of the United Nations Convention on the Rights of the Child*. National Association of Hospital Play Specialists. Available at: <https://www.england.nhs.uk/6cs/wp-content/uploads/sites/25/2015/03/nahps-full-report.pdf>.

Journals and articles

Coyne, I. and Kirwan, L. (2012) 'Ascertaining children's wishes and feelings about hospital life', *Journal of Child Health Care*, 16(3), pp. 293–304. Available at: <https://doi.org/10.1177/13674935124439>.

Websites

- | | |
|--|--|
| www.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)
(General reference) |
| each-for-sick-children.org | European Association of Children in Hospital (EACH)
"EACH Charter"
(General reference) |
| hpset.org.uk | Healthcare Play Specialist Education Trust
(General reference) |
| www.nahps.org.uk | National Association of Health Play Specialists (NAHPS)
(General reference) |

www.nurseryworld.co.uk

Nursery World

"All about the role of ... hospital play specialist"

(Article)

www.unicef.org

UNICEF

"United Convention on the Rights of the Child (UNCRC)

(General reference)

Links

This unit links to the following related units:

Unit 15: Child-centred Practice with Children, Families and Communities

Unit 24: Trauma in Childhood: Addressing the Impact of Adverse Experiences on Child Health and Wellbeing

Unit 25: Supporting Children's Medical Needs

Unit 30: Working in Partnership across Health, Education and Social Care Services

This unit maps to the four qualification practice themes as below:

Table 39: How Unit 26 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	P1–P8, M1–M4, D1, D2
THEME 2: PROFESSIONAL IDENTITY	LO3	P5
THEME 3: RELATIONSHIPS WITH OTHERS	LO3 and LO4	P5–P8, M3, M4, D2
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO2	P3, M2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations. Students would benefit from input from a health play specialist. Visits to a children's hospital and children's hospice to see the play programmes available are recommended.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector with specific experience of caring for children and healthcare play to cover the principles and skills development aspects of this unit.

Assessment

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

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

Employer engagement and vocational contexts

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

Unit 27: Outdoor Play and Learning

Unit code: J/650/7193

Unit type: Optional

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 that 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 transferable 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 outdoors, and how they can facilitate and enhance provision to ensure high-quality opportunities are provided on a regular basis. Students will consider the importance of risk-benefit assessment to promote outdoor play and learning as a positive and beneficial experience for children. They will consider this in relation to their own practice and identify opportunities within their own setting to develop outdoor play and learning further.

This unit requires students to demonstrate their skills, knowledge and understanding of outdoor play and learning through their practice in the workplace. Completion of this unit will provide a useful foundation for continuing higher education in early childhood-related degree programmes and support enhanced roles in workplace practice, should students wish to develop their expertise further to fulfil roles such as forest school practitioner or leader.

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

Learning Outcomes

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

- LO1 Explain the importance and value of access to outdoor play and learning on a frequent basis for children in early childhood
- LO2 Explore a range of theorists and approaches and consider their influence on current outdoor play and learning practices
- LO3 Discuss risk benefits for children in relation to outdoor play and learning to advocate its values to others
- LO4 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 that 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, International 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 – 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: 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, resilience), challenges (e.g. tool use, 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: 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 interests and motivations

Plan and enhance spontaneously, if possible in the here and now, to maximise impact

Use 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 that 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 in activities (e.g. tool use) where a high level of supervision and guidance is required to ensure safe practices

Adult engagement in outdoor play and learning, extending and facilitating play when requested by the children or appropriate to the situation

Opportunities for sustained shared thinking where practitioners engage as equals in the play

Purpose and value of adult-led activities, opportunities provided for revisiting play, learning and the development of skills and developing higher-level skills.

Evaluating play and learning:

Level of engagement, wellbeing and involvement

Tracking children's development over time in outdoor play and learning situations with regards to their holistic development

Supporting future outdoor play

Adult and child's or children's role in extending learning and thinking

Appropriateness of environment

Development of the site/provision.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Explain the importance and value of access to outdoor play and learning on a frequent basis for children in early childhood</p>		<p>LO1 and LO2</p> <p>D1 Critically reflect on how different approaches to outdoor play and learning can be used to improve early childhood education and care practice in own local region and promote children's holistic development.</p>
<p>P1 Explain the impact of outdoor play and learning opportunities on children's experiences in early childhood.</p> <p>P2 Discuss the relationship between values associated with outdoor play and learning and children's holistic development.</p>	<p>M1 Evaluate the impact of consistent engagement in outdoor play and learning on children's holistic development in early childhood.</p>	
<p>LO2 Explore a range of theorists and approaches and consider their influence on current outdoor play and learning practices</p>		
<p>P3 Analyse the influence of outdoor play experiences on children's play and learning in early childhood and care settings.</p> <p>P4 Discuss how own practice is influenced by different approaches to outdoor play and learning in relation to children's development.</p>	<p>M2 Critically compare different approaches in terms of how early childhood practitioners could use these to effectively support children's holistic development.</p>	

Pass	Merit	Distinction
<p>LO3 Discuss risk benefits for children in relation to outdoor play and learning to advocate its values to others</p>		<p>LO3 and LO4</p>
<p>P5 Interpret what is meant by 'risk benefit' and its role in outdoor play and learning.</p> <p>P6 Demonstrate accurate and relevant use of the risk-benefit assessment approach for an outdoor play and learning activity.</p>	<p>M3 Critically analyse own use of accurate and relevant risk-benefit assessments when providing outdoor play and learning experiences.</p>	<p>D2 Critically evaluate the effectiveness of own implementation of different high-quality outdoor play and learning experiences in terms of their impact on children's holistic development and plan for further improvement.</p>
<p>LO4 Plan and provide outdoor play and learning opportunities which support and promote children's holistic development</p>		
<p>P7 Produce plans for different activities to support children's access to high-quality outdoor play and learning opportunities that support their holistic development.</p> <p>P8 Implement own planned outdoor play and learning activities towards supporting children's social engagement and holistic development.</p>	<p>M4 Evaluate own effectiveness in planning and implementing high-quality outdoor play and learning activities in relation to their impact on children's development and progress.</p>	

Recommended Resources

Textbooks

Bilton, H. (2019) *Outdoor Learning in the Early Years: Management and Innovation*. 3rd Ed. Abingdon: Routledge.

Ephgrave, A. (2018) *Planning in the Moment with Young Children: A Practical Guide for Early Years Practitioners and Parents*. Abingdon: Routledge.

Constable, K. (2014) *Bringing the Forest School Approach to your Early Years Practice*. Abingdon: Routledge.

Hanscom, A. (2016) *Balanced and Barefoot: How Unrestricted Outdoor Play Makes for Strong, Confident, and Capable Children*. California: New Harbinger Publications.

Knight, S. (2011) *Risk and Adventure in Early Years Outdoor Play: Learning from Forest Schools*. London: SAGE Publications.

Waite, S. (2017) *Children Learning Outside the Classroom from Birth to Eleven*. 2nd Ed. London: SAGE Publications.

White, J. (2019) *Playing and Learning Outdoors: The Practical Guide and Sourcebook for Excellence in Outdoor Provision and Practice with Young Children*. 3rd Ed. London: Routledge.

Journals and articles

Bento, G. and Dias, G. (2017) 'The importance of outdoor play for young children's healthy development', *Porto Biomedical Journal*, 2(5), pp. 157–160. Available at: <https://doi.org/10.1016/j.pbj.2017.03.003>.

Burriss, K. and Burriss, L. (2011) 'Outdoor play and learning: Policy and practice', *International Journal of Education Policy and Leadership*, 6(8), pp. 1–12. Available at: <https://doi.org/10.22230/ijep/2011v6n8a306>.

Websites

www.lotc.org.uk	Council for Learning Outside the Classroom (CLOtC) (General reference)
forestschoollassociation.org	Forest School Association (General reference)
irishforestschoollassociation.ie	Irish Forest School Association (General reference)

www.playengland.org.uk

Play England
(General reference)

www.unicef.org

UNICEF
"United Convention on the Rights of the Child
(UNCRC)
(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 22: Supporting Children in Home-based Childcare Environments

This unit maps to the four qualification practice themes as below:

Table 40: How Unit 27 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1, LO3, LO4	P1, P2, M1, D1
THEME 2: PROFESSIONAL IDENTITY	LO4	M3, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	All criteria
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	N/A	N/A

Essential requirements

Students must clearly show how their knowledge and skills impact on practice.

Delivery

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

Assessment

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

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

Employer engagement and vocational contexts

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

Unit 28: Comparative Education Systems: International Perspectives

Unit code: K/650/7194

Unit type: Optional

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 can 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 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. Students 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 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 the unit 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:

- LO1 Discuss a range of comparative early education systems
- LO2 Review the influence of early years pioneers on comparative early education systems
- LO3 Explore the role of the early childhood practitioner in a range of comparative early education systems
- LO4 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 (Latin America and the Caribbean; Northern America)

Asia

Europe

Oceania.

Note: 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), early years foundation stage (England)

Americas e.g. HighScope (USA)

Oceania e.g. Te Whāriki (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

Sociocultural 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 that can affect brain development

Impact and value of positive early experiences on children's neurodevelopment

Impact and value of positive social interactions

Negative factors that can affect brain development, including teratogens
e.g. 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 (ZPD)

Bruner – modes of representation, cognitive development, scaffolding and constructivism

Montessori – self-motivation, freedom of movement.

Influence of pioneers' theories on current early childhood education and care pedagogy and practice in different education systems:

e.g.

The purpose of the education system, anticipated outcomes

Design and layout of the learning environment

Structure and content of learning

Use of indoor and outdoor learning environments

Resources

Role of the practitioner

Management of learning environments

Observing and measuring learning, progress and development

Relationships between the practitioner, child and family and other caregivers

Relationships between the practitioner and external agencies.

Tension and harmony between pioneering approaches and other influences on education systems:

Social influences e.g. culture and tradition

Political influences e.g. role of the government in children's learning

Socio-economic influences e.g. wealth, poverty and associated availability of resources and priority of need, levels of adult education

Environmental influences e.g. geographical location, rural, city environments

Influence of international organisations in early education systems

e.g. Organisation for Economic Co-operation and Development (OECD), United Nations Educational, Scientific and Cultural Organization (UNESCO), European Union (EU), United Nations (UN), World Bank, United Nations Children's Fund (UNICEF).

LO3 Explore the role of the early childhood practitioner in a range of comparative early education systems

Pedagogical approach:

Formal and informal approaches to education and care.

Comparison of the role of practitioners in different education systems

Types of practitioner

Roles of different practitioners

Practitioner qualifications and training, continuing professional development (CPD)

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 sociocultural 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

Multi-disciplinary 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 role of others in achieving planned outcomes e.g. other practitioners, professionals, family and friends, the child, other children, other members of the community, as relevant to approaches selected.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss a range of comparative early education systems		LO1 and LO2 D1 Critically evaluate different systems of, and early years pioneers' approaches to, early education in terms of their relationship to children's progress and development in early education and care settings.
<p>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.</p> <p>P2 Analyse educational traditions in different non-Western and indigenous approaches to early education in terms of their impact on children's learning and development.</p>	<p>M1 Critically compare different Western paradigms and traditional non-Western and indigenous approaches to early education in terms of their relationship to children's learning and development.</p>	
LO2 Review the influence of early years pioneers on comparative early education systems		
<p>P3 Analyse the influence of early years pioneers on current early education and care pedagogy and practice in own setting in comparison with that in a system of early education from a different world region.</p> <p>P4 Assess the challenges faced in adopting pioneering approaches to early education, taking into consideration other influences on systems of early education in different world regions.</p>	<p>M2 Critically assess the relationship between the influence of early years pioneers and other influences on different and current systems of early education in different world regions.</p>	

Pass	Merit	Distinction
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 has 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. 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.	M4 Justify own plans and selection of approaches in relation to anticipated outcomes for the child or children's progress and development.	

Recommended Resources

Textbooks

Clark, M. and Waller, T. (2007) *Early Childhood Education and Care: Policy and Practice*. London: SAGE Publications.

Conkbayir, M. (2021) *Early Childhood and Neuroscience: Theory, Research and Implications for Practice*. 2nd Ed. London: Bloomsbury Academic.

Johnston, J., Nahmad-Williams, L., Oates, R. and Wood, V. (2018) *Early Childhood Studies: Principles and Practice*. 2nd Ed. Abingdon: Routledge.

MacBlain, S. (2022) *Learning Theories for Early Years Practice*. 2nd Ed. London: SAGE Publications.

Packer, M.J. (2021) *Child Development: Understanding a Cultural Perspective*. 2nd Ed. London: SAGE Publications.

Penn, H. (2011) *Quality in Early Childhood Services: An International Perspective*. Maidenhead: Open University Press.

Journals and articles

Choi, S.H. (2004) 'Access, public investment, and equity in ECCE: the nexus in nine high-population countries', *UNESCO Policy Brief on Early Childhood*, 19. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000137408>.

Websites

foundationyears.org.uk

Foundation Years
(General reference)

www.education.govt.nz

Ministry of Education, New Zealand
"Te Whārhiki: Early childhood curriculum"
(Resource)

montessorieducationuk.org

Montessori Education UK
(General reference)

www.oecd.org

Organisation for Economic Co-operation and Development (OECD)
(General reference)

www.reggiochildren.it

Reggio Children
(General reference)

waldorfeducation.uk

Waldorf UK
(General reference)

www.unicef.org.uk

UNICEF
(General reference)

Links

This unit links to the following related units:

Unit 10: Improving Quality in Early Education and Care Environments

Unit 12: Managing Children's Early Education and Care Environments

Unit 14: Current and Emerging Pedagogies in Early Childhood Education and Care

Unit 17: Impact of Curriculum on Early Childhood Education and Care

Unit 19: The Impact of Contemporary Global Issues on Children's Health and Wellbeing

Unit 21: Social Policy: Influences on Practice and Provision

Unit 30: Working in Partnership across Health, Education and Social Care Services

This unit maps to the four qualification practice themes as below:

Table 41: How Unit 28 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO4	P1, M1
THEME 2: PROFESSIONAL IDENTITY	LO3	P3, M1
THEME 3: RELATIONSHIPS WITH OTHERS	LO4	P4, M2, D2
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO1	P2, M1, D1

Essential requirements

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

Delivery

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

Assessment

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

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

Employer engagement and vocational contexts

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

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

Unit code: L/650/7195

Unit type: Optional

Unit level: 5

Credit value: 30

Introduction

As covered in *Unit 3: Play and Learning in Early Childhood*, play is a complex subject that has never been easy to define in research or practice. The field of early years education 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 creative 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 and be encouraged to reflect on this experience with reference to key literature. The voice of the child is a strong focus in this unit.

The 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.

The 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 that students will use in completing assessments for this unit. On completion of the 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 the practices of the individual and the whole setting.

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

Learning Outcomes

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

- LO1 Compare different innovative approaches in early childhood education and care practice, with reference to key literature
- LO2 Discuss an area of innovative practice in supporting young children's play and the key dilemmas and debates involved
- 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
- LO4 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 on own understanding of early child education and care philosophies or curricula:

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 early years education 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* (Malaguzzi, 1920–1994)

Structure and content of documentation in comparison with other approaches

Examples of innovative and inclusive practice in early years education using this approach

The voice of the child.

Analysis of the Te Whāriki 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 early years education using this approach

The voice of the child.

Analysis of Belonging, Being and Becoming: The EY Framework for 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 early years education 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 early years education using this approach

The voice of the child.

Analysis of the Pen Green Centre 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 early years education 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, sociocultural perspectives of literacy

Understanding children's mathematical graphics

Playful approaches to children's mark-making

Involving parents/caregivers and families in change

Digital literacies

Using natural resources

Towards research-based practice.

LO3 Use different observation strategies to support research and practice in young children's self-chosen play and to reflect a chosen area of contemporary research

Overview of ethical issues in early childhood research and practice:

Ethical guidelines

Informed consent and assent

Confidentiality, vulnerability and child protection

Feedback of research.

Developing research and practice through observation:

Differences between self-chosen play and structured play

Learning from children's self-chosen play, using examples from innovative practice

Identifying self-chosen play in practice

Learning about the child from observation

The role of the practitioner researcher

Innovative methods in participatory research

Selecting and using a range of observational approaches

Developing an observation plan to support identification of a practice issue

Identifying an issue in practice using observation and contemporary research

Action, change and reflection.

The child's voice:

Using documentation to hear the voice of the child

Selecting appropriate participatory approaches to enable the voice of the child

Enabling children to be agents by understanding their dialogue.

LO4 Reflect on own use of innovative strategies in practice to enhance children's play, learning and development

Key principles:

Positionality

Being reflexive

Creative listening

Meaningful participation

Creativity and innovation

Presenting observations and findings

Presenting theoretical perspectives

Reflecting on change and moving forward.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Compare different innovative approaches in early childhood education and care practice, with reference to key literature		D1 Critically evaluate the role of differing innovative approaches to early childhood education and care, justifying their implementation in own setting with regard to the development of practice.
<p>P1 Analyse different innovative approaches in early childhood education and care practice, with reference to key literature.</p> <p>P2 Discuss the implications of the implementation of these approaches in own setting in comparison with current approaches being used.</p>	<p>M1 Critically analyse the role of differing innovative approaches in early childhood education and care in supporting the development of practice in own setting.</p>	
LO2 Identify an area of innovative practice in supporting young children's play and the key dilemmas and debates involved		D2 Critically evaluate the implementation of an area of innovative practice and the key dilemmas and debates involved in supporting the development of young children's play and learning.
<p>P3 Analyse an area of innovative practice implemented in a setting to support the development of young children's play and learning.</p> <p>P4 Outline key practice dilemmas and debates to consider when implementing ideas to effect change in early education and care settings.</p>	<p>M2 Critically analyse an area of innovative practice implemented to support the development of young children's play and learning in early education and care settings.</p>	

Pass	Merit	Distinction
<p>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</p>		<p>LO3 and LO4</p>
<p>P5 Produce a rationale for the use of observations to instigate innovative change in practice.</p> <p>P6 Use contemporary research to support own observations of different children throughout a period of experience in own placement setting.</p>	<p>M3 Critically analyse the rationale behind the use of observations alongside contemporary research to instigate innovative change in practice.</p>	<p>D3 Critically reflect on the process of implementing innovative change in early childhood practice using observations alongside contemporary research.</p>
<p>LO4 Reflect on own use of innovative strategies in practice to enhance children's play, learning and development</p>		
<p>P7 Present a synopsis of the innovative change implemented in practice through observations.</p> <p>P8 Reflect on the process of creating change in practice.</p>	<p>M4 Justify practice decisions on creating innovative change in practice in relation to theoretical perspectives.</p>	

Recommended Resources

Textbooks

- Atherton, F. and Nutbrown, C. (2013) *Understanding Schemas and Young Children: From Birth to Three*. London: SAGE Publications.
- Broadhead, P., Howard, J. and Wood, E. (2010) *Play and Learning in the Early Years: From Research to Practice*. London: SAGE Publications.
- Carr, M. and Lee, W. (2012) *Learning Stories: Constructing Learner Identities in Early Education*. London: SAGE Publications.
- Cremin, T., Flewitt, R., Mardell, B. and Swann, J. (2016) *Storytelling in Early Childhood: Enriching Language, Literacy and Classroom Culture*. Abingdon: Routledge.
- Goodliff, G., Canning, N., Parry, J. and Miller, L. (2018). *Young Children's Play and Creativity: Multiple Voices*. Abingdon: Routledge.
- Roberts-Holmes, G., Levy, R. and Harmey, S. (2023) *Doing your Early Years Research Project: A Step-by-Step Guide*. 5th Ed. London: SAGE Publications.

Journals and articles

- Carruthers, E. and Worthington, M. (2005) 'Making sense of mathematical graphics: The development of understanding abstract symbolism', *European Early Childhood Education Research Journal*, 13(1), pp. 57–79. Available at: <https://doi.org/10.1080/13502930585209561>.
- Gunn, A.C. (2017) 'A philosophical anchor for creating inclusive communities in early childhood education: Anti-bias philosophy and Te Whāriki: early childhood curriculum', *Waikato Journal of Education*, 9, pp. 129–142. Available at: <https://doi.org/10.15663/wje.v9i0.390>.
- Hong, S.B., Shaffer, L. and Han, J. (2017) 'Reggio Emilia inspired learning groups: Relationships, communication, cognition, and play', *Early Childhood Education Journal*, 45(5), pp. 629–639. Available at: <https://doi.org/10.1007/s10643-016-0811-0>.
- Marsh, J., Hannon, P., Lewis, M. and Ritchie, L. (2017) 'Young children's initiation into family literacy practices in the digital age', *Journal of Early Childhood Research*, 15(1), pp. 47–60. Available at: <https://doi.org/10.1177/1476718X15582095>.

Websites

www.acecqa.gov.au

Australian Children's Education and Care Quality Authority (ACECQA)

"Approved learning frameworks"

(General reference"

forestschoollassociation.org

Forest School Association

(General reference)

www.naeyc.org.uk

National Association for the Education of Young Children (NAEYC)

(General reference)

www.eecera.org

European Early Childhood Education Research Association (EECERA)

(Research)

www.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 12: Managing Children's Early Education and Care Environments

Unit 16: Supporting Social Work with Children and Families

Unit 17: Impact of Curriculum on Early Childhood Education and Care

Unit 23: Health Education and Promotion in Action: Developing the Healthy Child

This unit maps to the four qualification practice themes as below:

Table 42: How Unit 29 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO2	P3, P4
THEME 2: PROFESSIONAL IDENTITY	LO4	P7, P8
THEME 3: RELATIONSHIPS WITH OTHERS	LO3	P5, P6
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO1	P1, P2

Essential requirements

The use of a range of observation formats is essential for students to achieve the Learning Outcomes of this unit.

Delivery

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

Assessment

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

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

Employer engagement and vocational contexts

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

Unit 30: Working in Partnership across Health, Education and Social Care Services

Unit code: M/650/7196

Unit type: Optional

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 approaches: partnerships orientated to supporting children and families, often from individual practitioners; the way a setting can work with the local community; and 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 under partnership arrangements. For partnerships to be effective there needs to be adequate resource and 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 multi-disciplinary 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:

- LO1 Discuss different approaches to partnership working and the challenges and benefits of each
- LO2 Explore the outcomes of positive partnership working across health, education and social care services
- LO3 Explore how practitioners can establish effective partnership working with parents or primary caregivers
- LO4 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

Interagency 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 partnership 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, health and care (EHC) plans for children with special educational needs and/or disabilities (SEND), common assessment framework (CAF) to support young children with additional needs; in Scotland, coordinated support plan; in Northern Ireland, Understanding the Needs of Children in Northern Ireland (UNOCINI) assessment framework.

Note: Tutors should deliver with reference to examples of approaches to partnership working to the benefit of children in their own nation or 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 cooperation 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

Supporting all families and recognising the importance of equity in practice stepfamilies, 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
(compromiser, leader, summariser/clarifier, evaluator, ideas generator)

Own roles and responsibilities in team meetings or briefings

Own roles and responsibilities when obtaining and disseminating information.

Professional approaches to working with team members:

How to work effectively within a team

Supporting team members

Meeting objectives set by the team

Dealing with conflict situations

Communication with the teams

Barriers that can affect team working.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Discuss different approaches to partnership working and the challenges and benefits of each		D1 Critically evaluate how different approaches to partnership working and the organisation of education, health and social care services affect early education and care settings in own local region.
P1 Discuss different approaches to partnership working and how these may impact on practitioners. P2 Analyse the different ways partnership working can be organised.	M1 Critically analyse how different approaches to partnership can support effective practice in early education and care.	
L02 Explore the outcomes of positive partnership working across health, education and social care services		D2 Critically review what safeguards organisations should implement to ensure information remains secure and trust is maintained between all involved in partnerships.
P3 Discuss why effective sharing of information is a key requirement for effective partnership working. P4 Review the potential advantages and disadvantages for professionals working across agencies.	M2 Critically discuss the impact of working across services on outcomes for children, parents and/or primary caregivers and practitioners.	

Pass	Merit	Distinction
<p>LO3 Explore how practitioners can establish effective partnership working with parents or primary caregivers</p>		<p>LO3 and LO4</p> <p>D3 Critically evaluate own role as an effective member of a team working in partnership across different health, care, education and support services and the impact of this on families.</p>
<p>P5 Explain the benefits for settings and families from effective partnership working with parents and/or primary caregivers.</p> <p>P6 Analyse how settings and practitioners can foster positive relationships when working with parents and/or primary caregivers.</p>	<p>M3 Critically analyse how academic evidence regarding partnership working can facilitate effective partnership working with parents and/or primary caregivers.</p>	
<p>LO4 Examine own contributions to working as part of a team</p>		
<p>P7 Lead effectively on one aspect of practice in a multi-disciplinary team in own workplace setting.</p> <p>P8 Analyse own effectiveness in minimising barriers to effective team working, using examples from own practice.</p>	<p>M4 Critically reflect on how to improve own personal contribution and minimise barriers to ensure the effectiveness of a team, giving examples from own practice.</p>	

Recommended Resources

Textbooks

Gaspar, M. (2010) *Multi-agency Working in the Early Years: Challenges and Opportunities*. London: SAGE Publications.

Lumsden, E. (2024) 'Family relationships in the early years', in *Early Childhood Studies: A Student's Guide*. 2nd Ed. London: SAGE Publications.

Sanderson, H. and Lepkowsky, M.B. (2014) *Person-centred Teams: A Practical Guide to Delivering Personalisation Through Effective Team-work*. London: Jessica Kingsley Publishers.

Wilson, T. (2015) *Working with Parents, Carers and Families in the Early Years*. Abingdon: Routledge.

Journals and articles

Epstein, J.L. (2010) 'School/family/community partnerships: caring for the children we share', *Phi Delta Kappan*, 92(3). Available at: <https://doi.org/10.1177/00317217100920032>.

Rouse, E. (2012) 'Partnerships in early childhood education and care: empowering parents or empowering practitioners', *Global Studies of Childhood*, 2(1), pp. 14–25. Available at: <https://doi.org/10.2304/gsch.2012.2.1.14>.

Websites

www.earlychildhoodaustralia.org.au Early Childhood Australia
"Professional development: National Quality Framework quality area 6 – Collaborative partnerships with families and communities"
(Guidance)

whatworksscotland.ac.uk What Works Scotland
"Evidence review: Partnership working across UK public services"
(Research)

Links

This unit links to the following related units:

Unit 10: Improving Quality in Early Education and Care Environments

Unit 16: Supporting Social Work with Children and Families

Unit 23: Health Education and Promotion in Action: Developing the Healthy Child

This unit maps to the four qualification practice themes as below:

Table 43: How Unit 30 Learning Outcomes and assessment criteria map to practice themes

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: BEST OUTCOMES FOR THE CHILD	LO1–LO3	P3, P5, P6, M1–M3, D2, D3
THEME 2: PROFESSIONAL IDENTITY	LO1, LO2, LO4	P1–P4, P7, P8, M1, M2, M4, D1, D2
THEME 3: RELATIONSHIPS WITH OTHERS	LO1, LO2, LO4	P1–P4, P7, P8, M1, M2, M4, D1, D2
THEME 4: GLOBAL, NATIONAL AND LOCAL POLICY	LO1	P1, M1 D1

Essential requirements

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

Delivery

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

Assessment

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

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

Employer engagement and vocational contexts

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

11 Appendices

Appendix 1: Mapping of HND in Early Years Professional Leadership for England outcomes against FHEQ Level 5 qualification descriptors

Key

Key for outcome classifications	
KU	Knowledge and understanding
CS	Cognitive skills
AS	Applied skills (referred to as practical skills by QAA)
TS	Transferable skills

Programme outcomes

Programme outcomes for the HND in Early Years Professional Leadership for England are based on the threshold-level Benchmark Standard in the QAA Subject Benchmark Statement for Early Childhood Studies.⁴ The Standard is written for FHEQ Level 6. The HND programme outcomes have been formulated at Level 5 and have been adapted for this level.

Knowledge and understanding (KU)

- KU1 Understanding of the conceptual underpinnings of early childhood as a subject area, including its historical origins, development and limitations
- KU2 Systematic knowledge and critical understanding of babies and young children and childhood, nationally and globally, from a range of disciplinary perspectives, including psychological, health and welfare and cultural perspectives
- KU3 A systematic knowledge and critical understanding of the areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate
- KU4 An understanding of all aspects of significant policy and provision for babies and young children, families and communities

⁴ Quality Assurance Agency (2022) *Subject Benchmark Statement: Early Childhood Studies*. Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/early-childhood-studies>.

- KU5 A working knowledge of the importance of, but also the challenges and constraints of, multiprofessional, interprofessional, multi-agency and inter-agency working in order to meet the needs of babies and young children, families and communities.
- KU6 A working knowledge and understanding of the pedagogical approaches for working with babies and young children, families and communities
- KU7 A good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with babies and young children, families and communities.
- KU8 A good working knowledge of the methods required for systematic study and research relative to children and childhood
- KU9 Knowledge of a range of research paradigms, research methods and measurement techniques, and some awareness of their limitations
- KU10 Detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the subject area
- 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

Cognitive skills (CS)

- CS1 Analyse and constructively critique theories, practice and research in the area of child development
- CS2 Be able to adopt multiple perspectives in relation to early childhood and systematically analyse the relationships between them
- CS3 Reflect upon the ethics of studying babies, young children, families and communities
- CS4 Reflect upon a range of perspectives, including psychological, sociological, health, welfare, education, cultural and economic ones, and consider how these underpin different understandings of babies and young children and childhood, nationally and globally
- CS5 Analyse and evaluate competing positions in relation to the construction of babies and young children and childhood by different subjects, societal agents and time, place and culture
- CS6 Critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies and young children and childhood
- CS7 Explore critically the interrelationship between political, economic, cultural and ideological contexts in the lives of babies and young children

- CS8 Present a range of theoretical positions and offer and justify a well-informed point of view
- CS9 Use information and communications technology (ICT) appropriately as part of the learning process in a range of contexts, both at own and others' level, to and enhance provision for children

Applied skills/practical skills (AS)

- 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, young children, families and communities
- AS8 Demonstrate the ability to recognise and challenge inequalities in society and to embrace an ant bias approach
- AS9 Pose, operationalise and critique research questions related to early childhood, and demonstrate competence in research skills through practical and theoretical activities
- 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
- AS11 Competently initiate, design, conduct and report an early childhood research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations
- AS12 Demonstrate resilience and self-care towards becoming an effective practitioner in early childhood education and care practice

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

Transferable skills (TS)

- TS1 Reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of early childhood studies
- TS2 Use a range of sources of information critically
- TS3 Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes
- 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
- TS5 Be able to listen carefully to others and reflect critically upon one's own and others' skills and views
- TS6 Demonstrate knowledge and awareness of the skills needed for different relational approaches
- TS7 Communicate ideas, arguments and research findings both effectively and fluently by written, oral and visual means
- TS8 Present information to others in a variety of appropriate and innovative forms
- TS9 Demonstrate strong interpersonal skills, including demonstrating empathic and active listening and oral communication skills, as well as the associated ability to persuade, present and negotiate
- TS10 Identify personal and professional goals for continuing professional development to enhance competence to practise within an early education and care-related field
- TS11 Take advantage of available pathways for continuing professional development through higher education and Professional Body qualifications
- TS12 Undertake self-directed study and project management in order to meet desired objectives
- TS13 Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams
- TS14 Have insight and confidence in leading and working collaboratively with others
- TS15 Reflect adaptability and flexibility in approach to work, showing resilience under pressure and meeting challenging targets within given deadlines
- TS16 Interpret and use numerical and other forms of data, critically and securely

- TS17 Have the ability to write for different purposes, which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary
- TS18 Use the communication skills necessary to effectively converse, debate, negotiate, persuade and challenge the ideas of others

Mapping

Based on outcome classification descriptors for higher education qualifications at Level 5 on FHEQ.⁵

The HND qualification will be awarded to students who have demonstrated the following:

FHEQ Level 5 descriptor ⁶		HND in Early Years Professional Leadership for England programme outcomes ⁷
Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed	KU1	Understanding of the conceptual underpinnings of early childhood as a subject area, including its historical origins, development and limitations
	KU2	Systematic knowledge and critical understanding of babies and young children and childhood, nationally and globally, from a range of disciplinary perspectives, including psychological, health and welfare and cultural perspectives
	KU3	A systematic knowledge and critical understanding of the areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate
	KU4	An understanding of all aspects of significant policy and provision for babies and young children, families and communities
	KU5	A working knowledge of the importance, but also the challenges and constraints, of multi-professional, interprofessional, multi-agency and interagency working in order to meet the needs of babies and young children, families and communities

⁵ Quality Assurance Agency (2024) *Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees* [framework]. Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks>.

⁶ Quality Assurance Agency (2023) *UK Quality Code for Higher Education – Part A: Setting and Maintaining Academic Standards* [framework]. Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks>.

⁷ Based on QAA Subject Benchmark Statement for Early Childhood Studies: Quality Assurance Agency (2022) *Subject Benchmark Statement: Early Childhood Studies* [benchmark statement]. Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/early-childhood-studies>.

FHEQ Level 5 descriptor ⁶	HND in Early Years Professional Leadership for England programme outcomes ⁷	
	KU6	A working knowledge and understanding of the pedagogical approaches for working with babies and young children, families and communities
	KU7	A good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with babies and young children, families and communities
	CS1	Analyse and constructively critique theories, practice and research in the area of child development
	CS2	Be able to adopt multiple perspectives in relation to early childhood and systematically analyse the relationships between them
	CS3	Reflect upon the ethics of studying babies, young children, families and communities
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	AS1	Detect meaningful patterns in play, behaviour and experience, and evaluate their significance
	AS2	Demonstrate the ability to plan for, and where appropriate, implement, play and the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of babies' and young children's health and emotional wellbeing
	AS3	Demonstrate the ability to plan for, and where appropriate, implement, meeting and working effectively, and in collaboration with parents, carers and other agencies
	AS4	Demonstrate the ability to plan for, and where appropriate, implement, meeting and promoting children's health, well-being, protection and safety, and the conditions that enable them to flourish
	AS5	Demonstrate the ability to lead, support and work collaboratively with others in the early childhood context
	AS6	Use skills of observation and analysis in relation to aspects of the lives of babies and young children
	AS7	Demonstrate the ability to give voice to and where appropriate act as an advocate for babies and young children, families and communities

FHEQ Level 5 descriptor ⁶	HND in Early Years Professional Leadership for England programme outcomes ⁷	
	AS8	Demonstrate the ability to give voice to and where appropriate act as an advocate for babies and young children, families and communities.
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.	KU8	A good working knowledge of the methods required for systematic study and research relative to children and childhood
	KU9	Knowledge of a range of research paradigms, research methods and measurement techniques, and some awareness of their limitations
	KU10	Detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the subject area
	TS6	Demonstrate knowledge and awareness of the skills needed for different relational approaches
	AS9	Pose, operationalise and critique research questions related to early childhood, and demonstrate competence in research skills through practical and theoretical activities
	CS8	Present a range of theoretical positions and offer and justify a well-informed point of view
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.	AS10	Be aware of the complexity of ethical principles and issues, and demonstrate this in relation to personal study, particularly with regard to the research project
	TS5	Be able to listen carefully to others and reflect critically upon one's own and others' skills and views
	AS12	Demonstrate resilience and self-care towards becoming an effective practitioner in early childhood education and care practice
	KU11	Awareness of the impact of own experiences on fair and reasonable judgement, knowing where to go to obtain appropriate guidance and support, and own role in the decision-making hierarchy
	AS13	Be able to take charge of own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning and further development of workplace competencies

Typically, holders of the qualification will be able to:

FHEQ Level 5 descriptor	HND in Early Years Professional Leadership for England programme outcomes	
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis	TS1	Reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of early childhood studies
	CS4	Reflect upon a range of perspectives, including psychological, sociological, health, welfare education, cultural and economic ones, and consider how these underpin different understandings of babies and young children and childhood, nationally and globally
	CS5	Analyse and evaluate competing positions in relation to the construction of babies and young children and childhood by different subjects, societal agents and time, place and culture
	CS6	Critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies and young children and childhood
	CS7	Explore critically the interrelationship between political, economic, cultural and ideological contexts in the lives of babies and young children
	TS2	Use a range of sources of information critically
	TS3	Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes

FHEQ Level 5 descriptor	HND in Early Years Professional Leadership for England programme outcomes	
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively	TS4	Communicate confidently and effectively, both orally and in writing and both internally and externally, with individuals using early education and care services, organisations and other stakeholders, adapting own communication to suit the needs of the audience
	TS7	Communicate ideas, arguments and research findings both effectively and fluently by written, oral and visual means
	TS8	Present information to others in a variety of appropriate and innovative forms
	AS11	Competently initiate, design, conduct and report an early childhood research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations
	TS9	Demonstrate strong interpersonal skills, including demonstrating empathic and active listening and oral communication skills, as well as the associated ability to persuade, present and negotiate
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations	TS10	Identify personal and professional goals for continuing professional development to enhance competence to practise within an early education and care-related field
	TS11	Take advantage of available pathways for continuing professional development through higher education and professional body qualifications.

Holders will also have:

FHEQ Level 5 descriptor		HND in Early Years Professional Leadership for England programme outcomes
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making	TS12	Undertake self-directed study and project management in order to meet desired objectives
	TS13	Be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams
	TS14	Have insight and confidence in leading and working collaboratively with others
	TS15	Reflect adaptability and flexibility in approach to work, showing resilience under pressure and meeting challenging targets within given deadlines
	TS16	Interpret and use numerical and other forms of data, critically and securely
	TS17	Have the ability to write for different purposes, which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary
	TS18	Use the communication skills necessary to effectively converse, debate, negotiate, persuade and challenge the ideas of others
	CS9	Use information and communications technology (ICT) appropriately as part of the learning process in a range of contexts, both at one's own level, to and enhance provision for children

Appendix 2: Mapping of HNC/HND Early Years Professional Leadership for England programme outcomes to FHEQ Level 5 descriptor headings

Mapping for mandatory core and optional units. Titles are based on outcome classification descriptions for FHEQ main degree classifications.⁸ Numbers reference programme outcomes in *Appendix 1*.

Unit	Knowledge and understanding (KU from Appendix 1)											Cognitive skills (CS from Appendix 1)									Applied skills (AS from Appendix 1, also known as practical skills)													
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	11	12	13	
1				X	X	X	X				X		X					X		X	X	X	X	X	X	X	X	X					X	X
2	X	X		X	X	X	X				X		X		X	X	X	X	X	X			X	X	X		X	X		X		X		
3	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X			
4	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X
5	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X
6	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X		X		X	X	
7	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X		X	X	X	X	X	X			X
8	X	X	X	X	X	X	X				X	X	X	X	X	X		X		X			X	X	X		X	X		X		X	X	
9	X	X	X			X	X	X	X	X	X	X	X	X	X	X		X	X	X				X	X	X	X	X	X	X	X	X	X	
10	X		X	X	X	X					X		X		X		X	X		X		X	X	X	X	X	X					X	X	
11	X		X	X	X	X					X		X		X		X	X		X		X	X	X	X	X	X					X	X	

⁸ Quality Assurance Agency (2024) *Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees* [framework], Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks>.

Unit	Knowledge and understanding (KU from Appendix 1)											Cognitive skills (CS from Appendix 1)									Applied skills (AS from Appendix 1, also known as practical skills)														
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	11	12	13		
12	X	X	X	X	X	X	X				X	X	X		X	X	X	X	X	X	X	X	X	X	X								X		
13	X		X	X	X	X					X		X		X	X		X		X		X	X	X	X	X						X	X		
14	X	X	X				X	X	X		X	X	X	X	X	X	X	X	X				X	X	X	X	X		X				X		
15		X	X	X	X	X	X				X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X			X	X		
16		X	X	X	X	X	X				X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X			X	X		
17	X	X	X	X	X	X	X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X							X		
18				X	X	X	X				X					X	X		X		X	X	X	X		X	X					X	X		
19	X	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X				X	X	X	X	X		X					X	
20	X	X		X	X	X	X				X		X		X	X	X	X	X			X	X	X		X	X		X			X			
21	X		X	X	X	X					X		X		X	X		X		X		X	X	X	X	X						X	X		
22				X	X	X	X				X					X	X		X	X	X	X	X	X		X	X					X	X		
23	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X		X			X	X	
24	X	X	X	X	X	X	X			X	X	X	X	X	X		X		X			X	X	X		X	X		X			X	X		
25	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X		X			X	X	
26	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X		X			X	X	
27	X	X	X	X	X	X	X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X								X	
28	X	X	X	X	X	X	X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X									X
29	X	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
30		X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X		X				X	X	

Transferable skills (TS from Appendix 1)																		
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
6	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X
7	X	X	X			X	X	X	X	X	X	X			X	X	X	X
8	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X
9	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X
10	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
12	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14	X	X	X			X	X	X			X	X			X		X	X
15	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X
16	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X
17	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
18	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X
19	X	X	X			X	X	X			X	X			X	X	X	X
20	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
22	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X
23	X	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X
24	X	X	X	X	X	X	X	X	X		X	X			X	X	X	X
25	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X

Transferable skills (TS from Appendix 1)																		
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
26	X	X	X	X		X	X	X	X		X	X	X	X	X		X	X
27	X	X	X	X	X	X	X	X			X	X		X	X		X	X
28	X	X	X		X	X	X	X		X	X	X		X	X		X	X
29	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
30	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X

Appendix 3: Glossary of terms used for internally assessed units

This is a summary of the key command verbs used to define the requirements in the units.

Table 44: Glossary of command verbs for internal assessment

Command verb	Definition
Analyse	<p>Present the outcome of methodical and detailed examination, either:</p> <ul style="list-style-type: none"> • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. <p>Analysis can be through activity, practice, written or verbal presentation.</p>
Apply	<p>Put into operation or use.</p> <p>Use relevant skills/knowledge/understanding appropriate to context.</p>
Arrange	Organise or make plans.
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts.
Calculate	Generate a numerical answer with workings shown.
Compare	<p>Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.</p> <p>This is used to show depth of knowledge through selection of characteristics.</p>
Compose	Create or make up or form.
Communicate	<p>Convey ideas or information to others.</p> <p>Create/construct skills to make or do something, for example a display or set of accounts.</p>
Create/ Construct	Use skills to make or do something, for example a display or set of accounts.

Command verb	Definition
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.
Demonstrate	Show knowledge and understanding.
Describe	Give an account, including all the relevant characteristics, qualities and events.
Design	Plan and present ideas to show the layout/function/workings/object/system/process.
Develop	Grow or progress a plan, ideas, skills and understanding
Differentiate	Recognise or determine what makes something different.
Discuss	Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important.
Evaluate	<p>Draw on varied information, themes or concepts to consider aspects such as:</p> <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. <p>(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 a presentation or activity.)</p>
Examine	Gather information, scrutinise and draw conclusions based on the findings, to gain a deeper understanding.
Explain	Give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.

Command verb	Definition
Illustrate	Make clear by using examples or providing diagrams.
Implement	Taking a plan, idea or concept and executing it in a practical and tangible way.
Indicate	Point out, show.
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression.
Investigate	Conduct an inquiry or study into something to discover and examine facts and information.
Justify	Students give reasons or evidence to: <ul style="list-style-type: none"> • support an opinion • prove something is right or reasonable.
Modify	Make changes or alterations with the intention of improving functionality, effectiveness or overall quality.
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.
Produce	To bring into existence.
Reconstruct	To assemble again/reorganise/form an impression.
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Review	Make a formal assessment of work produced. The assessment allows students to: <ul style="list-style-type: none"> • appraise existing information or prior events • reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts.
Stage and manage	Use organisation and management skills, for example, running an early years event.
State	Express.
Suggest	Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration.
Undertake/ carry out	Use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence that may be used for BTEC Higher Nationals. They are suggestions only.

Table 45: Summary of possible evidence types

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

Appendix 4: Summary of types of assessment methods used for Higher Nationals

The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Table 46: Summary of internal assessment methods

Assessment method	Description	Transferable skills development	Formative or summative
Academic graphic display	This method asks students to create documents providing well-presented information for a given purpose. Could be a hard or soft copy.	Creativity Written communication Information and communications technology (ICT) Literacy	Formative Summative
Case study	This method presents students with a specific example for which they must select and apply knowledge.	Reasoning Critical thinking Analysis	Formative Summative
Discussion forum	This method allows students to express their understanding and perceptions about topics and questions presented in the class or digitally, for example through online groups or blogs.	Oral/written communication Appreciation of diversity Critical thinking and reasoning Argumentation	Formative
Independent research	This method is an analysis of research organised by the student from secondary sources and, if applicable, primary sources.	Information and communications technology (ICT) Literacy Analysis	Formative

Oral/viva	This method asks students to display their knowledge of the subject via questioning.	Oral communication Critical thinking Reasoning	Summative
Peer review	This method asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.	Teamwork Collaboration Negotiation	Formative Summative
Presentation	This method asks students to deliver a project orally or through demonstration.	Oral communication Critical thinking Reasoning Creativity	Formative Summative
Production of an artefact, performance or portfolio	This method requires students to demonstrate that they have mastered skills and competences by producing something. Some examples are early years education, leadership and care plans or learning resources for children.	Creativity Interpretation Written and oral communication Interpretation Decision-making Initiative Information and communications technology (ICT) Literacy	Summative
Project	This method is a large-scale activity requiring self-direction, planning, research, exploration, outcome and review.	Written communication Information Literacy Creativity Initiative	Summative

Role playing	This method is a type of case study in which there is an explicit situation established, with students playing specific roles and understanding what they would say or do in that situation.	Written and oral communication Leadership Information literacy Creativity Initiative	Formative
Self-reflection	This method asks students to reflect on their performance, for example: to write statements of their personal goals for the course at the beginning of the course, what they have learned at the end of the course and their assessment of their performance and contribution; completion of a reflective journal from work experience, detailing skills acquired for employability.	Self-reflection Written communication Initiative Decision-making Critical thinking	Summative
Simulated activity	This method is a multifaceted activity based on realistic work situations.	Self-reflection Written communication Initiative Decision-making Critical thinking	Formative Summative

Team assessment	<p>This method asks students to work together to show skills in defining and structuring an activity as a team.</p> <p>All team assessment should be distributed equally, each of the group members performing their role, and then the team collates the outcomes and submits these as a single piece of work.</p>	<p>Collaboration</p> <p>Teamwork</p> <p>Leadership</p> <p>Negotiation</p> <p>Written and oral communication</p>	<p>Formative</p> <p>Summative</p>
Tiered knowledge	<p>This method encourages students to identify gaps in their knowledge. Students record the main points they have captured well and those they did not understand.</p>	<p>Critical thinking</p> <p>Analysis</p> <p>Interpretation</p> <p>Decision-making</p> <p>Oral and written communication</p>	<p>Formative</p>
Time-constrained assessment	<p>This method covers all assessment that needs to be done within a centre-specified, time-constrained period on site.</p>	<p>Reasoning</p> <p>Analysis</p> <p>Written communication</p> <p>Critical thinking</p> <p>Interpretation</p>	<p>Summative</p>
Top ten	<p>This method asks students to create a 'top ten' list of key concepts presented in the assigned reading list.</p>	<p>Teamwork</p> <p>Creativity</p> <p>Analysis</p> <p>Collaboration</p>	<p>Formative</p>

Written task or report	This method asks students to complete an assignment in a structured written format, for example a business plan, a report, marketing communication, set of instructions or to give information.	Reasoning Analysis Written communication Critical thinking Interpretation	Summative
-------------------------------	---	---	-----------

Appendix 5: Transferable skills mapping

Mapping for mandatory core and optional units.

Transferable skills based on the three domains of competence, and clusters of 21st-century competencies published by the Committee on Defining Deeper Learning and 21st Century Skills,⁹ and adapted by Pearson Edexcel.¹⁰

Level 4 Higher National Certificate in Early Years Professional Leadership for England: mapping of transferable employability and academic study skills

Skill set	Cognitive skills							Intrapersonal skills				Interpersonal skills		
	Problem-solving	Critical thinking/analysis	Decision making	Effective communication	Digital literacy	Numeracy	Creativity	Plan/prioritise	Self-management	Independent learning	Self-reflection	Team work	Leadership	Cultural awareness
1	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	X	X	X	X	X	X			X	X	X	X		X
3	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	X	X	X	X	X	X		X	X	X	X	X		X
7	X	X	X	X	X	X	X	X	X	X	X			
8	X	X	X	X	X		X	X	X	X	X	X		X

⁹ Committee on Defining Deeper Learning and 21st Century Skills (2012) *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington DC: National Research Council of the National Academies.

¹⁰ Pearson Edexcel (2018) *Transferable skills: A guide for schools* [report]. London: Pearson Edexcel.

Level 5 Higher National Diploma in Early Years Professional Leadership for England: mapping of transferable employability and academic study skills

Skill set	Cognitive skills							Intrapersonal skills				Interpersonal skills		
	Problem solving	Critical thinking/ analysis	Decision making	Effective communication	Digital literacy	Numeracy	Creativity	Plan/ prioritise	Self-management	Independent learning	Self-reflection	Team work	Leadership	Cultural awareness
9	X	X	X	X	X	X	X		X	X	X			
10	X	X	X	X	X	X	X	X	X	X	X	X	X	
11	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12	X	X	X	X	X	X	X	X	X	X	X	X	X	
13	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14		X			X		X	X	X	X	X			
15	X	X	X	X	X	X			X	X	X	X		X
16	X	X	X	X	X			X	X	X	X	X		X
17	X	X	X	X	X	X	X		X	X	X	X		X
18	X	X	X	X	X	X	X	X	X	X	X	X	X	X
19	X	X	X	X	X	X	X	X	X	X				
20	X	X	X	X	X	X		X	X	X	X	X		X
21	X	X	X	X	X	X	X	X	X	X	X	X		
22	X	X	X	X	X	X	X	X	X	X		X		
23	X	X	X	X	X	X	X	X	X	X	X	X	X	X
24	X	X	X	X	X			X	X	X		X		
25	X	X	X	X	X	X		X	X	X		X		
26	X	X	X	X	X		X	X	X	X		X		
27		X	X	X	X		X	X	X	X	X	X		
28	X	X	X	X	X	X	X	X	X	X	X	X		X
29	X	X	X	X	X	X	X	X	X	X	X	X		X
30	X	X	X	X	X			X	X	X	X	X	X	

Appendix 6: Occupational standard mapping

Level 5 Higher National Diploma in Early Years Professional Leadership for England: mapping of Early Years Practitioner (ST0551) occupational standard

This qualification maps fully the above occupational standard held by the Institute for Apprenticeships and Technical Education (IfATE). Due to its size, the full mapping document can be found in the qualification area of HN Global.

Appendix 7: Mapping to early years educator requirements for qualifications for the Early Years Foundation Stage (from 1st September 2024)

This qualification maps fully to early years educator requirements (from 1 September 2024) for qualifications for the early years foundation stage (EFYS). Due to its size the full mapping document can be found in the qualification area of HN Global.

Appendix 8: Checklist for qualification-specific centre requirements

Prospective Centres may find this checklist helpful when completing their application to deliver **Higher Nationals in Early Years Professional Leadership for England**. Centres applying to deliver this qualification will be expected to evidence these requirements before approval is completed.

This is not an exhaustive list.

Centres and resources – see qualification specification *Section 3*, and individual unit descriptors

Students will be able to access relevant learning resources while on placement and campus (journal articles, periodicals, professional body guidance, education provider policies, etc.).	
Students will have access to resources that enable them to fully participate in both in-person and online teaching and learning sessions.	

Tutors – see qualification specification *Sections 2 and 3*

<p>Tutors have relevant skills and knowledge. This could be demonstrated by tutors holding:</p> <ul style="list-style-type: none"> • A qualification that meets the approved 'full and relevant' criteria for early years at level 3 or above. • A qualification relevant to early years at an appropriate level, usually at least the level above the Higher National Diploma qualification. • A teaching, learning and assessment qualification, or commitment to achieving one. • Significant professional experience in the early years sector detailed in profiles/CVs. 	
Tutors will undertake regular sector relevant training including safeguarding and child protection.	

Student recruitment and selection – see qualification specification Sections 2 and 3

Qualification appropriate student selection process is in place. This may include interviews and written work.	
Students meet (or will meet by completion of the qualification) the English and maths qualification requirements to be included in Level 3 staff:child ratios.	

Placements – see qualification specification Sections 3, 4, 7 and individual unit descriptors

Placements are appropriate to the qualification and: <ul style="list-style-type: none"> • Enable students to meet the learning outcomes • Provide students with ample opportunity to practise while supervised at occupational levels 4 and 5. 	
Students will be able to access practice/placements with all three child age ranges: <ul style="list-style-type: none"> • from birth to one year, 11 months • from two years to four years, 11 months, and • five years to seven years, 11 months. 	
Method of ensuring quality of placement learning experience.	
Robust tracking system is in place to record placement hours.	
Robust method of reporting placement hours to Assessment Boards.	
Agreements are in place with placement providers.	
Supervision policy is in place and visible to students, practice/placement supervisors and placement providers/employers.	
Appropriate insurance is in place for students while they are on placement.	
Risk assessments must be in place in all placements to ensure that students' safety and wellbeing is maintained.	

Method is in place for students to record their placement learning, development and reflection evidence, for example, a learning and development portfolio.	
Named tutor/individual is in place to act as placement coordinator.	
<p>Named tutor-assessor who is a member of the programme team who:</p> <ul style="list-style-type: none"> • Holds a qualification that is 'full and relevant' for working with children in the early years education and care sector • Holds a recognised work-based learning assessor qualification or achieves one within 12 months of starting to assess work-based evidence • Has considerable experience of working in the early years sector. 	
Experienced work-based supervisor(s) based in the placement setting(s).	
<p>Appropriate assessors and supervisors are in place where students' practice/placement crosses regional/national/international boundaries:</p> <ul style="list-style-type: none"> • Tutor-assessor • Work-based supervisor 	

December 2024

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

Edexcel and BTEC are registered trademarks of Pearson Education Limited

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

VAT Reg No GB 278 537121

