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 **BTEC**

Subsidiary Award • Award
Subsidiary Certificate • Certificate

Specification

CHILDREN'S PLAY, LEARNING AND DEVELOPMENT

From September 2012

Edexcel BTEC Level 3 National Subsidiary Award in Children's Play, Learning and Development

Edexcel BTEC Level 3 National Award in Children's Play, Learning and Development

Edexcel BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development

Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development

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Publications Code BN033464

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Welcome to your BTEC National 2012 specification in Children's Play, Learning and Development

For more than 25 years, BTEC qualifications have earned their reputation as well-established, enduringly effective vocational qualifications. They have a proven track record in improving motivation and achievement among learners. Additionally, BTECs provide progression routes to the next stage of education or into employment.

What are the key principles of the suite of BTEC Nationals in Children's Play, Learning and Development?

Several principles guided the development of this suite of BTEC Nationals in Children's Play, Learning and Development. These principles mean that learners can be sure that they are taking a robust qualification that will be respected by employers, the early years sector and also by Higher Education (HE) institutions.

1 Stakeholder engagement

The BTEC Nationals in Children's Play, Learning and Development are vocationally related qualifications. We have worked closely with employers, early years organisations, early years specialists and higher education representatives to ensure that units are appropriate for the sector.

Engagement with employers has resulted in a *Skills for Practice Log* (used in the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development) that looks at the practical skills needed to work with children.

2 Relevant and interesting content

The content for each unit has been carefully selected to ensure that it is up to date and reflects the latest developments and approaches within the early years sector. The aim is that the content should engage learners and provide stimulating teaching and learning opportunities that will allow learners to gain essential knowledge and a range of skills to support progression into the next stage of education or into employment.

3 Assessment

For each size of qualification, learners will undertake internal and external assessment, designed to motivate learners to achieve their full potential.

4 Progression and flexibility

The BTEC Nationals in Children's Play, Learning and Development provide for progression and flexibility, as learners can begin with smaller-sized qualifications and build upwards, or they can take the smaller sizes of qualifications alongside other programmes of study, such as A levels.

Unit 1: Child Development is common to each qualification and provides the underpinning knowledge of theory which will be extended and applied in subsequent internally assessed units.

5 Recognising achievement

In designing these qualifications, it was important to provide opportunities to recognise learners' achievements and strengths. We have done this by introducing a Distinction* grade and also by setting out clear assessment criteria.

Learners studying the Edexcel BTEC Level 3 National Subsidiary Certificate and Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development will be required to undertake a work placement. Employers in the sector require employees to demonstrate knowledge of childcare practice through work experience during which a range of practical skills can be successfully demonstrated. The *Skills for Practice Log* is a vital part of demonstrating to employers that this detailed practical experience has been acquired.

Improved specification and support

In our consultation, we also asked about what kind of guidance you, as teachers and tutors, need. As a result, we have made the units easier to navigate, and provided enhanced support in the accompanying *Delivery Guide*.

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Purpose of this specification

This specification sets out:

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

Source: Ofqual – *General conditions of recognition May 2011*

Sample assessment materials for *Unit 1: Child Development* can be found on the Edexcel website.

The Edexcel-set assignment for *Unit 11: Reflecting on Own Early Years Practice* is in *Annexe G* of this specification.

Qualification titles and Qualification Numbers

Qualification title	Edexcel BTEC Level 3 National Subsidiary Award in Children's Play, Learning and Development
Qualification Number (QN)	600/5536/4

Qualification title	Edexcel BTEC Level 3 National Award in Children's Play, Learning and Development
Qualification Number (QN)	600/5535/2

Qualification title	Edexcel BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development
Qualification Number (QN)	600/5537/6

Qualification title	Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development
Qualification Number (QN)	600/5538/8

These qualifications are on the National Qualifications Framework (NQF). They are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

These qualification titles feature in the DfE funding lists.

Your centre should use the relevant QN for the chosen qualification when seeking funding for your learners or for league table reporting.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website, www.edexcel.com

1 What are the BTEC Nationals in Children's Play, Learning and Development?

BTEC Nationals in Children's Play, Learning and Development are qualifications designed for use in colleges, schools and the workplace as level 3 courses for learners aged 16 years or over wanting to study in the context of the early years sector.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they allow learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team working; working from a prescribed brief; working to deadlines; and presenting information effectively.

Objectives of the BTEC National suite in Children's Play, Learning and Development

These qualifications will:

- enable you, as schools and colleges to offer a high-quality vocational and applied curriculum that is engaging for learners interested in further study or employment in this sector
- provide learners with the opportunity to apply their knowledge, skills and understanding in work-related contexts
- provide learners with opportunities to link education and the world of work in engaging, relevant and practical ways
- enable learners to enhance their English, mathematical and ICT competence in relevant, applied scenarios
- support learners' development of transferable interpersonal skills, including working with others, problem-solving, independent study and personal, learning and thinking skills
- provide learners with an education that supports progression into higher education or employment.

Rationale for the Edexcel BTEC Level 3 Nationals in Children’s Play, Learning and Development

The BTEC Nationals in Children’s Play, Learning and Development have been designed for learners aged 16 and over, who wish to explore the early years’ sector. They have been developed to:

- reflect recent thinking in the sector, such as the *Tickell report* (2011), which highlights the benefits of play for children and the particular importance of the first few years of a child’s life, with the focus in the BTEC Nationals on the birth up to 8 years age range
- reflect the requirements of employers in the sector and Higher Education Institutions
- give learners the opportunity to achieve a nationally recognised level 3 qualification, which will develop their transferable skills, including analytical writing, the ability to synthesise knowledge and personal organisational skills.

These qualifications give learners a solid understanding of key areas of children’s play, learning and development judged essential by the sector, as identified in the Interim Report for the *Nutbrown Review* (March 2012), including an understanding of:

- child development for the 0-7 age group in *Unit 1: Child Development*
- theorists such as Piaget and Vygotsky in *Unit 1: Child Development*
- the importance of healthy brain development in *Unit 1: Child Development*
- the importance of inclusive practice in *Unit 10: Diversity, Equality and Inclusion in the Early Years*
- child protection in *Unit 8: Child Protection*
- working with parents in *Unit 5: Collaboration with Parents, Colleagues and Other Professionals in Early Years*
- observations in *Unit 9: Observation, Assessment and Planning for Play and Development*.

Learners undertaking the Edexcel BTEC Level 3 National Certificate in Children’s Play, Learning and Development will undertake work placements in at least three settings, which will enable them to learn good practice.

Literacy and numeracy skills are vital for learners who may become practitioners and educate children themselves. These qualifications help develop learners’ literacy and numeracy skills, signposting opportunities to develop these skills and mapping to Level 2 Functional Skills in English and mathematics.

Breadth and progression

These qualifications give underpinning knowledge of child development and related theories of child development, enabling learners to:

- gain a broad understanding and knowledge of the early years
- develop essential skills (in the Edexcel BTEC Level 3 National Certificate in Children’s Play, Learning and Development), such as observation, assessment skills and reflective practice skills prized by employers and higher education institutions.

These qualifications provide opportunities for learners to progress to either academic or more specialised vocational pathways, and support progression into employment.

Occupational competence

At the time of publication, to gain full and relevant occupational competence, learners will also need to achieve the Edexcel Level 3 Diploma for the Children and Young People's Workforce (QCF).

Centres are advised that dual registration is available for the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development and the Edexcel Diploma for the Children and Young People's Workforce (QCF). There are materials to support co-delivery of these qualifications on the Edexcel website. Before registering learners, Edexcel recommends that centres check that this information remains valid.

Centres can co-deliver the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development with the Level 3 Diploma for the Children and Young People's Workforce (QCF) offered by another awarding organisation but are advised that dual registration is not available in that instance.

Nutbrown Review

At the time of publication, the *Nutbrown Review* is looking into early years education and qualifications. We are awaiting the final recommendations of the review and the subsequent DfE response. We will keep centres notified of any impact of this on the Edexcel website.

Stakeholder support

The Edexcel BTEC Nationals in Children's Play, Learning and Development reflect the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted during the development of this qualification.

2 Key features of the Edexcel BTEC Nationals in Children's Play, Learning and Development

The Edexcel BTEC Nationals in Children's Play, Learning and Development:

- are for learners aged 16 years and over
- have a paper-based external assessment for *Unit 1: Child Development* that is set and marked by Edexcel
- will be available on the National Qualifications Framework (NQF)
- present knowledge in a work-related context
- are underpinned by National Occupational Standards in the sector
- give learners the opportunity to develop and apply skills in English, mathematics and ICT in naturally occurring, work-related contexts.

For the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development there is an Edexcel-set assignment for *Unit 11: Reflecting on Own Early Years Practice* in which the learner will develop their own reflective practice in relation to promoting children's communication and language.

For the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development there is required work experience in the early years sector of 800 hours.

Learners can register on the Edexcel BTEC Level 3 Nationals in Children's Play, Learning and Development from September 2012. The first certification opportunity for the Edexcel BTEC Level 3 Nationals in Children's Play, Learning and Development will be 2013.

Summary of the features of the four different qualification sizes

The Edexcel BTEC Level 3 National Subsidiary Award in Children's Play Learning and Development (180 GLH):

- provides an introduction to the sector
- is equivalent to one AS level in terms of size
- can be taken alongside A levels
- contains two units in total
- has *Unit 1:Child Development* (120 GLH) as the externally assessed unit.

The Edexcel BTEC Level 3 National Award in Children's Play Learning and Development (360 GLH):

- provides an introduction to the sector
- is equivalent to one A level in terms of size
- can be taken alongside A levels
- contains five units in total
- has *Unit 1:Child Development* (120 GLH) as the externally assessed unit.

The Edexcel BTEC Level 3 National Subsidiary Certificate in Children's Play Learning and Development (540 GLH):

- is equivalent to three AS levels in terms of size
- can be taken as a full time one year programme
- contains eight units in total
- has *Unit 1: Child Development* (120 GLH) as the externally assessed unit

Work experience is not compulsory. However, if learners plan to progress onto the Edexcel BTEC Level 3 National Certificate it is advisable that learners complete their 400 hours of work experience.

The Edexcel BTEC Level 3 National Certificate in Children's Play Learning and Development (720 GLH):

- is equivalent to two A levels in terms of size
- recognises that learners may be working in the sector and may want to study this Edexcel BTEC Level 3 National Certificate part-time
- contains eleven units in total
- has *Unit 1: Child Development* (120 GLH) as the externally assessed unit
- requires learners to complete 800 hours of work placement (see *Section 3 Work placement* for further detail)
- contains an Edexcel-set and centre-marked assignment for *Unit 11: Reflecting on Own Early Years Practice*
- requires learners to complete the *Skills for Practice Log* during the work placement.

3 Work placement

Work placement requirements

The aim of the work placement is to provide learners with opportunities to apply their knowledge and understanding in work-related contexts.

Learners must undertake supervised work placements on the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development of 800 hours.

Learners registered on the Edexcel BTEC Level 3 National Subsidiary Award, Award and Subsidiary Certificate qualifications in Children's Play, Learning and Development should be encouraged to undertake some work placement activities, especially if they may be planning to progress on to the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development.

Learners have to experience a minimum of **three different** placement settings on the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development; one placement for each of the following age bands:

- birth up to 2 years in a nursery or in home-based care
- 2 up to 4 years in nursery, pre-school or home-based care but **not** reception classes
- 4 up to 8 years with children who are in a classroom setting.

Up to 100 hours can be undertaken with an older age group, e.g. children with additional needs.

Learners on the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development must complete the *Skills for Practice Log* (see *Annexe F*), which was developed in consultation with employers to ensure that learners develop key basic skills, such as setting up and maintaining resource areas. Learners will complete reflective summaries at the end of each placement, which will help develop the reflective practice skills that are essential in this sector. Learners must reflect on promoting the language and communication skills of children during their placement, so that they have sufficient experience to draw upon during *Unit 11: Reflecting on Own Early Years Practice*.

Quality of placements

It is recommended that all learners by the end of their placements have been placed in a setting that has achieved 'good' or 'outstanding' from Ofsted or is recommended by the local schools/early years advisory team.

Safe working practices

Placement settings must be advised that at no time learners can be left unsupervised to work with children except where a learner is already employed by a setting. Learners should be given instruction about current safe working practices before they begin each placement, including the procedure required if they have concerns about the safety of children.

Centres must take reasonable steps to ensure that learners on placement pose no risk to the safety and wellbeing of children.

Placement visits

Placement visits by the centre must be organised to ensure that a learner is observed working with children in each of the different age bands given above. A record of each visit must be kept along with the observation of the learner working with children.

A minimum of six hours of observation and assessment of the learner by a suitably qualified member of staff (i.e with a relevant early years qualification at level 3 and relevant early years experience) must take place during the 800 hours of placement to assess the practice of the learner on the Edexcel BTEC Level 3 National Certificate qualification.

4 Qualification structure

Edexcel BTEC Level 3 National Subsidiary Award in Children's Play, Learning and Development

The Edexcel BTEC Level 3 National Subsidiary Award in Children's Play, Learning and Development consists of two units that provide for a combined total of 180 guided learning hours (GLH) for the completed qualification.

The Edexcel BTEC Level 3 National Subsidiary Award has a unit that your centre assesses (internal) and an externally assessed unit that Edexcel sets and marks (external).

Centres should note that there is no compensation in the Edexcel BTEC Level 3 National Subsidiary Award. Learners should successfully complete both units, i.e. achieve at least a Pass grade, in order to achieve the whole qualification.

Edexcel BTEC Level 3 National Subsidiary Award in Children's Play, Learning and Development				
Unit	Core units	Assessment method (Internal/External)	GLH	Level
1	Child Development*	External	120	3
2	Play in Early Years Settings	Internal	60	3

*Indicates that unit assessment is externally set and marked.

Edexcel BTEC Level 3 National Award in Children’s Play, Learning and Development

The Edexcel BTEC Level 3 National Award in Children’s Play, Learning and Development consists of five units that provide for a combined total of 360 guided learning hours (GLH) for the completed qualification.

The Edexcel BTEC Level 3 National Award has units that your centre assesses (internal) and an externally assessed unit that Edexcel sets and marks (external).

Centres should note that there is no compensation in the Edexcel BTEC Level 3 National Award. Learners should successfully complete all units, i.e. achieve at least a Pass grade, in order to achieve the whole qualification.

Edexcel BTEC Level 3 National Award in Children’s Play, Learning and Development				
Unit	Core units	Assessment method (Internal/External)	GLH	Level
1	Child Development*	External	120	3
2	Play in Early Years Settings	Internal	60	3
3	Meeting Children’s Physical Development, Physical Care and Health Needs	Internal	60	3
4	Health and Safety Practice in Early Years Settings	Internal	60	3
5	Collaboration with Parents, Colleagues and Other Professionals in Early Years	Internal	60	3

*Indicates that unit assessment is externally set and marked.

Edexcel BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development

The Edexcel BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development consists of eight units that provide for a combined total of 540 guided learning hours (GLH) for the completed qualification.

The Edexcel BTEC Level 3 National Subsidiary Certificate has units that your centre assesses (internal) and an externally assessed unit that Edexcel sets and marks (external).

Centres should note that there is no compensation in the Edexcel BTEC Level 3 National Subsidiary Certificate. Learners should successfully complete all units, i.e. achieve at least a Pass grade, in order to achieve the whole qualification.

Edexcel BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development				
Unit	Core units	Assessment method (Internal/External)	GLH	Level
1	Child Development*	External	120	3
2	Play in Early Years Settings	Internal	60	3
3	Meeting Children's Physical Development, Physical Care and Health Needs	Internal	60	3
4	Health and Safety Practice in Early Years Settings	Internal	60	3
5	Collaboration with Parents, Colleagues and Other Professionals in Early Years	Internal	60	3
6	Supporting Children's Communication and Language	Internal	60	3
7	Supporting Children's Personal, Social and Emotional Development	Internal	90	3
8	Child Protection	Internal	30	3

*Indicates that unit assessment is externally set and marked.

Edexcel BTEC Level 3 National Certificate in Children’s Play, Learning and Development

The Edexcel BTEC Level 3 National Certificate in Children’s Play, Learning and Development consists of eleven units that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

The Edexcel BTEC Level 3 National Certificate has units that your centre assesses (internal). One of these units is an Edexcel-set assignment. There is also an externally assessed unit that Edexcel sets and marks (external).

Centres should note that there is no compensation in the Edexcel BTEC Level 3 National Certificate. Learners should successfully complete all units, i.e. achieve at least a Pass grade, in order to achieve the whole qualification.

Edexcel BTEC Level 3 National Certificate in Children’s Play, Learning and Development				
Unit	Core units	Assessment method (Internal/Edexcel-set assignment/ External)	GLH	Level
1	Child Development*	External	120	3
2	Play in Early Years Settings	Internal	60	3
3	Meeting Children’s Physical Development, Physical Care and Health Needs	Internal	60	3
4	Health and Safety Practice in Early Years Settings	Internal	60	3
5	Collaboration with Parents, Colleagues and Other Professionals in Early Years	Internal	60	3
6	Supporting Children’s Communication and Language	Internal	60	3
7	Supporting Children’s Personal, Social and Emotional Development	Internal	90	3
8	Child Protection	Internal	30	3
9	Observation, Assessment and Planning for Play and Development	Internal	60	3
10	Diversity, Equality and Inclusion in the Early Years	Internal	60	3
11	Reflecting on Own Early Years Practice **	Edexcel-set assignment	60	3

*Indicates that unit assessment is externally set and marked.

**Indicates that unit has an Edexcel-set assignment.

As part of the qualification, learners must undertake 800 hours of work experience (see section 3).

5 Programme delivery

Edexcel does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualification using any mode of delivery (such as full-time, part-time or evening only) that meets your learners' needs.

Whichever mode of delivery is used, your centre must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists who are delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

When planning the programme, you should aim to enhance the vocational nature of these qualifications by:

- using up to date and relevant teaching materials that make use of scenarios and case studies relevant to the sector
- giving learners the opportunity to apply their learning through practical activities
- including employers in the delivery of the programme and, where appropriate, in the assessment
- liaising with employers to make sure a course is relevant to learners' specific needs.

Resources

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

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of these qualifications.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience in the sector (at the time of publication, there is the *Nutbrown Review* of early years education and qualifications being conducted, which may affect the assessor requirements of this course. We will keep centres updated on the Edexcel website).
- The person signing off the individual skills in the *Skills for Practice Log* is required to have a relevant early years qualification at level 3 or above and early years experience. The completed Log requires a final signature of the course tutor or a member of the course team.
- There must be systems in place to ensure continuing professional development for staff delivering these qualifications.
- Centres must have appropriate health-and-safety policies in place relating to the use of equipment by learners.
- Centres must deliver these qualifications in accordance with current equality legislation.

Your centre should refer to the *Teacher guidance* section in individual units to check for any specific resources required.

Delivery approach

Delivery guidance

The units within the BTEC Nationals in Children's Play Learning and Development are designed to give learners relevant knowledge and understanding of theories and approaches to working with children.

The practical application of these units to work with children from birth up to 8 years is gained through the successful completion of the *Skills for Practice Log* and learners' completion of 800 hours of assessed work placement for the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development.

Where learners complete smaller sizes of qualification, it is strongly recommended that they are provided with opportunities to visit settings or to spend time working with children of different ages in order for them to see how the content within the units applies in practice to work with children.

Different approaches may be used to capture evidence of practical application of these units, for example audio or video recordings, simulation in the centre or observations of early years stages of children aged birth to 8 years at home. Any evidence collected for assignments should be verified as authentic and appropriate by the tutor.

The table below highlights how the knowledge and understanding in the units contributes to the development of learners' practical skills.

Unit	Knowledge and understanding from this unit should:
1	contribute to the learner's ability to carry out accurate assessments of children's development and support their planning
2	allow the learner to plan and select resources and toys for children's play in addition to being able to support children as they play
3	contribute to the learner's ability to provide physical care for children, including nappy changing and recognising when children are unwell, and help the learner to plan and select resources to keep children fit and healthy
4	contribute to the learner's ability in their day-to-day practice to keep children safe from accidents and hazards
5	help learners in their day-to-day communications with parents, team members and other colleagues
6	contribute to the learner's skills in building children's communication and language
7	contribute to the learner's ability to become an effective key person and to promote children's positive behaviour
8	allow the learner to demonstrate safe working practices and also be vigilant as to the signs that children may be in danger of abuse
9	help the learner to use a range of observation methods to assess and plan for children's learning and development
10	contribute to the learner being able to follow the policy and procedures of their workplace in relation to equality, diversity and inclusion
11	help the learner to reflect on their professional practice.

Parents

Where the term parent(s) is used in units it is taken to mean any primary carer or anyone who has parental responsibility for children. This may include foster, step or adoptive parents.

Age range

The age range covered in these qualifications is from birth up to 8 years. Whilst this is usually divided between the age ranges: birth up to 2 years, 2 up to 4 years and 4 up to 8 years, examples of other age ranges will be found in units where these relate to a particular context, e.g. *Unit 6: Supporting Children's Communication and Language*.

Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) within an early years context. See *Annexe A* for detailed information about PLTS and mapping to the units in this specification.

English, mathematics and ICT knowledge and skills

These BTEC National qualifications in Children's Play, Learning and Development provide further opportunity to enhance and reinforce skills in Level 2 Functional Skills in English, mathematics and ICT in naturally occurring, relevant, work-related contexts. See *Annexes B, C and D* for signposting.

6 Access and recruitment

Our policy regarding access to our qualifications is that:

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

These are level 3 qualifications aimed at level 3 learners. Your centre is required to recruit learners to these qualifications with integrity.

You need to make sure that applicants have relevant information and advice about these qualifications to make sure they meet their needs.

Your centre should review the applicant's prior qualifications and/or experience, to consider whether this profile shows that they have the potential to achieve these qualifications.

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

In this sector, the restrictions on learner entry might relate to any physical or legal barriers, for example, people working with children will be subject to criminal record checks.

Prior knowledge, skills and understanding

Your centre needs to ensure that applicants have appropriate information and advice about the qualifications and that the qualifications will meet their needs. Your centre should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within your centre during their programme of study, and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Your centre should also show regard for Edexcel's policy on learners with particular requirements. Your centre will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a GCSE equivalent to at least four passes at grade C, ideally including a grade C in English GCSE and/or mathematics GCSE*
- other related level 2 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

* In light of the importance of educators having good literacy and numeracy skills, it is strongly recommended that learners undertaking the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development who are planning to enter the early years workforce have GCSEs in English and Mathematics, or their equivalent.

Access to qualifications for learners with disabilities or specific needs

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

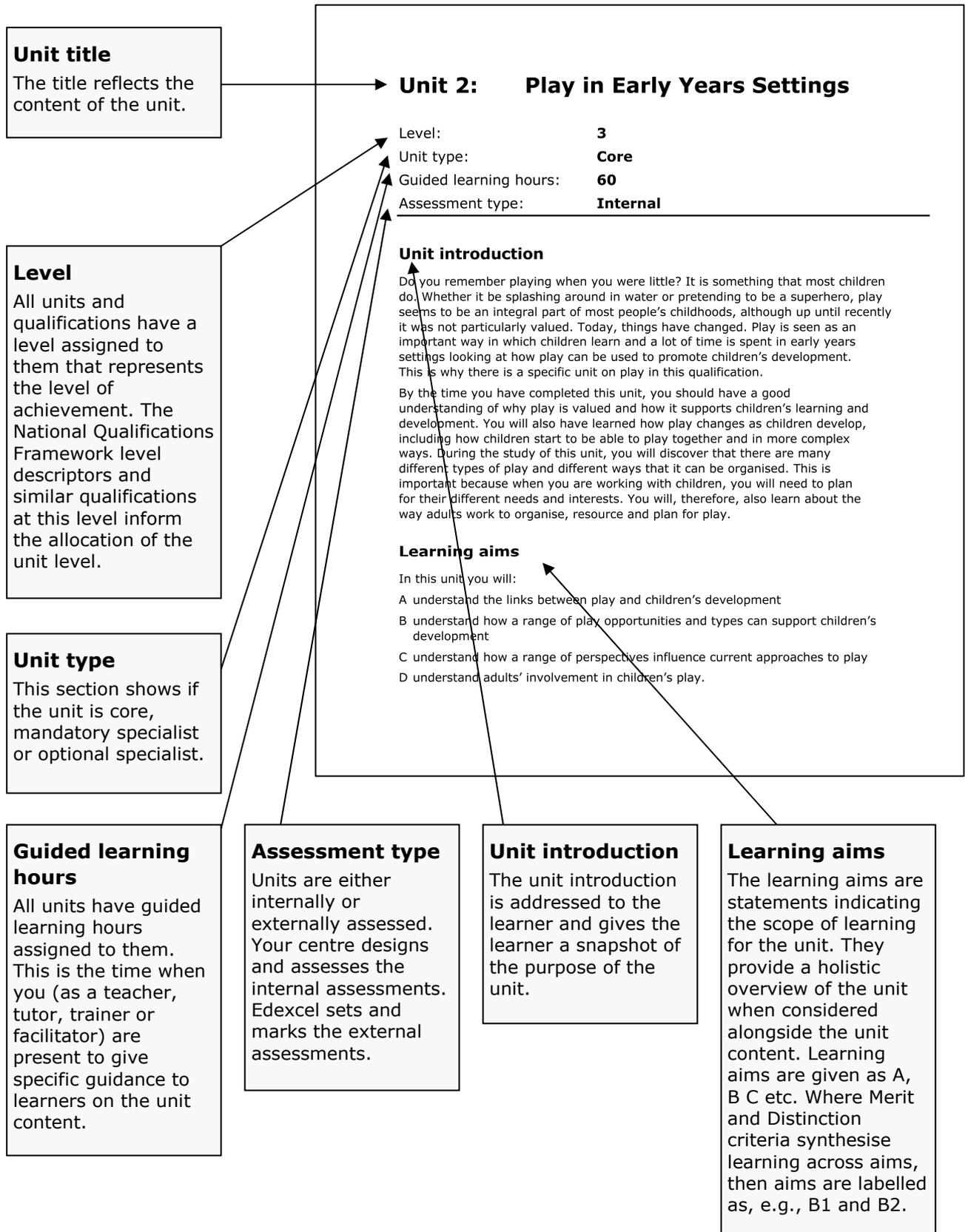
We are committed to making sure that:

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

You can find details on how to make adjustments for learners with protected characteristics in the policy document *Access arrangements, reasonable adjustments and special considerations*, which is on our website, www.edexcel.com/Policies.

7 The layout of units in the specification

Each unit is laid out using the headings given below.



Learning aims and unit content

Unit content
<p>Learning aim A: Understand the links between play and children's development</p> <ul style="list-style-type: none"> • The importance of play to children's overall development as it naturally prompts children to practise and develop skills and knowledge across each of the five areas of development. • How play can support children's physical development to include practising skills that lead to increased coordination, stamina, balance, fine and gross movements. • How play can support children's cognitive development to include learning concepts and problem solving and with adult input, develop higher level thinking skills. • How play can help children's language development to include increasing vocabulary, as children have a reason for learning and using language as they join in play or use talk to organise their own actions whilst playing. • How play can support children's social development to include sharing, cooperating and building relationships. • How play can support emotional development to include making sense of the world, freedom to make mistakes, helping children with transition and those who have experienced trauma.

Learning aims and unit content

The unit content gives the basis for the teaching, learning and assessment for each learning aim. Topic headings are given, where appropriate.

Content covers:

- knowledge, including definition of breadth and depth
- applications or activities, through which knowledge and/or skills are evidenced.

Content should be treated as compulsory for teaching the unit. The scope of the content is defined after the words 'to include'. Your centre should use all of this content in delivery, and can bring in additional material, as relevant. Refer to the Assessment Guidance Section for further details about assessment requirements.

Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade. The position in the grid visually demonstrates the relationship between criteria for Pass, Merit and Distinction showing where learners are expected to draw their learning together to achieve higher grades.

Assessment criteria

The criteria are applied to learner evidence to determine attainment. Refer to the assessment guidance for the evidence requirements.

Pass	Merit	Distinction
Learning aim A: Understand the links between play and children's development		
3A.P1 Explain how play supports the physical, cognitive, language, social and emotional development of young children. #	3A.M1 Discuss the role of play in supporting the physical, cognitive, language, social and emotional development of a child at different stages. #	
3A.P2 Explain how children play at different stages of development. §		
Learning aim B: Understand how different play opportunities and types can support children's development		
3B.P3 Explain how types of play support the development of young children to include: <ul style="list-style-type: none"> • physical play • imaginative play • sensory play • creative play • construction play. 	3B.M2 Analyse how selected types of play meet the needs of a child and support the child's all-round development. 3B.M3 Discuss the suitability of selected types of resources to support play and play opportunities in early years settings to meet the needs of children at different stages of development.	3B.D1 Evaluate the extent to which different examples of play and selected resources support the all-round development of children from birth up to 2 years and children from 2 up to 8 years.
3B.P4 Explain how to differentiate play to meet the development needs of individual children.		
3B.P5 Explain how resources can best support different types of play in early years settings.		

Criteria are referenced showing the Level (3), the grades (P, M or D) and the learning aim (e.g. A or D1). If M or D criteria draw on more than one learning aim then the reference number will show only one of these. The position in the grid shows the relationship. The numbering of the criteria at each grade is sequential through the unit.

Teacher guidance**Assessment guidance**

Proposed assessment structure for the unit:

Assignment 1: 3A.P1, 3A.P2 and 3A.M1.

Assignment 2: 3B.P3, 3B.P4, 3B.P5, 3B.M2, 3B.M3 and 3B.D1.

Assignment 3: 3C.P6, 3C.M4 and 3C.D2.

Assignment 4: 3D.P7, 3D.P8, 3D.M5 and 3D.D3.

Assignment 1

Learners could develop a presentation for the new management team of an early years setting to achieve 3A.P1, explaining the value of play to children's overall development in their early years. Copies of PowerPoint presentation notes printed on A4 or presentation slides/OHPs with development notes should be submitted as evidence.

To achieve 3A.P2, learners could explain how children play at different stages of development in the presentation produced for 3A.P1.

To achieve 3A.M1, learners could include in the presentation, a case study for each of the age ranges (birth up to 2 years and 2 up to 8 years) to discuss the role of play in supporting the physical, cognitive, language, social and emotional development of a child at different stages.

Assignment 2

Learners could use a case study for each of the age ranges (birth up to 2 years and 2 up to 8 years) or examples from settings to explain how different types of play support the development of young children to achieve 3B.P3. All five types of play listed in the content must be included (physical play, imaginary play, sensory play, creative play and construction play).

To achieve 3B.P4, learners could use case studies or examples from settings to explain how play can be differentiated to meet the needs of individual children.

To achieve 3B.P5, learners could use case studies or examples from settings to explain how resources best support each of the different types of play listed in the content.

To achieve 3B.M2, learners need to analyse how selected types of play meet the needs of a child and support the child's all-round development. Evidence can be from an early years setting or learner-initiated/tutor-initiated case studies or can build on the case studies used in learning aim B.

To achieve 3B.M3, learners could use examples from settings or case studies to discuss the suitability of identified resources to meet the play needs of children from birth up to 2 years and from 2 up to 8 years.

To achieve 3B.D1, learners are required to specify the age of a child in each of the age ranges (birth up to 2 years and 2 up to 8 years) and complete an evaluation with reference to specific examples of the extent to which different types of play and play opportunities and selected resources support the all-round development of each child, highlighting the differences across the age ranges. The case studies used previously can be expanded upon to achieve 3B.D1.

Assessment guidance – offers suggestions for ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

Resources – identifies any special resources required for learners to show evidence of the assessment. Your centre must make sure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

Assignment 4

Learners could produce a guide or leaflet for parents and carers to explain the benefits of adult involvement in play to children's development to achieve 3D.P7.

To achieve 3D.P8, could use case studies or examples from settings to explain how adults can effectively initiate and direct play. Evidence must also include ways to recognise and respond to the individual needs of children.

To achieve 3D.M5, learners could use case studies or observations from settings to provide examples to analyse the skills that are required by adults in early years settings for effective child-initiated play.

To achieve 3D.D3 learners could build on 3D.M5 to present reasoned conclusions about how skilled adults contribute to effective child-initiated play with reference to further reading.

It is strongly recommended that learners, especially when engaged in extended writing, have opportunities to continue to develop their literacy skills. Where appropriate, learners should be given formative feedback on areas such as grammatical structure, spelling, punctuation and presentation. Some learners may also benefit from specific teaching on how to write in ways that show analysis and evaluation.

Resources

There are no special resources needed for this unit.

Learner-generated case studies must be agreed by the tutor.

Delivery Guidance that was previously found in units is now available for free on the Edexcel website: www.edexcel.com

8 Internal assessment

Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English.

A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Summary of internal assessment

For the Edexcel BTEC Level 3 National Subsidiary Award, National Award, National Subsidiary Certificate and National Certificate qualifications in Children's Play, Learning and Development, the majority of the units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your learners and relates to local need. The way in which you deliver the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

To achieve this, it is important that you:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example, assignments, projects or case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Lead Internal Verifier, when it will be used and assessed, and how long it will take
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide preparation and support for learners before the start of the final assessment
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Edexcel to ensure that your implementation, delivery and assessment is consistent with national standards.

Assessment and verification roles

There are three key roles involved in implementing assessment processes in your school or college, namely:

- Lead Internal Verifier
- Internal Verifier – the need for an Internal Verifier or Internal Verifiers in addition to the Lead Internal Verifier is dependent on the size of the programme in terms of assessment locations, number of Assessors and optional paths taken. Further guidance can be obtained from your Regional Quality Manager or Centre Quality Reviewer if you are unsure about the requirements for your centre
- Assessor.

The Lead Internal Verifier must be registered with Edexcel and is required to train and standardise Assessors and Internal Verifiers using materials provided by Edexcel that demonstrate the application of standards. In addition, the Lead Internal Verifier should provide general support. The Lead Internal Verifier:

- has overall responsibility for the programme assessment plan, including the duration of assessment and completion of verification
- can be responsible for more than one programme
- ensures that there are valid assessment instruments for each unit in the programme
- ensures that relevant assessment documentation is available and used for each unit
- is responsible for the standardisation of Assessors and Internal Verifiers using Edexcel-approved materials
- authorises individual assessments as fit for purpose
- checks samples of assessment decisions by individual Assessors and Internal Verifiers to validate that standards are being correctly applied
- ensures the implementation of all general assessment policies developed by the centre for BTEC qualifications
- has responsibility for ensuring learner work is authenticated
- liaises with Edexcel, including the Edexcel Standards Verifier.

Internal Verifiers must oversee all assessment activity to make sure that individual Assessors do not misinterpret the specification or undertake assessment that is not consistent with the national standard in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both Assessors and Internal Verifiers, with the team leader or programme manager often being the registered Lead Internal Verifier.

Internal Verifiers must make sure that assessment is fully validated within your centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance within the specification
- ensuring the decisions of every Assessor for each unit at all grades and for all learners are in line with national standards.

Assessors make assessment decisions and must be standardised using Edexcel-approved materials before making any assessment decisions. They are usually the tutors or teachers within your school or college, but the term 'Assessor' refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Edexcel. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit

- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all Assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

Internal assessment is the main form of assessment for these qualifications, so preparing your learners for it is very important because they:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualifications
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to appreciate fully that all the work submitted for assessment must be their own.

You will need to provide learners with an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment
- the relationship between the tasks given for assessment and the grading criteria
- the concept of vocational and work-related learning
- how learners can develop responsibility for their own work and build their vocational and employability skills
- how they should use and reference source materials, including what would constitute plagiarism.

Designing assessment instruments

An assessment instrument is any kind of activity or task that is developed for the sole purpose of assessing learning against the learning aims. When you develop assessment instruments you will often be planning them as a way to develop learners' skills and understanding. However, they must be fit for purpose as a tool to measure learning against the defined content and assessment criteria to ensure your final assessment decisions meet the national standard.

You should make sure that assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning aims and unit content. You need to ensure that the generation of evidence is carefully monitored, controlled and produced in an appropriate timescale. This will help you to make sure that learners are achieving to the best of their ability and at the same time that the evidence is genuinely their own.

An assessment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria
- the assessment instrument gives clear instructions to the learner about what they are required to do
- you have the required resources for all learners to complete the assignment fully and fairly

- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

You may develop assessments that cover a whole unit, parts of a unit or several units, provided that all units and their associated learning aims are fully addressed through the programme overall. You should refer to the assessment guidance for each unit for appropriate structures for assessments.

When you give an assessment to learners, it must include:

- a clear title and/or reference so that the learner knows which assessment it is
- the unit(s) being addressed
- a scenario, context, brief or application for the task
- task(s) that enable the generation of evidence that can be assessed against the assessment criteria
- details of the evidence that the learner must produce
- clear timings and deadlines for carrying out tasks and providing evidence.

Your assessment tasks should enable the evidence generated to be judged against the full range of assessment criteria; it is important the learners are given the opportunity for stretch and challenge.

The units include guidance on appropriate approaches to assessment. A central feature of vocational assessment is that it should be:

- current, i.e. it reflects the most recent developments and issues
- local, i.e. it reflects the employment context of your area
- flexible, i.e. it allows you as a centre to deliver the programme, making best use of the vocational resources that you have
- consistent with national standards, with regard to the level of demand.

Your centre should use the assessment guidance within units along with your local resource availability and guidance to develop appropriate assessments. It is acceptable to use and adapt resources to meet learner needs and the local employment context.

You need to make sure that the type of evidence generated fits with the unit requirement, that it is vocational in nature, and that the context in which the assessment is set is in line with unit assessment guidance and content. In some instances, this will mean providing for the practical demonstration of skills. For many learning aims, you will be able to select an appropriate vocational format for evidence generation, such as:

- written reports, graphs, posters
- projects, project plans
- time-constrained practical assessments
- audio-visual recordings of portfolio, sketchbook, a working logbook, etc
- presentations.

Edexcel-set assignment

Unit 11: Reflecting on Own Early Years Practice within the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development qualification is assessed through an assignment set by Edexcel. This assignment will stay the same each year and is published within the specification in *Annexe G*. Learners should complete this assignment when they enter their final placement. Learners do not have to have completed all of the 800 hours of work placement before starting this assignment.

Edexcel will issue annual assessment delivery instructions to assessors, internal verifiers and candidates in a separate document on the Edexcel website; to include:

- the window of time when a visit from an Edexcel-appointed standards verifier will take place
- that samples of learners' set assignment work will be selected by standards verifiers from the registered and completing learners. The samples of learner work will be at twice the level of samples for other internal units
- the required assignment submission date
- that the learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it. For practical or performance tasks observed by the Assessor this is not necessary.
- that the authentication of learner evidence is the responsibility of the centre. If during external sampling an Edexcel Standards Verifier raises concerns about the authenticity of evidence, the centre will be required to investigate further. Depending on the outcomes, penalties may be applied.
- any exemplar documentation such as the Learner Assessment Submission and Declaration form that authenticates the learner's work as their own.

The Edexcel-set assignment is one of Edexcel's quality assurance measures to ensure effective and consistent assessment practice by centres.

Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the learner's own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the Assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it. For practical or performance tasks observed by the Assessor this is not necessary.

Your Assessors should assess only learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets etc.

The authentication of learner evidence is the responsibility of your centre. If during external sampling an Edexcel Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, you can find an example of a template that can be used to record the declaration of learners in relation to the authenticity of the evidence presented for assessment.

Applying criteria to internal assessments

Each unit has specified assessment criteria. Your centre should use these criteria for assessing the quality of the evidence provided. This determines the grade awarded.

The assessment criteria are not a set of sequential activities but a way of making a judgement.

You should structure assessments to allow learners to achieve a Merit or Distinction through the same activities where appropriate using the assessment guidance for the unit(s). It is important to note that the provision of evidence related to a criterion does not of itself show that the criterion has in fact been achieved.

The assessment criteria are hierarchical. A learner can achieve a Level 3 Merit only if they provide sufficient evidence for both the Level 3 Pass and Merit criteria. Similarly, a learner can achieve a Level 3 Distinction only if they give sufficient evidence for the Level 3 Pass, Merit and Distinction criteria.

A summative unit grade is awarded after all opportunities for achievement are given. A learner must achieve **all** the assessment criteria for that grade. Therefore:

- to achieve a Level 3 Distinction a learner must have satisfied all the Distinction criteria in a way that encompasses the Level 3 Pass and Merit criteria, providing evidence of performance of outstanding depth, quality or application
- to achieve a Level 3 Merit a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 3 Pass criteria, providing performance of enhanced depth or quality
- to achieve a Level 3 Pass a learner must have satisfied all the Level 3 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills.

A learner must achieve all the defined learning aims to pass the internally assessed units. There is no compensation within any of the units. A qualification cannot be awarded if an Unclassified grade is given in any core unit.

Assessment decisions

Your assessment plan will set a clear timeline for assessment decisions to be reached. During the time the assessment is being undertaken, learners can be given guidance, information, resources and feedback on progress.

After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated.

Your Internal Verifiers and Assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission.

Opportunities to retake assessments

Summative assessment is the culmination of the learning and assessment process. You should make sure that learners have sufficient learning and preparation before undertaking assessment. Formative feedback during an assessment window will help a learner demonstrate attainment to the best of their abilities.

A learner may be allowed to retake a completed assessment after a summative grade has been given. Your centre will need to provide a specific assessment opportunity that is authorised by the Lead Internal Verifier. You should make arrangements for retaking assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners. You need to consider how any further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements.

The centre may conduct a retake under supervised conditions even if this was not necessary for the original assessment.

As a centre you need to be fair to all learners in the way in which you provide opportunities to retake assessments, and you are not required to make an opportunity available if your learner has not taken full advantage of the first assessment opportunity and formative assessment process.

The original evidence for assessment may remain valid and can be extended, or it may need to be replaced partially or in full.

Appeals

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

If there is an appeal by a learner you must document the appeal and its resolution.

Dealing with malpractice

Your centre must have a policy for dealing with potential malpractice by learners. Your policy must follow the Edexcel Assessment Malpractice policy. You must report serious malpractice to Edexcel, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

You are able to make adjustments to assessments to take account of the needs of individual learners in line with Edexcel's Reasonable Adjustments and Special Considerations policy. In most instances this can be achieved simply by application of the policy, for example to extend time or adjust the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable.

Special consideration

You must operate special consideration in line with Edexcel's Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the 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. Edexcel can consider applications for special consideration in line with the policy.

(Exemplar for centres)

Learner Assessment Submission and Declaration

This sheet must be completed by the learner and provided for work submitted for assessment.

Learner name:		Assessor name:	
Date issued:	Completion date:	Submitted on:	
Qualification:			
Assessment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description
Comments for note by the Assessor:		

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature: _____ **Date:** _____

9 External assessment

Externally assessed units have the same grades as internally assessed units:

- Pass, Merit, Distinction
- Unclassified.

The table below shows the type of external assessment and assessment availability for this qualification.

Unit 1: Child Development	
Type of external assessment	Learners will complete a paper-based test with two sections. <ul style="list-style-type: none">• Section 1 of the paper will contain short- and extended-answer questions based on a sector-based scenario.• Section 2 contains short- and extended- answer questions.
Length of assessment	The external assessment will be 1 hour 45 minutes.
No. of marks	80
Assessment availability	January and June
First assessment availability	June 2013

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website www.edexcel.com.

Learners can resit the external assessment up to two times after the first sitting.

Grade descriptors for the internal and external units

Internal units

Each internally assessed unit has specific assessment criteria that your centre must use to judge learner work in order to arrive at a grading decision for the unit as a whole. For internally assessed units, the assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria, and then awards a grade at the appropriate level.

The criteria are arrived at with reference to the following grading domains:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes
- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes
- developing generic skills for work through management of self, working in a team and the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

External unit

The externally assessed unit is assessed using a marks-based scheme. For each external assessment, grade boundaries, based on learner performance, will be set by the awarding organisation.

The following criteria are used in the setting and awarding of the external unit only.

Level 3 Pass

Learners are able to recall and apply knowledge in familiar and unfamiliar situations. They are able to use relevant material from identified sources. They show a sound understanding of theory through appropriate use of concepts. They show some awareness of different perspectives/approaches relating to child development. Their judgements are presented and explained. Solutions for specific problems are selected and explained. Their knowledge and understanding are communicated using appropriate language for the audience(s).

Level 3 Distinction

Learners can independently synthesise knowledge of the subject, bringing together their understanding of concepts and strategies, and apply it to sometimes unfamiliar situations or problems. They integrate material from a variety of independently identified sources. Learners show a thorough and deep understanding of the subject, with a justification of arguments and analysis in different situations. They show and apply significant awareness of different perspectives and approaches relating to child development. Learners are able to make reasoned and confident judgements and recommendations based on independent analysis and interpretation of knowledge.

10 Awarding and reporting for the qualifications

The awarding and certification of these qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Calculation of the qualification grade

These qualifications are level 3 qualifications, and the certification may show a grade of Pass, Merit, Distinction, Distinction* or Unclassified (or a combination of these grades appropriate to the qualification).

Distinction* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade (or this grade as part of a grade combination), learners will have to demonstrate a strong performance across the qualification as a whole.

Each individual unit will be awarded a grade of Pass, Merit or Distinction or Unclassified. Distinction* is not available at unit level.

To achieve a level 3 qualification, learners must:

- complete and report an outcome for all units within the permitted combination
- have achieved at least a Pass grade in **all** the core units (please note that for the Edexcel BTEC Level 3 National Subsidiary Award, National Award, National Subsidiary Certificate and National Certificate in Children's Play, Learning and Development **all** the units within these qualifications are **mandatory**)
- achieve the minimum number of points at a grade threshold from the permitted combination. See the Calculation of qualification grade tables.

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Unclassified	Pass	Merit	Distinction
0	4	6	8

Edexcel will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the Calculation of qualification grade tables.

Example:

A learner achieves a Pass grade for a unit. The unit size is 60 guided learning hours (GLH). Therefore they gain 24 points for that unit, i.e. 4 points for each 10 GLH, therefore 24 points for 60 GLH.

Calculation of qualification grade

The following table shows every possible combination of Unit 1 and Unit 2 grades that lead to Pass, Merit, Distinction and Distinction* qualification grades for the Edexcel BTEC Level 3 Subsidiary Award in Children's Play, Learning and Development.

Please note: with reference to the table under the above heading 'Points available for unit size and grades', all unit performances receive a points score. However, given the 2-unit structure of the Edexcel BTEC Level 3 Subsidiary Award in Children's Play, Learning and Development, these points are only used for the larger qualifications: Edexcel BTEC Level 3 National Award, National Subsidiary Certificate and National Certificate in Children's Play, Learning and Development.

Subsidiary Award (180 GLH)		
Unit 1	Unit 2	Award Grade
P	P	P
P	M	P
P	D	P
M	P	M
M	M	M
M	D	M
D	P	M
D	M	D
D	D	D*

The following table shows, for the Edexcel BTEC Level 3 National Award, National Subsidiary Certificate and National Certificate in Children's Play, Learning and Development, the points thresholds for each qualification grade:

Award (360 GLH)		Subsidiary Certificate (540 GLH)		Certificate (720 GLH)	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0
P	144	PP	216	PP	288
		MP	256	MP	342
M	198	MM	297	MM	396
		DM	337	DM	450
D	252	DD	378	DD	504
		D*D	391	D*D	522
D*	270	D*D*	405	D*D*	540

The tables below give examples of how the overall grade is determined.

Example 1

Achievement of an Edexcel BTEC Level 3 National Award (360 GLH) in Children's Play, Learning and Development with an M grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting x grade points)
Unit 1	120	12	Merit	6	72
Unit 2	60	6	Pass	4	24
Unit 3	60	6	Merit	6	36
Unit 4	60	6	Merit	6	36
Unit 5	60	6	Merit	6	36
Qualification grade totals	360	36	M		204

The learner has passed all the core units – Units 1–5

The learner has sufficient points for an M grade.

Example 2

Achievement of an Edexcel BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development (540 GLH) with an MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting x grade points)
Unit 1	120	12	Pass	4	48
Unit 2	60	6	Merit	6	36
Unit 3	60	6	Pass	4	24
Unit 4	60	6	Merit	6	36
Unit 5	60	6	Merit	6	36
Unit 6	60	6	Distinction	8	48
Unit 7	90	9	Merit	6	54
Unit 8	30	3	Distinction	8	24
Qualification grade totals	540	54	MM		306

The learner has passed all the core units – Units 1–8

The learner has sufficient points for an MM grade.

Example 3

Achievement of an Unclassified grade for the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development (720 GLH) but with an MM grade points total

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	120	12	Unclassified	0	0
Unit 2	60	6	Merit	6	36
Unit 3	60	6	Distinction	8	48
Unit 4	60	6	Pass	4	24
Unit 5	60	6	Merit	6	36
Unit 6	60	6	Distinction	8	48
Unit 7	90	9	Merit	6	54
Unit 8	30	3	Merit	6	18
Unit 9	60	6	Distinction	8	48
Unit 10	60	6	Distinction	8	48
Unit 11	60	6	Distinction	8	48
Qualification grade totals	720	72	U		408

The learner has failed a core unit.

Although the learner has gained sufficient points for an MM grade, they will get an Unclassified as they did not pass all of the units.

11 Quality assurance of centres

Edexcel will produce on an annual basis the *BTEC Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

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

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

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this for BTEC National programmes include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an annual visit from a Standards Verifier to check assessment decisions for Edexcel-set assignments
- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for any BTEC National programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

12 Further information and useful publications

For further information about the qualifications featured in this specification, or other Edexcel qualifications, please call Customer Services on 0844 576 0026 (calls may be monitored for quality and training purposes) or visit our website (www.edexcel.com).

Related information and publications include:

- *Equality Policy*
- *Information Manual* (updated annually)
- *Access arrangements, reasonable adjustments and special considerations*
- *Quality Assurance Handbook* (updated annually).
 - Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need to source further learning and teaching material to support planning and delivery for your learners, there is a wide range of BTEC resources available to you.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website www.edexcel.com/resources

13 Professional development and support

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer is on our website at www.edexcel.com/training

You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualification

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. In addition, we've designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: Our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. Call **0844 576 0027** to contact the curriculum team for your centre.

Your BTEC Support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our BTEC Support team to help you whenever – and however – you need, with:

- **Welcome Packs for new BTEC centres:** if you are delivering BTEC for the first time, we will send you a sector-specific Welcome Pack designed to help you get started with the new Edexcel BTEC Nationals
- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- **BTEC Hotline:** call the BTEC Hotline on 0844 576 0026 with your query
- **Ask Edexcel:** submit your question online to our Ask Edexcel online service (www.edexcel.com/ask) and we will make sure your query is handled by a subject specialist.

Units

Unit 1: Child Development

Level: **3**

Unit type: **Core**

Guided learning hours: **120**

Assessment type: **External**

Unit introduction

While children are all different and special, groups of children of the same age usually share quite a few characteristics. Babies are known to cry and crawl, while two year olds have a reputation for tantrums. Three year olds seem to love dressing-up, while five year olds are keen to tell on anyone breaking the 'rules'. Child development helps to explain why children share certain characteristics but equally why two children of the same age can be so different.

In this unit, you will learn about the ways in which growth and development are interlinked. This interlinking is why we often talk about children's ages, as well as their stages of development. You will learn about children's development in five broad areas: physical, cognitive, language, emotional and social, and will see how these areas of development are interlinked.

You will learn that there are many theories of why, and how, children develop and a range of factors that seem to influence the development of individual children. The knowledge you gain from this unit will help you with the rest of this qualification. It will also be the key to your professional work with children: recognising a child's stage of development will allow you to plan for this and support them effectively.

Learning aims

In this unit you will:

- A understand how the principles of growth and development apply to children's developmental progress from birth up to 8 years
- B understand theories and models of development and how they relate to aspects of children's development
- C be able to apply theories and models of child development to support children's development
- D understand how a range of factors influence children's development
- E understand the importance of recognising atypical development.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand how the principles of growth and development apply to children’s developmental progress from birth up to 8 years</p> <p>The learner will be expected to understand the principles of growth and development; to use relevant information from provided sources to recognise the developmental stage that children should have reached at that age; to anticipate the next stage(s) of development; to recognise delays, difficulties or advanced progress in relation to growth and developmental norms; to analyse how development in one area may affect their development in other areas; to explain a child’s development in the context of their cultural environment; to recall, apply and synthesise knowledge of child development and apply it to unfamiliar scenarios.</p> <ul style="list-style-type: none"> ● Principles of growth: the rate of growth is variable; different parts of the body grow at different rates; children’s growth is monitored by measuring height, weight and the head circumference of babies. ● Definition of development as the skills and knowledge that children gain. ● Principles of development: <ul style="list-style-type: none"> ○ physical development occurs in an orderly sequence ○ physical development begins with the control of head movement and continues down the body ○ physical development begins with uncontrolled large movements before becoming precise and refined ○ areas of development are interrelated ○ the development rate varies between children ○ development is affected by a range of different factors. ● That the development of children’s brains (neural growth, development of pathways, myelination) underpins many aspects of children’s overall development. ● The effects of cortisol on the developing brain. ● That principles of development help practitioners to: <ul style="list-style-type: none"> ○ recognise a child’s overall stage of development ○ support a child’s development ○ anticipate the next stage(s) of development ○ recognise delays in development ○ recognise difficulties in development ○ understand different factors that may affect development. <p style="text-align: right;"><i>continued</i></p>

Unit content

- **Five areas of development:**
 - **Physical development** is to do with movement – gross, or large, movement of limbs and fine manipulative movement of fingers; includes balance and coordination.
 - **Cognitive development** is the construction of thought processes; remembering and problem solving.
 - **Language development** is the development of speech and communication; reading and writing.
 - **Emotional development** is the development of feelings about oneself and towards others; includes the development of self-esteem and self-concept.
 - **Social development** is the growth of relationships with others.
- **The relationship between growth and development** and how they work together in supporting children's overall development.
- **Norms:** how children's development is measured against milestones that have been determined by looking at the development of large groups of children and determining what is typical or the 'norm'.
- **The normative age/stages and sequence in physical, cognitive, communication and language, social and emotional development from:**
 - birth up to 2 years
 - 2 up to 4 years
 - 4 up to 8 years.
 - Normative age/stages as follows:
 - Gross motor development – the usual sequence of development and progress from reflexes to coordinated movement
 - Fine motor development – the usual sequence of development from reflexes to coordinated movement
 - Cognitive development – how concepts, memory and understanding develop
 - Communication, language and literacy development – the development of receptive and expressive language from the pre-linguistic phase to fluency
 - Social development – the development of relationships and awareness of social rules
 - Emotional development – how attachments are formed and the development of self-esteem and the ability to manage feelings and impulses.
 - **Cultural environment:** how children's development needs to be considered in context as physical and genetic factors interrelate with the child's cultural environment.

continued

Unit content**Learning aim B: Understand theories and models of development and how they relate to aspects of children's development**

The learner will be expected to show an understanding of aspects of theory; to analyse how theories and models of development relate to observations of children's development; to identify the strengths and weaknesses of theories; to apply different theoretical approaches to unfamiliar scenarios; to compare theoretical approaches to specific areas of child development; to identify which theories or models of development link to what has been observed and explain why associations have been made; to be able to use the theories or models of development to make a judgement about what is being observed.

In applying these theories to unfamiliar scenarios, aspects of these theories and models of development will apply to a broader age range than birth up to 8 years, if the child's performance exceeds that of a 7 year old.

Theories that consider how children learn behaviours:

- Bandura's social learning theory – the concept of modelling and how this theory might be used to explain how children learn behaviours and actions, self-efficacy and empowerment.
- Pavlov's theory of classical conditioning – how it might be used to explain the way that children may learn through association.
- Skinner's theory of operant conditioning – different types of reinforcements; schedules of reinforcement and how this theory might be used to explain why and how children learn behaviours and repeat actions.

Theories that consider the development of cognition and language:

- Piaget's model of how children's logic and reasoning develops – stages of cognitive development; the development of schemas; his tests of conservation; egocentrism and how his model may explain children's thoughts and action.
- Vygotsky's approach to the development of children's reasoning – the concept of a zone of proximal development and the importance of interactions in supporting children.
- Athey's identification of schemas, which she proposed children explore at different levels to support their cognitive development.
- Bruner's theoretical framework – that learning is an active process in which learners construct new ideas or concepts based on their current/past knowledge. The learner selects and transforms information, constructs hypotheses and makes decisions relying on a cognitive structure to do so.
- The information processing theory of cognitive development – the role of memory and attention, and how this may be used to explain why young children may not focus on, and remember, the same things as older children or adults.
- Chomsky's model in relation to how children acquire language – Language Acquisition Device (LAD); the concept of a critical period in which children may learn language, which may explain how children seem to instinctively gain language.

continued

Unit content**Theories that consider personality and the development of self-esteem:**

- Erikson's psychosocial stages of personality – the role of adults in the first three stages and how this can be used to explain how children's personality might be influenced by their parents and adults who are significant in their lives.
- Harter's theory of self-esteem – the ideal self; self-concept and Cooley's theory of the 'Looking Glass self', which can be used to explain levels of confidence in children.

Theories that consider children's moral development:

- Kohlberg's stage model of moral development and Piaget's stages of moral development, which can be used to explain children's behaviour.

Theories that consider children's development in relation to their environment:

- Bronfenbrenner's ecological systems theory of human development, which is often represented as a series of concentric circles that show how children's development does not happen in isolation, but is closely interrelated to their family, nursery or school, local community as well as the wider society.

Theories that consider attachment:

- Bowlby's theory of maternal attachment; secure, resistant and avoidant attachment; the stages of separation anxiety and Mary Ainsworth's research into the security of attachment (secure, resistant and avoidant). How these theories might explain children's reactions to being separated from their primary carers.

Unit content**Learning aim C: Be able to apply theories and models of child development to support children's development**

The learner will be expected to use a range of theories in relation to different aspects of development and understand that theories of learning and development are not necessarily mutually exclusive. Learners will be aware that in practice a combination of theoretical approaches will need to be used.

Theories that consider how children learn behaviours:

- How to use the social learning theory – encouraging children to try activities or learn skills; adult role modelling positive behaviours that they wish the children to develop.
- How to use the theory behind Skinner's theory of operant conditioning – promoting positive behaviour by giving praise, positive acknowledgement and rewards; promoting children's learning by planning activities that are pleasurable for children.

Theories that consider the development of cognition and language:

- How to use the theory behind Piaget's stages of cognitive development to provide a wide range of practical activities so that children can develop schemas by being active learners.
- How to use Vygotsky's Zone of Proximal development model to observe what a child can do and then work alongside the child to further the child's development through the use of interaction and sensitive questions.
- How to use Athey's schema theory to observe children's use of schemas while playing and then provide further resources and activities that will allow the child to explore further.
- How to use Bruner's theory by ensuring that the curriculum is based on learning through play and activities; that adults spend time engaging and interacting with children in order that children can make connections between what they are doing and their past experiences.
- How to use the principles behind the information processing theory by using visual aids, props and timetables to assist processing; giving children enough time to respond when asking questions; the need to remind children to do things as they may not be able to remember instructions; using practical activities and play as a way of teaching; recognising that children of different ages will respond at different rates and so ensuring that younger children have more time to process instructions or new experiences.
- How to use the theory behind the Chomsky's language acquisition device to ensure that there are sufficient opportunities for interaction with children in order that they can assimilate language.

continued

Unit content**Theories that consider children's personality and the development of self-esteem:**

- How to use Erikson's psychosocial theory of personality development by:
 - encouraging children to try out new things for themselves
 - reacting appropriately when children make mistakes
 - giving positive and unconditional support to the child
 - by helping parents to understand the importance of their doing similarly at home.
- How to use the theory behind Harter's model of self-esteem and the 'Looking glass effect' by:
 - providing positive and unconditional responses
 - smiling and using positive body language
 - showing an interest in what they are doing
 - making positive comments.

Theories that consider children's moral development:

- How to use the theory behind Kohlberg's and Piaget's stages of moral development - adults should react proportionately when children show unwanted behaviour and provide explanations of why it is good to behave in certain ways.

Theories that consider children's development in relation to their environment:

- How to use the principles behind Bronfenbrenner's ecological systems theory of human development: the importance of working in partnership with parents, supporting the children's learning in the home, talking to children and planning activities based on what they do with their family and in the community, going on visits in the local community and inviting people to come in to the setting.

Theories that consider attachment:

- How to use the principles behind Bowlby's attachment theory and Ainsworth's research in order to ensure that a child has an attachment to a key person before separation takes place; to develop flexible settling in procedures; to observe that a child's attachment to their key person is secure; to recognise and act to reunite the child with their parent if there are signs of separation anxiety; to make sure that when a child is moving from the care of one adult to another that sufficient time is allowed for the child to become settled.

continued

Unit content**Learning aim D: Understand how a range of factors influence children's development**

The learner will be expected to analyse a range of factors that support or hinder a child's development; to make a judgement about the extent to which the factors may affect the child's development in the short- or long-term; to analyse the likely strength of the factor's effect compared with other factors.

- How a combined range of factors contribute to each child's uniqueness as no child, even if genetically identical, experiences life in the same way.
- How delayed development in one or more areas can impact on a child's overall development.
- Pre-natal factors: maternal health; diet and lifestyle choices, and how they may affect the growth and later development of children.
- That babies born before 37 weeks, who are often described as preterm or premature, may take time to reach developmental norms.
- That biological factors such as disability, long-term medical conditions and short-term illnesses may negatively impact on a child's development because they restrict a child's opportunities to play and learn.
- The potential effects of poverty on children's lives:
 - increased likelihood of poor health outcomes (infant mortality, morbidity and life expectancy as a result of housing and diet)
 - lower educational attainment as a result of fewer opportunities for stimulation
 - the influence of others beyond the immediate family – the wider family, friends, carers, teachers and the wider society as potential reinforcements or counterbalances to effects of poverty.
- How the family experience of education can affect child's development.
- Social/political factors: social class; local policies; national services; local services; national strategies; local strategies.
- Cultural factors that may support or restrict opportunities for development: how education is valued by parents and the local community; attitudes towards gender within the family.
- How education affects children's physical, emotional, intellectual and social development: the ability for children to learn to mix and socialise with other children; the presence of opportunities to promote cognitive development through introducing concepts like number and shape.
- Emotional factors that might support or hinder a child's feeling of security: attachments between the child and parent; divorce or separation of parents; parental depression.
- The different stresses on children: bullying; transitions; separations and abuse that can affect their overall development and behaviours in the long- and short-term.

continued

Unit content**Learning aim E: Understand atypical development and the importance of recognising it**

The learner will be expected to analyse the ways in which atypical development in one or more area of development may affect another area of development; the extent to which atypical development in one or more area may have an effect bearing in mind the child's overall development in relation to norms and any other factors that may be affecting their development; the advantages of early recognition of atypical development in context.

- The definition of atypical development as a way of describing a significant difference in one or more area of a child's development compared to the expected normative development.
- The definition of the term 'delayed global development' to describe delay in all areas of development and the term 'gifted', which is often used in the context of a child having advanced acquisition of skills relating to cognition and language.
- How delayed social development impacts on other areas of development: the impact on physical development through not joining in with physical play with others; reduced interaction with peers and adults, which may limit language development; the impact on behaviour as a result of reduced play and interaction or impact of being bullied.
- The extent to which delayed cognitive development impacts on other areas of development: the impact on development of speech and learning to read and write; on social development if child is unable to play cooperatively with peers; on feelings of self-esteem if compared with peers and on behaviour if excluded from play or being bullied.
- How delayed language development impacts on other areas of development: on behaviour if child is unable to express feelings; on cognitive development if child is unable to express thoughts and on social development if communication limits interaction with peers.
- Ways in which delayed emotional development impacts on other areas of development: on social development if behaviour limits opportunities to play with peers and build relationships with others.
- The extent to which delayed physical development impacts on other areas of development: on cognitive development if there is reduced opportunity to explore the environment; on social development if there is reduced opportunity to join in play with peers; on self-concept and behaviour if excluded from play or being bullied.
- How other areas of development of children who have advanced acquisition of skills relating to cognition and language may be affected: on social development if play is at a different level from peers; on behaviour if child is frustrated due to under stimulation.
- The impact on children's outcomes: on relationships, self-confidence, literacy and ability to access learning opportunities if atypical development is not recognised promptly.
- Reasons for early recognition of atypical development: benefits of early referral; early recognition of a medical condition; additional support and resources for the child; reduction of unwanted behaviours caused by frustration; increased likelihood of a positive outcome.

continued

Unit content

- The importance of listening to and involving parents: the rights of parents to be involved in referral; parent's own observations about their child and family history.
- The importance of building a picture of a child's development through collaboration with health professionals and other specialists to ensure that atypical development is correctly assessed and the right support and services are provided.

Teacher guidance

Assessment guidance

The words in bold, at the beginning of each learning aim in the unit content, indicate the ways that the unit content will be assessed. For example, under learning aim E, **'the learner will be expected to analyse the ways in which atypical development in one or more area of development may affect another area of development'** and questions will be set in the external assessment for the qualification to address this.

Knowledge of learning aim A – **'how the principles of growth and development apply to children's developmental progress'** informs and underpins the other learning aims in the unit.

This unit is externally assessed under examination conditions.

The external assessment will be in the format of a paper-based test, consisting of short and extended writing questions.

The paper has two sections with a total of 80 marks. The first section is based on a scenario. This requires learners to spend 15 minutes reading a scenario, before answering questions. Learners will need to apply their knowledge of child development to answer these questions. The second section will be made up of short- and extended- answer questions.

The external paper will test learners' understanding of, and ability to synthesise and apply, the knowledge base of the unit outlined in the *Unit content* section of the unit. Learners will be required to carry out analysis of issues presented in the scenarios. In addition, they will be expected to evaluate evidence, make judgements and draw conclusions from material presented in the scenarios, justifying their responses.

Quality of written communication is not assessed in the external assessment. However, it is strongly recommended that learners, especially when engaged in extended writing during delivery of the unit, have opportunities to continue to develop their literacy skills.

Resources

There are no special resources needed for this unit.

Unit 2: Play in Early Years Settings

Level: **3**

Unit type: **Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Do you remember playing when you were little? It is something that most children do. Whether it be splashing around in water or pretending to be a superhero, play seems to be an integral part of most people's childhoods, although up until recently it was not particularly valued. Today, things have changed. Play is seen as an important way in which children learn and a lot of time is spent in early years settings looking at how play can be used to promote children's development. This is why there is a specific unit on play in this qualification.

By the time you have completed this unit, you should have a good understanding of why play is valued and how it supports children's learning and development. You will also have learned how play changes as children develop, including how children start to be able to play together and in more complex ways. During the study of this unit, you will discover that there are many different types of play and different ways that it can be organised. This is important because when you are working with children, you will need to plan for their different needs and interests. You will, therefore, also learn about the way adults work to organise, resource and plan for play.

Learning aims

In this unit you will:

- A understand the links between play and children's development
- B understand how a range of play opportunities and types can support children's development
- C understand how a range of perspectives influence current approaches to play
- D understand adults' involvement in children's play.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the links between play and children’s development</p> <ul style="list-style-type: none"> • The importance of play to children’s overall development as it naturally prompts children to practise and develop skills and knowledge across each of the five areas of development. • How play can support children’s physical development to include practising skills that lead to increased coordination, stamina, balance, fine and gross movements. • How play can support children’s cognitive development to include learning concepts and problem solving and with adult input, develop higher level thinking skills. • How play can help children’s language development to include increasing vocabulary, as children have a reason for learning and using language as they join in play or use talk to organise their own actions whilst playing. • How play can support children’s social development to include sharing, cooperating and building relationships. • How play can support emotional development to include making sense of the world, freedom to make mistakes, helping children with transition and those who have experienced trauma. • The benefits of child-initiated play to overall development to include developing independence, confidence and concentration, enabling involvement in own learning and encouraging imagination and creativity. • How children’s play might change according to their age/stage of development, including the way that over time children become interested and able to play with others as noted by Mildred Parten’s social stages of play.
<p>Learning aim B: Understand how a range of play opportunities and types can support children’s development</p> <ul style="list-style-type: none"> • The meaning of the term ‘types of play’ as a way of grouping play activities into five broad types according to the particular developmental benefits that they offer including physical imaginative, sensory, creative and construction. • How physical play supports children’s development, including the promotion of physical skills, confidence and social skills. • How imaginative play supports children’s development, including the promotion of communication and language, social skills and development of identity through the taking of different roles. • How sensory play supports children’s development, including the development of fine motor skills and hand-eye coordination, exploration of early mathematical concepts of volume and shape and interest in textures and properties of different materials. • How creative play supports children’s development, including the development of fine motor skills and hand-eye coordination, expression and release of emotion. • How construction play supports children’s development, including the development of spatial awareness, hand-eye coordination and curiosity in structures and how things work. <p style="text-align: right;"><i>continued</i></p>

Unit content

- Play opportunities for babies and children from birth up to 2 years including treasure basket play, heuristic play and adult-initiated games including peek-a-boo and roll a ball and how these play opportunities provide babies and children with opportunities for interaction, exploration and the development of physical skills.
- Play opportunities for children from 2 up to 8 years including role play, small world play, painting, mark-making, jigsaw puzzles and play with water, sand and malleable materials.
- Resources that might be used to support different types of play and play opportunities indoors and outdoors to include physical play, imaginative play, sensory play, creative play, construction play, treasure basket play, heuristic play and the importance of all objects being safe for children to handle.

Learning aim C: Understand how a range of perspectives influence current approaches to play

- Definitions of play including definitions of free flow play, structured play and the playwork principles and how these views of what play is and the role of the adult within it can affect how much adult directed activity occurs within individual settings.
- Theoretical approaches to play and learning including Piaget, Vygotsky, Bruner and Athey.
- Philosophical approaches to play including Froebel, The McMillan Sisters, Montessori and Steiner and how they have influenced approaches to outdoor play, adult interaction during play and the use of natural materials in early years settings.
- Other approaches to play including Reggio Emilia, HighScope, Forest Schools and the New Zealand Te Whāriki and how they have influenced approaches to observing and planning play, using the outdoors and seeing the child as a competent learner.
- Early years curricula/framework relevant to the home country.

Learning aim D: Understand adults' involvement in children's play

- Benefits of adult involvement in play to babies' and children's development to include the building of supportive relationships, extending children's physical communication and social skills as well as the acquisition of higher level thinking skills.
- Skills that adults need to engage with babies and children in child-initiated and adult-initiated play to include building on children's play interests, modelling new skills, sensitive interactions.
- Skills that adults need to engage babies and children in adult-directed play including encouraging participation, playfulness, having a flexible approach, awareness of children's interests and needs.
- How to recognise children's individual needs to include gaining information from a range of sources, identifying play interests, strengths and specific needs.
- How to respond to children's individual needs to include gaining information from a range of sources, identifying play interests, strengths and specific needs (such as adapting activities, using additional resources, following advice from other professionals).
- The role of the adult in keeping children safe while also allowing children to explore to include ongoing risk assessment, supervision, advising children.

Assessment criteria

The criteria are applied to learner evidence to determine attainment. Refer to the assessment guidance for the evidence requirements.

Pass		Merit	Distinction
Learning aim A: Understand the links between play and children's development			
3A.P1	Explain how play supports the physical, cognitive, language, social and emotional development of young children. #	3A.M1	Discuss the role of play in supporting the physical, cognitive, language, social and emotional development of a child at different stages.
3A.P2	Explain how children play at different stages of development. §		
Learning aim B: Understand how different play opportunities and types can support children's development			
3B.P3	Explain how types of play support the development of young children to include: <ul style="list-style-type: none"> • physical play • imaginative play • sensory play • creative play • construction play. 	3B.M2	Analyse how selected types of play meet the needs of a child and support the child's all-round development.
3B.P4	Explain how to differentiate play to meet the development needs of individual children.	3B.M3	Discuss the suitability of selected types of resources to support play and play opportunities in early years settings to meet the needs of children at different stages of development.
3B.P5	Explain how resources can best support different types of play in early years settings.		
			3B.D1
			Evaluate the extent to which different examples of play and selected resources support the all-round development of children from birth up to 2 years and children from 2 up to 8 years.

Pass	Merit	Distinction
Learning aim C: Understand how a range of perspectives influence current approaches to play		
3C.P6 Describe theoretical, philosophical and other approaches to play that commonly influence provision in early years settings.	3C.M4 Analyse the extent to which an early years curriculum/framework has been influenced by theoretical, philosophical or other approaches to play.	3C.D2 Evaluate the success of the application of a theoretical, philosophical or other approach to play in an early years setting.
Learning aim D: Understand adults' involvement in children's play		
3D.P7 Explain the benefits of adult involvement in play to babies' and children's development.	3D.M5 Analyse the skills that are required by adults in early years settings for effective child-initiated play, with examples.	3D.D3 Evaluate how skilled adults in early years settings can contribute to effective child-initiated play.
3D.P8 Explain how adults can effectively initiate and direct play.		

= English functional skills signposting

§ = Information and Communication Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A.P1, 3A.P2 and 3A.M1.

Assignment 2: 3B.P3, 3B.P4, 3B.P5, 3B.M2, 3B.M3 and 3B.D1.

Assignment 3: 3C.P6, 3C.M4 and 3C.D2.

Assignment 4: 3D.P7, 3D.P8, 3D.M5 and 3D.D3.

Assignment 1

Learners could develop a presentation for the new management team of an early years setting to achieve 3A.P1, explaining the value of play to children's overall development in their early years. Copies of PowerPoint presentation notes printed on A4 or presentation slides/OHPs with development notes should be submitted as evidence.

To achieve 3A.P2, learners could explain how children play at different stages of development in the presentation produced for 3A.P1.

To achieve 3A.M1, learners could include in the presentation, a case study for each of the age ranges (birth up to 2 years and 2 up to 8 years) to discuss the role of play in supporting the physical, cognitive, language, social and emotional development of a child at different stages.

Assignment 2

Learners could use a case study for each of the age ranges (birth up to 2 years and 2 up to 8 years) or examples from settings to explain how different types of play support the development of young children to achieve 3B.P3. All five types of play listed in the content must be included (physical play, imaginary play, sensory play, creative play and construction play).

To achieve 3B.P4, learners could use case studies or examples from settings to explain how play can be differentiated to meet the needs of individual children.

To achieve 3B.P5, learners could use case studies or examples from settings to explain how resources best support each of the different types of play listed in the content.

To achieve 3B.M2, learners need to analyse how selected types of play meet the needs of a child and support the child's all-round development. Evidence can be from an early years setting or learner-initiated/tutor-initiated case studies or can build on the case studies used in learning aim B.

To achieve 3B.M3, learners could use examples from settings or case studies to discuss the suitability of identified resources to meet the play needs of children from birth up to 2 years and from 2 up to 8 years.

To achieve 3B.D1, learners are required to specify the age of a child in each of the age ranges (birth up to 2 years and 2 up to 8 years) and complete an evaluation with reference to specific examples of the extent to which different types of play and play opportunities and selected resources support the all-round development of each child, highlighting the differences across the age ranges. The case studies used previously can be expanded upon to achieve 3B.D1.

Assignment 3

Learners must describe one theoretical, one philosophical and one other approach to play which commonly influence provision in early years settings to achieve 3C.P6.

To achieve 3C.M4, learners could use evidence from settings or case studies to analyse the extent to which an early years curriculum/framework relevant to the home country has been influenced by theoretical, philosophical or other approaches to play.

To achieve 3C.D2, learners could use case studies or observations from settings to present reasoned conclusions about the success of the application of one theoretical, philosophical or 'other' approach to play in an early years setting.

Assignment 4

Learners could produce a guide or leaflet for parents and carers to explain the benefits of adult involvement in play to children's development to achieve 3D.P7.

To achieve 3D.P8, could use case studies or examples from settings to explain how adults can effectively initiate and direct play. Evidence must also include ways to recognise and respond to the individual needs of children.

To achieve 3D.M5, learners could use case studies or observations from settings to provide examples to analyse the skills that are required by adults in early years settings for effective child-initiated play.

To achieve 3D.D3 learners could build on 3D.M5 to present reasoned conclusions about how skilled adults contribute to effective child-initiated play with reference to further reading.

It is strongly recommended that learners, especially when engaged in extended writing, have opportunities to continue to develop their literacy skills. Where appropriate, learners should be given formative feedback on areas such as grammatical structure, spelling, punctuation and presentation. Some learners may also benefit from specific teaching on how to write in ways that show analysis and evaluation.

Resources

There are no special resources needed for this unit.

Learner-generated case studies must be agreed by the tutor.

Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs

Level: **3**

Unit type: **Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Did you know that positive experiences of care are necessary for children's wellbeing and ability to learn? Care activities and routines are recognised and valued as an essential part of early years' provision. In this unit you will learn how to meet children's physical care needs in ways that respect them as individuals and support their learning and development.

You will need to know how to support children's physical development through activities indoors and outdoors. Also, an essential part of the adult's role in providing for children's physical development is to encourage and challenge them, while managing their risk of harm.

Parents need to feel reassured that adults caring for their children will be able to look after them if they are unwell. In this unit you will learn how to recognise when a child is ill, the correct action to take and how to care for children who have ongoing health conditions.

The knowledge you will gain in this unit provides an introduction to a paediatric first aid course, which is required for work in most settings.

Learning aims

In this unit you will:

- A understand the physical needs of children for growth and development
- B understand the role of the adult in supporting children's physical development
- C understand the role of adults in meeting children's physical care needs
- D1 know how to recognise and respond to children who are unwell
- D2 understand the role of the adult in supporting children with ongoing health conditions.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the physical needs of children for growth and development</p> <ul style="list-style-type: none"> ● Why it is important that children's basic needs are met in order to support growth, development and for health. ● How children's basic needs must be met before they can benefit from social and learning experiences in settings reflecting Maslow's Hierarchy of Needs model. ● How health impacts on growth and development as children who are unwell may have fewer opportunities to play, learn and socialise with others. ● The need for a nutritious diet for optimum health which includes a balance of protein, carbohydrates, fats, minerals and vitamins in order to support exercise, growth and development. ● The role of sleep including its role in growth and repair, reducing the risk of obesity, for memory and concentration and for providing a sense of wellbeing. ● The importance of exercise including practice of physical skills, the development of confidence and lifelong health benefits.
<p>Learning aim B: Understand the role of the adult in supporting children's physical development</p> <ul style="list-style-type: none"> ● The importance of observation in supporting children's physical development to include identifying children's interests, stage of development and specific needs. ● How to select appropriate resources and activities including those to encourage fine and large muscle development, hand-foot coordination, fine motor development and hand-eye coordination. ● Approaches to providing children with appropriate physical challenges and helping them to learn to understand risk to include risk assessment, supervision, discussions with children and boundary setting. ● The importance of managing risk when children are involved in physical activities in order that potential learning opportunities are not stifled. ● Ways to use the indoor and outdoor environment to support physical development, to cover a range of skills, including using activities and resources that can be used both indoor and outdoors, ensuring there is enough space for children to move freely. ● How to ensure inclusive provision, including gaining information about children's needs and interests from a range of sources, adapting equipment and activities and observing children's participation. <p style="text-align: right;"><i>continued</i></p>

Unit content**Learning aim C: Understand the role of adults in meeting children's physical care needs**

- The importance of routines that respect and empower children in order to reduce anxiety and encourage independence, to include toileting and nappy changing.
- How to respect and empower children whilst meeting their physical needs, including use of a key person approach, involving children, sensitive and warm communications.
- How to work with parents to provide for individual needs and continuity with home, including the importance of the key person in listening to and exchanging information.
- How adults can use everyday care routines as learning and development opportunities for children, including nappy changing and mealtimes, including encouraging children to practise skills, interacting with children and drawing their attention to concepts.
- Other care routines, including sleep routines, use of comfort objects, preventing Sudden Infant Death Syndrome and sun protection for skin.
- How to support children's progression out of nappies, including identifying signs of interest and physical readiness, working closely with parents, creating a relaxed approach.

Learning aim D1: Know how to recognise and respond to children who are unwell

- The signs of illness, including rapid/difficulty with breathing, raised temperature, vomiting, diarrhoea, rash, pallor, cough, runny nose, sneezing, refusing food and change in behaviour.
- How to recognise symptoms that require urgent attention, to include breathing difficulty, altered conscious level and a rash that does not fade on pressure.
- The procedures for reporting and recording illness in children, including the need to follow settings' reporting procedure and accuracy of reporting.
- How and when parents are informed about illness, including the need to follow a setting's reporting procedures and clarity of communications.
- How to support children who are unwell to include providing comfort and reassurance, providing a comfort object, staying with the child and offering fluids.
- Precautions to prevent the spread of infection if children are unwell, including isolation of child, ventilation, use of disposable gloves, cleaning procedures and washing of hands.
- The procedures for giving medicines, including the importance of following the procedures of the setting.

continued

Unit content**Learning aim D2: Understand the role of the adult in supporting children with ongoing health conditions**

- The importance of partnership working with parents and carers to meet children's individual needs in order that their health needs can be met.
- How to ensure inclusive provision, including the need for sensitivity to avoid children feeling 'different', adapting routines, being aware of individual children's physical and emotional needs.
- How to meet the needs of children with asthma to include knowing the child's triggers and how to avoid them, use of an inhaler if an attack occurs and how to support the child.
- How to meet the needs of children with eczema to include knowing the child's irritants and how to avoid them, supporting a child who has a flare-up and reducing the risk of infection.
- How to meet the needs of children with diabetes, including how to balance diet and exercise to prevent hypoglycaemia, knowing the signs of hypoglycaemia in a child and how to respond.

Assessment criteria

The criteria are applied to learner evidence to determine attainment. Refer to the assessment guidance for the evidence requirements.

Pass	Merit	Distinction
Learning aim A: Understand the physical needs of children for growth and development		
3A.P1 Explain why it is important to children's growth and all-round development to provide: <ul style="list-style-type: none"> • a nutritious diet • exercise • sleep. 	3A.M1 Discuss the relationship between how children's physical needs are addressed and their all-round development.	
3A.P2 Explain how health impacts on a child's physical, cognitive, communication, language, social and emotional development.		
Learning aim B: Understand the role of the adult in supporting children's physical development		
3B.P3 Explain how different types of indoor and outdoor activities and resources are used in early years settings to support the physical development of babies and children from birth up to eight years.	3B.M2 Assess the contribution of adults in an early years setting to inclusive provision in physical activities, using examples.	3B.D1 Evaluate how adults can support a child's unique needs at different stages of their physical development.
3B.P4 Explain ways in which adults can provide inclusive, risk-managed activities that support varied physical development of children in an early years setting.		

Pass	Merit	Distinction
Learning aim C: Understand the role of the adult in meeting children's physical care needs		
3C.P5 Explain how adults use care routines in early years settings to support children's physical care needs. #	3C.M3 Analyse the extent to which different care routines in early years settings contribute to children's all-round development.	3C.D2 Assess and make recommendations for improving care routines.
3C.P6 Explain how adults in early years settings work with parents to support children's progression out of nappies.		
Learning aim D:		
1 Know how to recognise and respond to children who are unwell		
2 Understand the role of the adult in supporting children with ongoing health conditions		
3D1.P7 Describe how to recognise signs of illness in babies and children.	3D1.M4 Assess how partnership work with parents could meet the health needs of babies and children.	3D.D3 Evaluate the role of the adult in early years settings in meeting the needs of children who are unwell and those who need ongoing support, using examples.
3D1.P8 Explain procedures to follow in early years settings when babies and children are unwell.		
3D2.P9 Explain how adults in early years settings support children with: <ul style="list-style-type: none"> • asthma • eczema • diabetes. 	3D2.M5 Discuss how adults in early years settings can best support children with an ongoing health condition.	

= English functional skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A.P1, 3A.P2 and 3A.M1.

Assignment 2: 3B.P3, 3B.P4, 3B.M2 and 3B.D1.

Assignment 3: 3C.P5, 3C.P6, 3C.M3 and 3C.D2.

Assignment 4: 3D1.P7, 3D1.P8, 3D2.P9, 3D1.M4, 3D2.M5 and 3D1.D3.

Learners should provide evidence from across the age ranges within the assessment of this unit. This can be achieved through notes, visiting speakers, case studies, observations and placements.

Assignment 1

The assignment for learning aim A could involve producing a reference document for new employees to receive during their induction. It should focus on and inform them of the importance of meeting children's physical development and physical care needs and explain how this is achieved in the setting.

To achieve 3A.P1, learners could provide a guide that includes charts, diagrams, plans and case studies to explain the importance of diet, exercise and sleep as outlined in the unit content. This must include reference to Maslow's Hierarchy of Needs model.

To achieve 3A.P2, learners could use case studies or appropriate examples from placements to show how health impacts on children's all-round development.

To achieve 3A.M1, learners need to use a case study to discuss the relationship between how children's physical needs are addressed and their all-round development.

Assignment 2

Learners could produce a guide outlining how appropriate indoor and outdoor activities and resources are used in early years settings to support children's physical development to achieve 3B.P3. This must include the role of observation as outlined in the unit content.

To achieve 3B.P4, learners could then produce a procedures document on how adults work with children to ensure risk free and inclusive activities to support their physical development in an early years setting. This must include both indoor and outdoor settings.

To achieve 3B.M2, learners need to use case studies, observations and further reading to assess the adult's contribution to inclusive provision in physical activities for babies and children with different needs, using examples.

To achieve 3B.D1, learners need to use a case study and further reading to evaluate how adults can support a child's unique needs at different stages of their physical development.

Assignment 3

Learners could develop a presentation on sleep, toileting and other routines in early years settings, as outlined in the unit content to achieve 3C.P5. Copies of PowerPoint presentation notes printed on A4, or presentation slides/OHPs with development notes should be submitted as evidence.

To achieve 3C.P6, learners could produce a leaflet for parents showing how they can work together with adults in early years settings, to support children's progression out of nappies. This must include the role of the key person as outlined in the unit content.

To achieve 3C.M3, learners need to analyse how different care routines contribute to children's all-round development, using examples of different routines from settings, case studies or observations.

To achieve 3C.D2, learners need to use a case study and further reading to assess and make recommendations for improving care routines.

Assignment 4

The assignment for learning aim D could be to develop a procedures handbook for staff in an early years setting. This should include a section on procedures on how to meet the needs of children who are unwell in an early years setting. The handbook should also include a section on how to support children with ongoing health conditions in early years setting.

To achieve 3D1.P7, learners could produce a reference document on how to recognise signs of illness in babies and children. This could include appropriate charts and diagrams as well as explanatory notes.

To achieve 3D1.P8, learners could then produce a step by step procedures document to follow in early years settings to support babies and children who are unwell. This must include working with parents as outlined in the unit content.

To achieve 3D1.M4, learners need to use case studies or observations to assess how partnership work with parents could meet the health needs of babies and children.

To achieve 3D2.P9, learners could produce a guide on how adults can support children with the three specified health conditions in early years settings. This must include how to work with parents to ensure inclusive and sensitive provision in meeting children's individual needs.

To achieve 3D2.M5, learners need to use case studies or observations to discuss how adults in early years settings can best support children with an ongoing health condition.

3D1.D3 relates to learning aims D1 and D2. Learners are expected to synthesise their knowledge to show understanding of the unit content for D1 and D2 to provide their answer. To achieve 3D1.D3 learners need to evaluate, based on evidence from case studies or observations and further reading, the role of the adult in early years settings in meeting the needs of children who are unwell and those who need ongoing support, using examples.

It is strongly recommended that learners, especially when engaged in extended writing, have opportunities to continue to develop their literacy skills. Where appropriate, learners should be given formative feedback on areas such as grammatical structure, spelling, punctuation and presentation. Some learners may also benefit from specific teaching on how to write in ways that show analysis and evaluation.

Resources

There are no special resources needed for this unit.

Unit 4: Health and Safety Practice in Early Years Settings

Level: **3**

Unit type: **Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

As well as wanting their children to learn and be happy, most parents also want to know that their children will be safe when they leave them in someone else's care. Parents also want to know that everything is being done to prevent their child from becoming ill and that in the event of an emergency the early years setting would know exactly what to do. This creates an interesting dilemma because children are often at their happiest when they are doing something physically challenging, and everyone knows that it is not a good idea to wrap children up in cotton wool! It is essential, therefore, that this qualification has a unit on health and safety.

In this unit you will look at the principles of preventing the spread of infection and how to create safe environments, both indoors and outdoors, that still allow children to explore and take risks. Finally, you will learn about what to do in the event of an emergency.

The knowledge you will gain in this unit provides an introduction to a paediatric first aid course, which is required for work in most settings.

Learning aims

In this unit you will:

- A1 understand the importance of complying with relevant health and safety legislation and regulations
- A2 understand how to prevent the spread of infection
- B understand how to prevent accidents and incidents and carry out risk assessments
- C understand how to respond to emergencies.

Learning aims and unit content

Unit content
<p>Learning aim A1: Understand the importance of complying with relevant health and safety legislation and regulations</p> <ul style="list-style-type: none"> • The importance of complying with relevant legislation. • Current health and safety legislation and regulations, relevant to home country that apply to working in the early years sector, including those relating to health and safety at work and welfare requirements. • The importance of keeping up to date with changes to health and safety practice. • Where to find current information about health and safety issues to include the Health Protection Agency, the Health and Safety Executive and the Food Standards Agency.
<p>Learning aim A2: Understand how to prevent the spread of infection</p> <ul style="list-style-type: none"> • The importance of infection control and ways to prevent the spread of infection, including personal hygiene, changing nappies and following toileting routines, handling food, disposal of different types of waste, cleaning procedures and how to handle body fluids. • The importance of recording and reporting procedures. • The ways that infection might be spread. • The importance of hand-washing routines for both adults and children. • Resources and equipment used in infection control, including disposable gloves and waste bins.
<p>Learning aim B: Understand how to prevent accidents and incidents and carry out risk assessments</p> <ul style="list-style-type: none"> • How to recognise and report hazards in the indoor environment, including home settings. • How to recognise and report hazards in the outdoors environment, including play areas or outings. • The risk assessment process to include identifying hazards, deciding who might be harmed and how, evaluating the risk and deciding on precautions, recording findings and implementing them, reviewing assessment and updating it. • Common types of injuries to children of different ages, including burns, scalds, cuts, poisoning and injuries from falls. • How injuries might be avoided in both group care and home-based care to include understanding children's capabilities. • Equipment and resources that might be used to minimise hazards. • The importance of adults in preventing accidents and incidents to include making sure there is adequate supervision, role modelling and selecting resources and equipment appropriate to children's age/stage of development. • The importance of checking the outdoor area for hazards in group care and home-based care settings, including the presence of fencing. • Measures to prevent accidents and incidents on outings. • Policies and procedures for taking children on outings. <p style="text-align: right;"><i>continued</i></p>

Unit content**Learning aim C: Understand how to respond to emergencies**

- How to respond to an accident, including the principles of first aid.
- The signs that there is a need to call an ambulance.
- How to report and record accidents and incidents.
- How to respond if a child is missing.
- Reasons why evacuations might be necessary.
- The general principles for evacuating children safely from a building, including reassurance and taking a register.
- How and when to call for emergency help in a range of situations, including a medical emergency and fire.
- The importance of policies and procedures for emergencies and incidents within the setting.

Assessment criteria

The criteria are applied to learner evidence to determine attainment. Refer to the assessment guidance for the evidence requirements.

Pass	Merit	Distinction
<p>Learning aim A:</p> <p>1 Understand the importance of complying with relevant health and safety legislation and regulations</p> <p>2 Understand how to prevent the spread of infection</p>		
<p>3A1.P1 Describe how legal requirements affect practice in early years settings using examples relevant to the home country:</p> <ul style="list-style-type: none"> • to promote the good health of children • to prevent the spread of infection • for risk assessment • for organisation of the environment. # § 	<p>3A1.M1 Discuss reasons why early years' settings must comply with legal requirements for health and safety.</p>	<p>3A.D1 Assess the ways in which legislation and procedures in early years setting contribute to children's health and wellbeing.</p>
<p>3A2.P2 Explain why it is important to control the spread of infection in an early years setting.</p>	<p>3A2.M2 Analyse how procedures in early years settings prevent the spread of infection.</p>	

Pass	Merit	Distinction
Learning aim B: Understand how to prevent accidents and incidents and carry out risk assessments		
3B.P3 Explain how to undertake risk assessments in an early years setting. 3B.P4 Explain common hazards and how adults could prevent accidents to babies and children in an early years setting to include: <ul style="list-style-type: none"> • selecting appropriate resources • adequate supervision of children. 3B.P5 Describe policies and procedures that must be followed when taking children on outings from an early years setting.	3B.M3 Analyse the role of adults in early years settings in preventing accidents to babies and children, with examples.	3B.D2 Evaluate the extent to which risk assessment contributes to effective early years practice in a selected early years setting.
Learning aim C: Understand how to respond to emergencies		
3C.P6 Describe procedures in an early years setting, for: <ul style="list-style-type: none"> • responding to an accident • responding to a missing child • evacuating the setting • calling for emergency help. 	3C.M4 Discuss the importance of policies and procedures for prevention of incidents and emergencies in a selected early years setting.	3C.D3 Evaluate the extent to which policies and procedures for response to emergencies in early years settings contribute to children's health and safety.

= English functional skills signposting

§ = Information and Communication Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A1.P1, 3A2.P2, 3A1.M1, 3A2.M2 and 3A1.D1.

Assignment 2: 3B.P3, 3B.P4, 3B.P5, 3C.P6, 3B.M3, 3C.M4, 3B.D2 and 3C.D3.

Learners must provide evidence from at least three different early years settings across the age ranges, within the assessment of this unit. This can be achieved through visits, visiting speakers, case studies, observations and placements.

The assessment for this unit can be carried out in three assignments.

Assignment 1

The assessment for learning aims A1 and A2 may be met by one assignment to cover 3A1.P1, 3A2.P2, 3A1.M1, 3A2.M2 and 3A1.D1. The assignment could be presented as the introduction to the Health and Safety Procedures file for an early years setting and should give reasons why early years' settings must comply with health and safety requirements. A concluding Health and Safety checklist for centres to demonstrate good practice in relation to Health and Safety legislation would support their evidence. All of the unit content for learning A1 aim must be covered.

Infection control is very important and learners could use experience from their placement settings to inform their evidence. For 3A2.P2, learners could provide an introduction to an Infection Control handbook for an early years setting explaining why infection control is important. To meet 3A2.M2, learners must analyse how procedures in early years settings prevent the spread of infection. This must be supported by examples. Learners could combine information from a range of placements to support this. 3A.D1 relates to learning aims A1 and A2. Learners are expected to synthesise their knowledge to show understanding of the unit content for A1 and A2 to provide their answer. To achieve 3A.D1 learners must assess the ways in which legislation and procedures in early years contribute to children's health.

Assignment 2

Learning aims B and C could be met in a second assignment to cover 3B.P3, 3B.P4, 3B.P5, 3B.M3, 3B.D2, 3C.P6, 3C.M4 and 3C.D3 using case studies to facilitate content coverage.

Three tutor-initiated case studies, one on a missing child, one on an accident indoors and one on an emergency incident, for example, a bomb scare, fire or gas leak will enable learners to meet the evidence requirements. Learners could review the case studies, making recommendations to prevent these incidents occurring in future, including how to carry out risk assessments (indoors and outdoors) and describing appropriate procedures that must be followed. Evidence for 3B.M3, 3C.M4, 3B.D2 and 3C.D3 will require detailed analysis of the role of adults and the extent to which risk assessment and policies and procedures in early years settings contribute to the health and safety of children and adults with concluding recommendations. All of the unit content must be included in the learner evidence.

It is strongly recommended that learners, especially when engaged in extended writing, have opportunities to continue to develop their literacy skills. Where appropriate, learners should be given formative feedback on areas such as grammatical structure, spelling, punctuation and presentation. Some learners may also benefit from specific teaching on how to write in ways that show analysis and evaluation.

Resources

There are no special resources needed for this unit.

Unit 5: Collaboration with Parents, Colleagues and Other Professionals in Early Years

Level: **3**

Unit type: **Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Did you know that when you work closely with parents you are able to work more effectively with the children in your care? By developing close working relationships with parents you will have a better understanding of how to meet the needs of the children you are caring for. You therefore need to understand the central role of parents in children's lives and ways of working to build positive relationships with them. Colleagues and other professionals also play important roles in the lives of children and families and you will need to be able to work together to make sure children receive the best possible care.

By the time you have completed this unit, you should have a good understanding of the importance of collaborative working on outcomes for children. You will learn about the role of parents in children's lives and factors that affect parenting styles. You will also learn about parent's rights and different views about childhood. This is important as you will need to appreciate that there are different ways of raising children. You will also learn about the role of other professionals in children's lives. In this unit you will explore ways of working with parents, colleagues and other professionals and how to communicate effectively to develop positive working relationships with them.

Learning aims

In this unit you will:

- A1 understand the impact of parental rights, views and experiences on collaborative work with them in early years settings
- A2 understand how to work with parents
- B1 understand the role of other professionals in families' lives
- B2 understand collaborative working in early years settings.

Learning aims and unit content

Unit content
<p>Learning aim A1: Understand the impact of parental rights, views and experiences on collaborative work with them in early years settings</p> <ul style="list-style-type: none"> • Parental rights and responsibilities as defined by legislation relevant to home country. • The importance of parents' enduring relationship with their children, including long-term emotional security, considering their long-term interests, acting as role models, protecting their children. • The parental effect on children's learning, including the Effective Provision of Pre-school Education project which suggested that in the early years the home learning environment plays a significant part in children's outcomes. • How parental views about the nature of childhood affect their parenting style, including their attitudes towards education, gender roles, routines, attitude to risk. • The need to recognise how a parent's own experience of being parented impacts on how they may parent as they may repeat elements, choose to parent very differently or alternate between parenting styles. • How parental confidence and education may influence their parenting approach as confidence is linked to authoritative parenting whilst levels of education are linked to the type of activities provided in the home learning environment. • The impact of factors that may make parents emotionally unavailable, including depression, relationship breakdown, illness and low income and how they may interfere with security of attachment.
<p>Learning aim A2: Understand how to work with parents</p> <ul style="list-style-type: none"> • The importance of building professional relationships with parents in order to understand and respond to individual children's needs, to support separation, to provide continuity of care and to be able to provide information to support children's development at home. • The importance of respecting the emotional attachment that influences parents' choices and behaviours, including approaches to settling in and separation, provision of food, parental concerns about whether children are safe and have friends. • The importance of communicating effectively to build and maintain professional relationships with parents, including building trust, exchanging information, encouraging parents to engage in their child's education, to prevent misunderstandings. • The features of good communication/interpersonal skills, including warmth, empathy, interest, active listening, sincerity. • How to communicate appropriately and with empathy, including verbal communication, body language, attitudes and written forms. • Possible barriers that might create difficulties in communication, including disability, time, language barriers, difficulties with literacy, cultural factors. • Strategies to overcome barriers that make communication difficult, including avoidance of assumptions, supporting individual needs, being respectful, flexibility of approach, reflection. <p style="text-align: right;"><i>continued</i></p>

Unit content

- The importance of obtaining parental consent for a range of reasons, including passing on information, referrals and outings.
- The need for confidentiality and data protection when working with parents, including legal requirements, maintaining trust and situations, why confidentiality and data protection may be breached in situations involving risk to a child's life.
- How to work with parents in an early years setting to include shared working, the key person approach, open door policy, providing information to support children's development at home, encouraging parental involvement.
- Factors that might affect the participation of families in an early years setting, including time, confidence, expectations and how these may be overcome by good relationships and communication, key person approach.
- How to signpost appropriate and suitable services for parents, including referral to other services and professionals, websites, leaflets.
- The importance of recognising own limitations when giving advice as inaccurate advice may cause harm to a child, cause a breakdown in trust between family and service, prevent families from gaining the correct support that they need.

Learning aim B1: understand the role of other professionals in families' lives

- The roles and responsibilities of a range of professionals who may work with families, including social workers, police liaison and family support workers.
- The roles and responsibilities of health professionals, including health visitors, speech and language therapists and dieticians.
- The roles and responsibilities of educational psychologists, child psychiatrists and counsellors.

Learning aim B2: Understand collaborative working in early years settings

- Why collaborative working is needed as recommended by the Climbié report and current legislation, including to improve life chances and outcomes for all children, to identify and coordinate support from different services to children and their families, the prevention of death and injury to children, opportunities for professionals to gain knowledge and skills from each other.
- The benefits of working collaboratively for the child and family, to include working with colleagues in own setting and with other professionals, as a way of providing services and support tailored to meet the child and family's needs, preventing misunderstandings and a climate of trust.
- Reasons why collaborative working may be difficult in a multidisciplinary team, including different professional priorities, approaches and ethos, time.
- Information sharing including maintaining confidentiality, parental consent, how and when to pass on concerns and make referrals to others, how to ensure there is data protection during collaborative work and the purpose of multidisciplinary meetings, including case conferences.

Assessment criteria

The criteria are applied to learner evidence to determine attainment. Refer to the assessment guidance for the evidence requirements.

Pass	Merit	Distinction
<p>Learning aim A:</p> <p>1 Understand the impact of parental rights, views and experiences on collaborative work with them in early years settings</p> <p>2 Understand how to work with parents</p>		
<p>3A1.P1 Describe how concepts of parental rights and responsibilities affect the care of children in early years settings.</p> <p>3A1.P2 Explain how children's needs and behaviours and the role of adults in early years settings are affected by parenting styles and the effectiveness of parenting.</p>	<p>3A1.M1 Discuss the impacts arising from parental rights and parenting for the care of children in early years settings.</p>	<p>3A.D1 Evaluate how effective professional relationships with parents in early years settings can impact on outcomes for children.</p>
<p>3A2.P3 Explain the importance of building a professional relationship with parents in early years settings.</p> <p>3A2.P4 Examine how different forms of communication affect working with parents in early years settings. #</p> <p>3A2.P5 Explain, using examples from early years settings, the limitations in own role when giving advice to parents.</p>	<p>3A2.M2 Analyse how different ways of building professional relationships with parents can be used effectively in early years settings.</p> <p>3A2.M3 Assess the likely impact on the relationship with parents of not recognising own limitations when giving advice.</p>	

Pass	Merit	Distinction
Learning aim B: 1 Understand the role of other professionals in families' lives 2 Understand collaborative working in early years' settings		
3B1.P6 Explain the role of other professionals in the lives of families with babies and children.	3B.M4 Discuss using examples, ways in which working collaboratively with other professionals benefits children and families.	3B.D2 Evaluate the extent to which collaborative work with colleagues and other professionals in early years settings could impact on outcomes for children.
3B2.P7 Review the purpose of working collaboratively with other professionals for work in early years settings.	3B.M5 Discuss how the potential difficulties in sharing information with other professionals could impact on outcomes for children.	
3B2.P8 Explain why difficulties may arise in working collaboratively with other professionals in early years settings.		
3B2.P9 Explain how information sharing could be managed in early years settings to support collaborative working.		

= English functional skills signposting

§ = Information and Communication Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A1.P1, 3A1.P2, 3A2.P3, 3A2.P4, 3A2.P5, 3A1.M1, 3A2.M2, 3A2.M3 and 3A1.D1.

Assignment 2: 3B1.P6, 3B2.P7, 3B2.P8, 3B2.P9, 3B.M4, 3B.M5 and 3B.D2.

Assignment 1

Learners could produce a guidance document for learners before they start a work placement to achieve 3A1.P1. They should use case studies to describe how concepts of parental rights and responsibilities affect the care of children in early years settings. This must include reference to legislation relevant to home country.

To achieve 3A1.P2, learners could use case studies or examples from placement to explain how both children's needs and behaviours and the role of adults in early years settings are affected by parenting styles and the effectiveness of parenting; reference to the unit content, for example parental views about the nature of childhood, must be included.

To achieve 3A2.P3, learners could use case studies to explain the importance of building a professional relationship with parents in early years settings and the consequences of not doing so.

To achieve 3A2.P4, learners could use case studies, examples from settings or observations, to examine how different forms of communication affect working with parents in early years settings. This must include reference to forms of communication, their impact on effective relationships and effects of barriers to communication as listed in the unit content.

To achieve 3A2.P5, learners could use observations or examples from early years settings to explain the limitations in own role when giving advice to parents.

To achieve 3A1.M1, learners could use case studies or observations to discuss the impacts arising from parental rights and parenting for the care of children in early years settings.

To achieve 3A2.M2, learners could use case studies or examples from settings to analyse how best to build effective professional relationships with parents.

To achieve 3A2.M3, learners could use case studies to assess the likely impact on the relationship with parents of not recognising own limitations when giving advice.

3A.D1 relates to learning aims A1 and A2. Learners are expected to synthesise their knowledge to show understanding of the unit content for A1 and A2 to provide their answer.

To achieve 3A.D1, learners could use evidence from case studies or observations and further reading to reach conclusions, using reasoned judgements, about the extent to which communication and collaborative work with parents in early years settings could impact on outcomes for children.

Assignment 2

Learners could create materials for staff training about working collaboratively to achieve 3B1.P6. Learners could use case studies to explain the role of other professionals in the lives of families with babies and children. This must include reference to the professionals listed in the unit content.

To achieve 3B2.P7, learners could use case studies or examples from the media or settings to review the purpose of working collaboratively with other professionals for work in early years settings. Reference to the unit content, for example to coordinate support from different services, must be included.

To achieve 3B2.P8, learners could use case studies to explain why difficulties may arise in working collaboratively with other professionals in early years settings.

To achieve 3B2.P9, learners could use examples from settings to explain how information sharing could be managed in early years settings to support collaborative working.

To achieve 3B.M4, learners could build on 3B1.P6 and 3B2.P7 to discuss the ways in which working collaboratively with other professionals benefits children and families.

To achieve 3B.M5, learners could use case studies or observations to discuss the potential difficulties that may arise when sharing information with other professionals that could impact on outcomes for children.

3B.D2 relates to learning aims B1 and B2. Learners are expected to synthesise their knowledge to show understanding of the unit content for D1 and D2 to provide their answer. To achieve 3B.D2, learners could use evidence from case studies, observations and further reading, to make reasoned judgements to evaluate the extent to which collaborative work with colleagues and other professionals in early years settings could impact on outcomes for children.

It is strongly recommended that learners, especially when engaged in extended writing, have opportunities to continue to develop their literacy skills. Where appropriate, learners should be given formative feedback on areas such as grammatical structure, spelling, punctuation and presentation. Some learners may also benefit from specific teaching on how to write in ways that show analysis and evaluation.

Resources

There are no special resources needed for this unit.

Unit 6: Supporting Children's Communication and Language

Level: **3**

Unit type: **Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Have you ever wondered how babies learn to talk? The ability to communicate is a vital part of early development and most babies have the ability to communicate their needs from the moment they are born. Communication skills cover more than just speaking – they also include eye contact, gestures, body language and active listening. Communication skills are very important as they are used to express needs, emotions and thoughts as well as to socialise with others.

Did you know that language development not only starts at birth but continues to develop in the home, in early years settings and in school? Some children, however, start school not being able to communicate properly with other children or with adults. Communication and language development are so important that the early years curriculum places great emphasis on them and that is why there is a specific unit on the development of communication and language in this qualification. Early years practitioners have a vital role to play in supporting and developing language skills in young children. In this unit you will learn the stages and sequence of language development and how research and theories of language development support good practice. You will learn about the importance of developmentally appropriate interactions between adults and children so that you can promote young children's language development. You will also learn about the value of early detection of language difficulties and the referral process.

Learning aims

In this unit you will:

- A1 understand the role of communication and speech in children's overall development
- A2 understand how research into language development supports good practice
- B1 understand the role of the adult in promoting language development in children
- B2 understand how to support children who are developing more than one language
- B3 understand how to support children who have additional language needs.

Learning aims and unit content

Unit content
Learning aim A1: Understand the role of communication and speech in children's overall development
<ul style="list-style-type: none"> • A range of verbal and non-verbal communication skills, including eye contact, gesture, body language and active listening. • The usual stages in the acquisition of communication and speech, including pre-linguistic and linguistic phases • Components of speech, including phonology, syntax and semantics, expressive and receptive. • How communication and language link to emotional and social development, including behaviour. • How communication and language link to children's cognitive development, including information processing. • Why it is important to recognise links between communication, language and other areas of development. • The importance of communication and language to academic achievement to include learning to read and write. • Factors that may affect communication and language development, including background noise, television and radio, conductive hearing loss, learning difficulties and the quality of adult interaction. • The importance of early detection of problems and referral and the impact on communication and language development.
Learning aim A2: Understand how research into language development supports good practice
Unit content
<ul style="list-style-type: none"> • The impact of theories and ideas of language development, including the theories of Chomsky, Brown, Skinner and Bruner. • Importance of not overcorrecting children and use of positive reinforcement • The impact of Motherese/child-directed speech.
<i>continued</i>

Unit content**Learning aim B1: Understand the role of the adult in promoting language development in children**

- Language development in children from:
 - birth up to 1 year
 - 1 up to 3 years
 - 3 up to 5 years
 - 5 up to 8 years
- The importance and impact of assessing babies and children's language and communication development.
- The importance of sufficient adult interaction that is developmentally appropriate to the development of language and communication skills.
- The importance of very early verbal interactions with babies to include drawing babies' attention, facial expression, gesture and eye contact.
- The importance of appropriate adult support to include giving children time to respond, acknowledging children's attempts to communicate, recasting back correctly and sensitively expanding children's statements.
- Possible ways of promoting language development to include drawing children's attention to detail, accurate naming, active listening and helping children to sequence.
- The importance of creating an environment that encourages communication and language.
- How to create a language-promoting environment, what this means and why it is important, including small spaces, low level of background noise, activities and objects that excite children's interest and keeping group size to the minimum.
- How language and communication development may be affected by background noise to include television and radio.
- The importance of stories and rhymes to help children's speech production, auditory discrimination, repetition and rhythm.
- The importance of books to help children's communication, language and later literacy.
- Activities that promote language development, including imaginative play, puppets and story sacks.
- Possible ways of promoting language development to include drawing children's attention to detail, accurate naming, active listening, helping children to sequence, making sure that children have new and interesting things to talk about.

continued

Unit content**Learning aim B2: Understand how to support children who are developing more than one language**

- Benefits of multilingualism, including a child's self-concept and cognitive development.
- The importance of finding out about the context in which languages are being learnt including babies or toddlers who are learning a home language(s) alongside the setting's language.
- The impact on children with an established home language of being introduced to English in the setting.
- Why it is important to recognise the emotional impact of the use of another language on a child who is used to communicating easily in their home language.
- The importance of a key person in helping children to acquire language.
- The importance of children tuning in to the sounds of a setting's language.
- The importance of valuing the home language(s).
- How to ensure consistency in the way that languages are being used.

Learning aim B3: Understand how to support children who have additional language needs

- The importance of visual cues and props in the setting.
- How to provide quality interaction to support language and communication development.
- The importance and impact of following advice and programmes from speech and language therapists.
- The importance of working closely with parents to support the development of language.
- How to work with children with hearing loss or language delay.

Assessment criteria

The criteria are applied to learner evidence to determine attainment. Refer to the assessment guidance for the evidence requirements.

Pass	Merit	Distinction
Learning aim A: 1 Understand the role of communication and speech in children's overall development 2 Understand how research into language development supports good practice		
3A1.P1 Explain how communication and language development can affect social and emotional development.	3A1.M1 Analyse how communication and language development affect the overall development of children using examples from early years settings.	3A.D1 Evaluate the relative worth of a theory of language development in relation to the overall development of children.
3A2.P2 Explain how theories of language development apply to early years practice. #	3A2.M2 Discuss how theories of language development have contributed to effective practice in an early years setting.	

Pass	Merit		Distinction
<p>Learning aim B:</p> <p>1 Understand the role of the adult in promoting language development in children</p> <p>2 Understand how to support children who are developing more than one language</p> <p>3 Understand how to support children who have additional language needs</p>			
<p>3B1.P3 Describe how to provide an environment in an early years setting that promotes language development.</p>	<p>3B1.M3 Analyse the role of the adult in providing appropriate environments to support children's language and communication in early years settings, using examples.</p>	<p>3B.D2 Evaluate the extent to which adults in early years settings contribute to the language and communication development of children with varied needs.</p>	
<p>3B2.P4 Explain how to support children in an early years setting who are developing more than one language. §</p>	<p>3B.M4 Discuss how to plan for and give support to children with varied language and communication needs.</p>		
<p>3B3.P5 Explain how to support children in an early years setting who have additional language needs.</p>			

= English functional skills signposting

§ = Information and Communication Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A1.P1, 3A1.P2, 3A1.M1, 3A2.M2 and 3A1.D1.

Assignment 2: 3B.P3, 3B2.P4, 3B3.P5, 3B1.M3, 3B.M4 and 3B.D2.

Learners should provide evidence from at least three different early years settings across the age ranges within the assessment of this unit. This can be achieved through visits, visiting speakers, case studies, observations and placements.

Assignment 1

The assessment for learning aims A1 and A2 may be combined into one assignment to cover 3A1.P1, 3A2.P2, 3A1.M1, 3A2.M2 and 3A.D1

For 3A1.P1, learners could produce a good practice guide for a specific setting to support communication and language for children aged under 3 years. The unit content for learning aim A1 must be applied to show how the setting can effectively support speech and language development and how this affects the overall development.

For 3A1.M1, learners must use examples from the setting to analyse how communication and language development has affected the overall development of the children and could include the extent to which the environment is enabling development.

Alternatively, learners could present an article for an early years journal about the importance of understanding how effective early years practice can support children's communication and language development. Learners should include the contribution that theories of language development make to effective early years practice.

To achieve 3A1.M1, learners need to use case studies or observations to complete their analysis and use examples from early years settings about the effects of communication and language development on the overall development of children.

For task 2, 3A2.P2 and 3A2.M2, learners should examine the work of at least two theorists to explain how theories can be applied to early years practice. If appropriate, learners could provide evidence from placement to show how they have used theories studied in *Unit 1 Child Development*, to demonstrate these theory/practice links. For 3A1.D1, learners should select one theory to evaluate its relative worth as applied to practice. Examples from different settings/age ranges to compare how the theory is applied will enhance the learner evidence.

To achieve 3A2.P2, learners must explain how at least three theories of development identified in the unit content apply to early years practice. To achieve 3A2.M2, learners need to assess how at least two different theories of language development have contributed to effective practice in an early years setting, using examples from settings, case studies or observations. 3A.D1 relates to learning aims A1 and A2. Learners are expected to synthesise their knowledge to show understanding of the unit content for A1 and A2 to provide their answer. To achieve 3A.D1 learners need to make reasoned judgements about the relative worth of one theory of language development in relation to early years practice, based on evidence from case studies or observations and further reading.

Assignment 2

Learning aims B1, B2 and B3 can be achieved through a second assignment to cover 3B1.P3, 3B2.P4, 3B3.P5, 3B1.M3, 3B.M4 and 3B.D2.

This assignment relate to more than one learning aim. Learners are expected to synthesise their knowledge and understanding for the identified learning aims to provide their answer.

For learning aim B1 – 3B1.P3 and 3B1.M3, learners could add a chapter to the good practice guide to show how adults can actively promote children's language development across the age ranges. It is important to focus specifically on children aged birth up to 1 year, 1 up to 3 years, 3 up to 5 years and 5 to 8 years. The guide should cover three different settings and show how these environments are enabling, using the unit content for this learning aim to illustrate this. Examples of rhymes and stories appropriate for each age range can be used to explain how these help to develop children's communication and language with reference to examples from settings. Learners should provide a detailed plan to make sure they will meet all of the evidence requirements.

For learning aims B2 and B3 - 3B2.P4, 3B3.P5 and 3B.M4, learners must show particular awareness and sensitivity to the needs of children learning English as an additional language or who have additional language needs and how teamwork between colleagues, parents, key persons and bilingual workers can support each other for the benefit of the child. To achieve 3B.M4, learners need to discuss how to develop plans to support children with varied language and communication needs in two early years settings, using evidence from case studies or examples from settings/work experience. This could be presented in the format of a chapter for the good practice guide.

For 3B.D2 (which draws on learning aims B1, B2 and B3), learners need to make reasoned judgements based on evidence from case studies or observations and further reading, about the extent to which adults in early years settings contribute to children's language and communication development, including children who are developing more than one language and those who have additional language needs.

The assessment for this unit will support learners in completing the assessment for *Unit 11: Reflecting on Own Early Years Practice*.

It is strongly recommended that learners, especially when engaged in extended writing, have opportunities to continue to develop their literacy skills. Where appropriate, learners should be given formative feedback on areas such as grammatical structure, spelling, punctuation and presentation. Some learners may also benefit from specific teaching on how to write in ways that show analysis and evaluation.

Resources

There are no special resources needed for this unit.

Unit 7: Supporting Children's Personal, Social and Emotional Development

Level: **3**

Unit type: **Core**

Guided learning hours: **90**

Assessment type: **Internal**

Unit introduction

Did you know that it is very difficult for children to form friendships when they have low self-esteem, are anxious or worried? Early years practitioners need a good understanding of personal, social and emotional development to know how to help children to feel happy, secure and good about themselves. This understanding will help practitioners to develop relationships with children and create environments that support their emotional wellbeing and social development. To support children, practitioners need to know about factors that can impact on children's emotional wellbeing as this can affect the way they feel about themselves and the way they behave. Young children often display anxiety through their behaviour and, therefore, it is very important to know how to respond appropriately.

By the time you have completed this unit, you should have a good understanding of young children's emotional wellbeing and resilience and how to enable children to develop their personal, social and emotional skills. In this unit you will explore the importance of professional relationships with children, attachment theories, the key person approach and how to support children through the range of transitions they may experience. You will also learn about how to promote children's positive behaviour.

Learning aims

In this unit you will:

- A1 understand how the key person approach supports children's personal, emotional and social development
- A2 understand how to support transitions
- B1 understand the role of the adult in supporting children's personal, emotional and social development
- B2 understand the role of the adult in supporting children's positive behaviour.

Learning aims and unit content

Unit content
<p>Learning aim A1: Understand how the key person approach supports children's personal, emotional and social development</p> <ul style="list-style-type: none"> ● The importance of strong attachments, including in the development of further attachments and the ability to show empathy, effects on physiological and psychological stress levels, contribution to development in other areas. ● How attachment theorists John Bowlby, Mary Ainsworth and the Robertsons have influenced current practice, including settling in, key person approach and preparing children for transitions. ● The meaning of the term 'key person'. ● That it is good practice for children to have a key person in early years settings, including statutory requirements in frameworks such as the current Early Years Foundation Stage (EYFS). ● How the key person approach is applied in different types of settings. ● How the key person system supports effective relationships with parents, including improved information sharing, parents developing trust and confidence in the setting. ● Why it is important for a key person to communicate with parents. ● How children's language and social development benefit from the key person system as a result of the adult being 'tuned in' to the child and family. ● The importance of providing age appropriate physical contact to support emotional development. ● How to recognise that a child has made a good attachment with their key person.
<p>Learning aim A2: Understand how to support transitions</p> <ul style="list-style-type: none"> ● Different transitions that children may experience, including those that are common to all children and those that are particular only to some. ● How children may be affected by different types of transitions, including the possible effects on all-round development and the effects of stress. ● The importance of discussing transitions with parents and children before planned changes in their lives. ● Strategies to prepare children for transitions, including discussions, books, photographs and storytelling. ● How to support transitions to include making relationships with the baby/child and parents before they start at a new setting, home visits and sharing information. ● How to work with colleagues and other professionals to support transitions. ● How to support the settling in process, including the key person building a relationship with the child before separation takes place. ● How to check that a child has settled in, including observation of the child's behaviour at separation, child's interest in joining in activities, speaking to parents about child's behaviour at home. ● The importance of recognising signs of concern or distress that may relate to a transitional experience. <p style="text-align: right;"><i>continued</i></p>

Unit content**Learning aim B1: Understand the role of the adult in supporting children's personal, emotional and social development**

- How theories and models of self-esteem development apply to work with children.
- How understanding Theory of Mind helps adults to support young children's social skills, including the identification of children who are still developing the ability to recognise that others' thoughts and feelings are different to theirs.
- The role of observation in supporting children's personal, emotional and social development, including observing children in transitions, assessing children progress in social development, monitoring changes in behaviour.
- The importance of keeping to professional boundaries with children, including how to provide appropriate physical contact and use of language and not revealing inappropriate details about own personal life.
- The skills to develop trusting relationships with children, including eye contact, sensitive communication, listening, empathy, playfulness where appropriate.
- The importance of relationships to the development of resilience.
- Ways to support children's emotional wellbeing and resilience to include providing choices, encouraging independence, praising for effort and providing routines and realistic boundaries to develop a child's sense of security.
- The importance of friendships to children's overall development, self-concept and confidence.
- How to support children to develop social skills to include encouraging friendships and empathy, acting as a role model in the development of empathy.
- The role of the adult in preventing bullying by recognising signs that a child might be experiencing bullying which may include being withdrawn, angry outbursts, tearfulness.
- How to communicate effectively with parents to support children's emotional and social development, including positive body language, sensitive communication, observing confidentiality.

continued

Unit content**Learning aim B2: Understand the role of the adult in supporting children's positive behaviour**

- The cultural and social perspectives that relate to behaviour to include differing views of childhood, social norms and gender expectations.
- How cultural and social perspectives may influence adult responses to children's behaviour.
- Why it is important to recognise links between behaviour and both language and cognitive development to include having realistic expectations in relation to children's stage of development.
- Short-term factors that may affect behaviour, including tiredness, hunger, boredom, illness, bullying and abuse.
- Long-term factors that may affect behaviour, including chronic illness, anxiety and the child not feeling emotionally settled in to a setting.
- How transitions made by the child may affect their behaviour.
- How Social Learning Theory informs practice in promoting positive behaviour to include role modelling.
- How operant conditioning is used to change behaviour in early years settings, including rewards, star charts and intermittent reinforcement.
- The advantages and disadvantages of operant conditioning techniques.
- The importance of positive attitude, consistency and collaboration with parents and others.
- How procedures and policies within settings support effective practice, including how positive behaviour will be developed and reporting and recording of unwanted behaviours.
- Strategies to promote positive behaviour for children at different ages and stages of development.
- How to use observations to support positive behaviour and resolve conflict.

Assessment criteria

The criteria are applied to learner evidence to determine attainment. Refer to the assessment guidance for the evidence requirements.

Pass	Merit	Distinction
Learning aim A: 1 Understand how the key person approach supports children's personal, emotional and social development 2 Understand how to support transitions		
3A1.P1 Explain the importance of attachment to children's development. 3A1.P2 Explain the role of the key person in early years settings in meeting children's personal, emotional and social development needs. 3A1.P3 Explain how the key person approach can be applied in different types of early years settings.	3A1.M1 Analyse how relationships with parents impact on the role of the key person in an early years setting.	3A.D1 Evaluate the extent to which a key person in an early years setting can support children through transitions.
3A2.P4 Explain how children may be affected by different transitions. 3A2.P5 Explain how to prepare children in early years settings for different transitions. 3A2.P6 Describe how an early years setting manages the settling in process for different transitions. #	3A2.M2 Assess the contribution of adults in early years settings in supporting children through different transitions.	

Pass	Merit	Distinction
<p>Learning aim B:</p> <p>1 Understand the role of the adult in supporting children's personal, emotional and social development</p> <p>2 Understand the role of the adult in supporting children's positive behaviour</p>		
<p>3B1.P7 Explain how to develop relationships with children in early years settings to support their personal social and emotional development.</p> <p>3B1.P8 Explain ways of supporting children's wellbeing and resilience in early years settings.</p> <p>3B1.P9 Explain how observations can be used in early years settings to support children to develop social skills.</p> <p>3B2.P10 Describe different factors that may affect children's behaviour.</p> <p>3B2.P11 Explain how early years settings support children's positive behaviour at different ages and stages of development. §</p>	<p>3B1.M3 Assess the success of particular techniques or approaches being used to support a child's personal, social and emotional development in relation to early years practice.</p> <p>3B2.M4 Analyse the extent to which observation can be used in an early years setting to support children's positive behaviour, using examples.</p>	<p>3B.D2 Evaluate the techniques and approaches adults take in supporting a child's personal, social and emotional development in an early years setting.</p>

= English functional skills signposting

§ = Information and Communication Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A1.P1, 3A1.P2, 3A1.P3, 3A2.P4, 3A2.P5, 3A2.P6, 3A1.M1, 3A2.M2 and 3A.D1.

Assignment 2: 3B1.P7, 3B1.P8, 3B1.P9, 3B2.P10, 3B2.P11, 3B1.M3, 3B2.M4 and 3B.D2.

Assignment 1

Learners could use case studies or examples from settings to explain the importance of attachment to children's development to achieve 3A1.P1. Reference to the unit content, for example the importance of strong attachments, must be included.

To achieve 3A1.P2, learners could use examples from settings, observations or case studies to explain the role of the key person in early years settings in meeting children's personal, emotional and social development needs. Reference to the key person's role in meeting the needs of both children from birth up to 2 years and children from 2 up to 8 years must be included.

To achieve 3A1.P3, learners could use examples from settings, observations or case studies to explain how the key person approach can be applied in different types of early years settings. This must include reference to day care and sessional settings.

To achieve 3A1.M1, learners could use case studies, observations or examples from settings to analyse how relationships with parents impact on the role of the key person in an early years setting. Positive and negative impacts must be included.

To achieve 3A2.P4, learners could use case studies or examples from settings to explain how children may be affected by different transitions. This must include reference to transitions that are common to all children changing settings and those that are particular as listed in the unit content.

To achieve 3A2.P5, learners could use case studies or examples from settings to explain how to prepare children in early years settings for different transitions. Evidence must cover children aged birth up to 2 years and children aged 2 up to 8 years.

To achieve 3A2.P6, learners could use case studies or examples from settings or observations to describe how an early years setting manages the settling in process for different transitions.

To achieve 3A2.M2, learners could use case studies or observations of familiar and unfamiliar transitions to assess the contribution of adults in early years settings in supporting children through different transitions, experienced by children of different ages.

3A.D1 relates to learning aims A1 and A2. Learners are expected to synthesise their knowledge to show understanding of the unit content for A1 and A2 to provide their answer. To achieve 3A.D1, learners could use case studies or observations and further reading to make reasoned judgements about the extent to which a key person in an early years setting can support children through transitions, in response to their individual needs.

Assignment 2

Learners could use case studies or examples from settings or observations to explain how to develop relationships with children in early years settings to support their personal social and emotional development to achieve 3B1.P7. Reference to the unit content, for example, how theories and models of self-esteem development apply must be included.

To achieve 3B1.P8, learners could use case studies or examples from settings or observations to explain ways of supporting children's wellbeing and resilience in early years settings. Evidence must cover children aged birth up to 2 years and children aged 2 up to 8 years.

To achieve 3B1.P9, learners could use examples of observations to explain how observations can be used in early years settings to support children to develop social skills. Evidence must cover children aged birth up to 2 years and children aged 2 up to 8 years.

To achieve 3B1.M3, learners could use evidence from case studies, observations or examples from early years settings to assess how successful a particular technique or approach can be in supporting a child's personal, social and emotional development in relation to early years practice.

To achieve 3B2.P10, learners could use case studies or examples from settings or observations to describe different factors that may affect children's behaviour. Reference to both long and short term factors must be included.

To achieve 3B2.P11, learners could use case studies or examples from settings or observations to explain how early years settings support children's positive behaviour at different ages and stages of development. Evidence must cover children aged birth up to 2 years and children aged 2 up to 8 years.

To achieve 3B2.M4, learners could build on 3B2.P11 to analyse the extent to which observation can be used in an early years setting to support children's positive behaviour, at different stages of their development.

3B.D2 relates to learning aims B1 and B2. Learners are expected to synthesise their knowledge and understanding of the unit content for B1 and B2 to provide their answer. To achieve 3B.D2, learners could use observations or examples from settings and case studies to present reasoned conclusions about the effectiveness of the techniques and approaches adults take in supporting a child's personal, social and emotional development, highlighting any differences across the age ranges and with reference to accepted best early years practice.

It is strongly recommended that learners, especially when engaged in extended writing, have opportunities to continue to develop their literacy skills. Where appropriate, learners should be given formative feedback on areas such as grammatical structure, spelling, punctuation and presentation. Some learners may also benefit from specific teaching on how to write in ways that show analysis and evaluation.

Resources

There are no special resources needed for this unit.

Unit 8: Child Protection

Level: **3**

Unit type: **Core**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

It is essential that everyone working with children knows how to protect them from harm and understands that they have a duty to keep children safe. It is also very important to recognise that you may work with children who are victims of abuse. In order for you to recognise abuse and report any concerns you may have as soon as possible, you will need to learn about the signs and symptoms of all kinds of child abuse. It is important for you to know about the laws that early years settings must comply with to protect children. You will also need to learn the correct procedure for recording and reporting your concerns and how to respond to children telling you about their experience.

This unit is all about your role and responsibilities in keeping children safe. You will learn how to respond appropriately to concerns, including the importance of keeping detailed records and following a strict reporting process. You will develop an understanding of settings' policies and procedures with regards to child protection as well as strategies to help you become a vigilant practitioner and work safely. An important aspect of this unit is helping children to learn how to protect themselves.

Learning aims

In this unit you will:

- A understand types and indicators of child abuse
- B understand how to respond appropriately to concerns that a child has been abused
- C understand the role of the effective practitioner in child protection.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand types and indicators of child abuse</p> <ul style="list-style-type: none"> • Types of abuse, including physical abuse and injury, neglect, emotional abuse and sexual abuse. • Signs that may indicate abuse, including physical marks and injuries, change(s) in behaviour, comments made by children and a change of disposition. • Why it is important to be vigilant for signs of child abuse to include being aware of changes in a child's behaviour including tiredness, being withdrawn, regression, being overfamiliar with adults, displaying inappropriate behaviour, being unusually dependent on a key person, comments made by parents and disclosure by a child. • How abuse may affect children's health, development, self-esteem, wellbeing and later lives. • That abuse can take place by a range of people who have contact with children to include those working with children, other adults in the home and also adolescents within the child's family.
<p>Learning aim B: Understand how to respond appropriately to concerns that a child has been abused</p> <ul style="list-style-type: none"> • Policies and procedures in settings, including policies to protect children, safe working practices, e-policy and whistle-blowing. • How to respond appropriately to a child to include remaining calm, providing reassurance, avoiding leading questions and listening carefully. • Why it is important to believe a child, avoid judgements and not jump to conclusions. • The reasons why it is important to respond appropriately to concerns. • Why it is important to follow the reporting procedure of the setting to include reporting to a named person in the setting, careful and factual recording of events noting times, dates and details of others present, confidentiality and information sharing. • Child protection procedures, including the process of investigation, assessments, Child Protection Conferences, Child Protection Plans. • Agencies involved at a local level to include police, social services, health. • How agencies work together in the local area to include developing policies and procedures for safeguarding and protecting the welfare of children. • The role of outside agencies, including the National Society for the Prevention of Cruelty to Children (NSPCC). • The responsibilities of early years providers to comply with current legislation and guidance relevant to home country, including meeting welfare requirements, having policies for child protection, safe recruitment, whistle-blowing, information sharing, data protection. <p style="text-align: right;"><i>continued</i></p>

Unit content**Learning aim C: Understand the role of the effective practitioner in child protection**

- The duty of care of those working with children to protect them from harm.
- Children's right to be safe, including reference to the United Nations Convention on the Rights of the Child.
- Putting the needs and wellbeing of the child at the centre of the care provision.
- The importance of children having their voice heard, listening to them and valuing their contributions, opinions and ideas.
- The importance of recognising children's feelings.
- The importance of supporting social and emotional development and encouraging independence.
- The importance of being an approachable adult, being available to listen, listening actively and displaying positive body language.
- The role of observation and reflection in recognising changes in children's behaviour.
- How to empower children and develop their confidence and self-esteem through games and activities.

Assessment criteria

The criteria are applied to learner evidence to determine attainment. Refer to the assessment guidance for the evidence requirements.

Pass		Merit	Distinction
Learning aim A: Understand types and indicators of child abuse			
3A.P1	Explain types of child abuse and their indicators with reference to early years settings.	3A.M1	Discuss the impact of child abuse on a child's all-round development.
Learning aim B: Understand how to respond appropriately to concerns that a child has been abused			
3B.P2	Explain why it is important to follow policies and procedures in early years settings for reporting and recording concerns that a child has been abused. #	3B.M2	Discuss using examples why it is important to respond appropriately if a child talks about an issue that is of concern.
3B.P3	Explain the process in an early years setting for reporting and recording concerns that a child has been abused.	3B.D1	Assess best practice in identifying potential abuse and responding effectively in early years settings.
Learning aim C: Understand the role of the effective practitioner in child protection			
3C.P4	Explain how adults must exercise their duty of care effectively with reference to child protection.	3C.M3	Analyse the role of the adult in early years settings in empowering children of different ages.
		3C.D2	Evaluate the ways in which adults in early years settings can most effectively contribute to child protection.

= English functional skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A.P1 and 3A.M1.

Assignment 2: 3B.P2, 3B.P3, 3B.M2 and 3B.D1.

Assignment 3: 3C.P4, 3C.M3 and 3C.D2.

Assignment 1

To achieve 3A.P1, learners could produce a reference document for a wide audience which includes essential information about child protection and explains the types of abuse and indicators as listed in the unit content. To achieve 3A.M1, learners could use case studies or appropriate examples from their placements to discuss how abuse affects the all-round development of children; reference to the unit content must be included.

Assignment 2

To achieve 3B.P2, learners could use examples or case studies to illustrate the importance of following policies and procedures and the consequences of not doing so. For 3B.P3, learners could produce a step-by-step guide for an early years setting for reporting and recording concerns about abuse. This must include reference to policies, procedures, the process of investigation, agencies involved and relevant legislation as listed in the unit content.

To achieve 3B.M2, learners could use examples from the media or case studies to discuss the importance of responding appropriately where abuse is suspected or confirmed or if a child talks about an issue in relation to child protection.

To achieve 3B.D1, learners could build on 3B.M2 to present a reasoned conclusion with reference to accepted best practice for identifying and responding to child protection issues.

Assignment 3

To achieve 3C.P4, learners could expand the document produced for 3A.P1 to explain the role of adults in protecting children, including the duty of care, the United Nations Convention on the Rights of the Child and adopting a child-centred approach.

To achieve 3C.M3, learners could use case studies or examples from settings to analyse the role of the adult in empowering children to keep themselves safe. Evidence must cover children aged 3 up to 5 years and 5 up to 8 years.

To achieve 3C.D2, learners could present reasoned conclusions about the ways in which adults in early years settings can most effectively contribute to protecting children, highlighting any differences in approach across the age ranges (3 up to 5 years and 5 up to 8 years).

It is strongly recommended that learners, especially when engaged in extended writing, have opportunities to continue to develop their literacy skills. Where appropriate, learners should be given formative feedback on areas such as grammatical structure, spelling, punctuation and presentation. Some learners may also benefit from specific teaching on how to write in ways that show analysis and evaluation.

Resources

It is essential that tutors responsible for delivering this unit have had professional child protection training and that a professional referral is available to a learner if required.

Unit 9: Observation, Assessment and Planning for Play and Development

Level: **3**

Unit type: **Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Have you ever wondered how people working with children know what to plan and organise for the children? The key to planning developmentally appropriate and engaging activities is high-quality observation. Observations can tell us a great deal about a child, for example, how they are feeling, how they are developing, their likes and dislikes, their current interests and who they like to play with. All of this information is vital when planning appropriate play activities and experiences. We are able to ensure the activities and experiences we plan appeal to the children in our care and meet individual needs. In addition, through careful observation we are able to adapt and modify activities to ensure personalised learning.

By the time you have completed this unit you should have a good understanding of the importance of and the range of observational methods and how to present records of observations. You will learn how to interpret your observations and draw valid conclusions from them. You will learn how observations inform the planning process to support children's play and development and will learn how to create and implement plans to support children's play and learning.

Learning aims

In this unit you will:

- A understand the importance of observation and assessment in work with children
- B be able to present records of observations of children
- C1 be able to draw valid conclusions from observations of children
- C2 understand the importance of planning to support children's play and development
- D be able to create, implement and review activity plans for children.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the importance of observation and assessment in work with children</p> <ul style="list-style-type: none"> • The importance of observing and assessing children to include providing information for parents and other professionals, understanding children's needs and interests to consider children's progress in relation to normative development and curriculum outcomes. • How observations and assessments are used, to include informing planning, for formative assessment, for summative assessment and for current assessment requirements relevant to home country. • The importance of parental involvement in ongoing observation and assessment, including recognising parents as partners in the care and education of the child, finding out about what the parent has noticed about the child's interests and development at home. • Other issues to consider when observing and assessing children including permission, confidentiality and participant bias.
<p>Learning aim B: Be able to present records of observations of children</p> <ul style="list-style-type: none"> • Observational methods, including a checklist, time sample, narrative methods, target child observation and digital recordings. • Non-contemporaneous ways to gain information, including event sample observation, a sociogram and gaining information from parents and others. • How to select the appropriate observational method(s) for your purpose to include knowing what information you need to collect, how focused the observation needs to be and the reliability of the method. • How to present records of observation, including age of child, number of children/adults present, the context and type of activity.
<p>Learning aim C1: Be able to draw valid conclusions from observations of children</p> <ul style="list-style-type: none"> • How to identify a child's stage of development from observations to include making links to developmental norms and drawing conclusions about the extent to which the development observed relates to the expected development. • How to identify children's interests and preferences from what has been observed, which includes noticing with what or with whom the child spend most time and the child's level of concentration. • How to relate what has been observed about a child's progress to the planning of activities and experiences in the setting, including identifying the area/s of the curriculum framework the observation relates to and using the framework to consider what next to provide for the child. • How to relate theories of play and development to what has been observed to include identifying which theory of play or development links to what has been observed and explaining why this association has been made. • What to do if atypical development is suspected to include the reporting process outlined in setting, types of evidence and working closely with parents and other professionals to facilitate early referrals. <p style="text-align: right;"><i>continued</i></p>

Unit content
<p>Learning aim C2: Understand the importance of planning to support children's play and development</p> <ul style="list-style-type: none"> ● The importance of planning to support children's development, play and learning, including ensuring children's needs and interests are met, to meet curriculum requirements and to help organise a stimulating environment. ● The requirements of the relevant framework/curricula for planning to include the creation of plans that ensure that all parts of the curriculum are being delivered, with a balance of adult-directed and child-initiated play. ● Factors that influence planning, including observations of children, the curricula, parents' comments and children's comments. ● The range of methods that might be used in the early years sector to plan for children's development to include learning journeys, short-term and long-term planning and continuous provision sheets. ● The importance and value of reviewing plans and planning methods, including ensuring each child's interests and strengths are reflected and that planning reflects the curriculum being used.
<p>Learning aim D: Be able to create, implement and review activity plans for children</p> <ul style="list-style-type: none"> ● How to create appropriate activity plans for children's play, development and learning to include the purpose of and rationale for the activity, links to the curriculum, role/involvement of the adult, types of resources and health and safety risk management. ● Formats for planning activities to include formats used by different settings, with links to the curriculum, role of the adult. ● How to implement activity plans, including how to involve the children, providing opportunities for children to talk, making the activity enjoyable and adapting the activity if children are not engaged. ● How to review plans and planning methods to include evaluating the effectiveness of the activity in supporting child's play/development and what was less successful, considering children's views and thinking about the next steps.

Assessment criteria

The criteria are applied to learner evidence to determine attainment. Refer to the assessment guidance for the evidence requirements.

Pass		Merit	Distinction
Learning aim A: Understand the importance of observation and assessment in work with children			
3A.P1	Explain the importance of observing and assessing children in early years settings.	3A.M1 Analyse issues to be considered when observing and assessing children in early years settings.	
Learning aim B: Be able to present records of observations of children			
3B.P2	Justify the selection of a set of observational methods to observe the development of a child in an early years setting, giving valid reasons for your choice.	3B.M2 Analyse the appropriateness of selected observational methods for assessing the play and development of a child in an early years setting.	3B.D1 Evaluate the validity of the selected observational methods used, making recommendations to address potential weaknesses.
3B.P3	Present full and effective records to show that valid observation of a child's play and development has taken place.		

Pass	Merit	Distinction
Learning aim C:		
1 Be able to draw valid conclusions from observations of children		
2 Understand the role of planning to support children's play and development		
3C1.P4 Describe how observations of the child's stages of development and interests can be used to contribute to planning to meet play and development needs.	3C.M3 Analyse how observation and assessment have contributed to planning to meet a child's play and development needs.	3C.D2 Evaluate how observation, assessment and planning have contributed to the observed child's progress in relation to theories of development.
3C1.P5 Describe the observed behaviour making use of relevant theories of development.	3C.M4 Discuss the relevance of theories of development to what has been observed about a child's progress.	
3C1.P6 Select, giving valid reasons, different play activities and strategies which could enable the observed child to progress further.	3C.M5 Assess different play activities and strategies which could enable the observed child to progress further.	
3C2.P7 Explain the role of planning in early years settings to support children's play and development.		

Pass	Merit	Distinction
Learning aim D: Be able to create, implement and review activity plans for children		
3D.P8 Present appropriate activity plans for an observed child to support their play and development linked to the relevant curriculum. # §	3D.M6 Analyse the extent to which the plans and implemented activities supported the child's play and development.	3D.D3 Evaluate own practice in the planning, creation and implementation of activities in terms of how it supported the child's play and development.
3D.P9 Review the effectiveness of the planning methods, plans and implemented activities in supporting the child's play and development.		

= English functional skills signposting

§ = Information and Communication Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A.P1 and 3A.M1.

Assignment 2: 3B.P2, 3B.P3, 3B.M2 and 3B.D1.

Assignment 3: 3C1.P4, 3C1.P5, 3C1.P6, 3C2.P7, 3C.M3, 3C.M4, 3C.M5 and 3C.D2.

Assignment 4: 3D.P8, 3D.P9, 3D.M6 and 3D.D3.

Assignment 1

Learners could produce guidance for new early years practitioners about observations in this assignment. To achieve 3A.P1, learners could use case studies or examples from placement settings to explain the importance of observing and assessing children in early years settings; reference to the unit content, for example, to understand children's needs and interests, must be included.

To achieve 3A.M1, learners could use examples from case studies or placement settings to analyse the different issues which need to be considered when observing and assessing children in early years settings. Reference to the unit content, for example confidentiality, must be included.

Assignment 2

To achieve 3B.P2, learners should justify the selection of a set of observational methods from those listed in the unit content to observe the development of a child in an early years setting.

To achieve 3B.P3, learners must present evidence of full and effective records of five observations of one child's play and development using different methods listed in the unit content.

To achieve 3B.M2, learners could use the observation records presented for 3B.P2 to analyse the appropriateness of selected observational methods for assessing the play and development of a child in an early years setting.

To achieve 3B.D1, learners could build on 3B.M2 to present reasoned conclusions about the validity of the selected observational methods used and make recommendations to address potential weaknesses.

Assignment 3

To achieve 3C1.P4, learners must use the observation records presented for 3B.P3 to describe how observations of the child's stages of development and interests can be used to contribute to planning to meet play and development needs.

To achieve 3C1.P5, learners must describe the observed stages of development and interests of a child from 3C1.P4 making use of theories of play and development. This must include identifying which theory of play or development links to what has been observed and reasons for the association.

To achieve 3C1.P6, learners must use evidence from 3C1.P4 to select, giving valid reasons, different play activities and strategies which could enable the observed child to progress further.

To achieve 3C2.P7, learners could use case studies or examples from placement settings to explain the role of planning in early years settings to support children's play and development. This must include reference to the unit content, for example, the curriculum requirements.

3C.M3 builds on 3C1.P4 and 3C2.P7. Learners could use the observations and assessment records made of the development of a child and selected play activities and strategies to analyse how observation and assessment have contributed to planning to meet a child's play and development needs.

To achieve 3C.M4, learners could build on 3C1.P5 to discuss the relevance of theories of development to what has been observed about a child's progress.

To achieve 3C.M5, learners could build on 3C1.P6 to assess different play activities and strategies which could enable the observed child to progress further.

To achieve 3C.D2, learners could use observations, assessments and planning for a child to present reasoned conclusions about how they have contributed to the observed child's progress in relation to theories of development. Learners should draw on their knowledge of learning aims C1 and C2 to give their answer. 3C2.P7 provides the underpinning knowledge of planning to support children's play and development.

Assignment 4

To achieve 3D.P8, learners could examples of planning formats used in placement settings to present two activity plans for an observed child to support their play and development linked to the relevant curriculum. Plans must include the rationale and the role of the adult in the activities.

To achieve 3D.P9, learners could use witness testimonies, feedback from others, personal reflections, further observations of the child and comments from the child or parent to review the effectiveness of the planning methods, plans and implemented activities in supporting the child's play and development.

To achieve 3D.M6, learners could build on 3D.P9 to analyse the extent to which the plans and implemented activities supported the child's play and development, considering the effect of different approaches to implementing the activities.

To achieve 3D.D3 learners could build on 3D.M6 to make reasoned judgements about their own effectiveness in the planning, creation and implementation of activities in terms of how their own practice supported the child's play and development and make recommendations for ways to develop their own practice.

It is strongly recommended that learners, especially when engaged in extended writing, have opportunities to continue to develop their literacy skills. Where appropriate, learners should be given formative feedback on areas such as grammatical structure, spelling, punctuation and presentation. Some learners may also benefit from specific teaching on how to write in ways that show analysis and evaluation.

Resources

The special resources required for this unit are opportunities to work with children.

Unit 10: Diversity, Equality and Inclusion in the Early Years

Level: **3**

Unit type: **Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Did you know that children learn about how to value and respect others through the behaviour and attitudes of adults around them? This means that adults working with children have a responsibility to demonstrate behaviour that treats everyone with equal concern and welcomes all families. Studies have shown that discrimination seriously affects children's life chances. As an early years practitioner you will have an important role to play in ensuring children in your care do not experience discrimination and are able to reach their full potential.

By the time you have completed this unit you will have a good understanding of how discrimination can affect children's lives and the importance of inclusive practice. You will learn about how early years workers can remove barriers for children through planning to meet their individual needs. You will also learn how to support children with additional needs to participate fully in the setting and achieve their potential.

Learning aims

In this unit you will:

- A understand the importance of valuing diversity and countering discrimination in early years practice
- B understand inclusive practice in early years settings
- C understand how children with additional needs may be supported in early years practice.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the importance of valuing diversity and countering discrimination in early years practice</p> <ul style="list-style-type: none"> • Definitions: diversity (differences between individuals), equality (children having the same opportunity to enjoy life and achieve), inclusion (breaking down barriers to ensure all children are able to access services and participate fully), discrimination (not giving equality of opportunity to groups of individuals because they belong to a particular group), stereotyping (making assumptions about an individual because of their background, experience or individual need), prejudice (using inappropriate language or responding differently because a child belongs to a particular group). • Groups within society that may face prejudice and discrimination, including groups discriminated against because of disabilities, special educational needs, gender, social class, culture, faith. • How prejudice and discrimination may affect a child's life chances, including their effects on identity, self-esteem, learning and achievement. • Current legislation, regulations and international conventions that aim to counter discrimination and ensure equality, relevant to home country, including the UN Convention on the Rights of the Child 1991. • Potential barriers to implementing equality in an early years setting, including a lack of awareness, concerns about whistle-blowing, difficulty in accessing information and lack of resources. • The importance of challenging discriminatory behaviour and promoting respect for children, families and staff in early years settings because those working with children have a duty to protect them from discrimination if discrimination is not challenged young children will feel they are inferior and have been let down and respect of child and family will be lost. Implications of discriminatory practice on young children.
<p>Learning aim B: Understand inclusive practice in early years settings</p> <ul style="list-style-type: none"> • What is meant by inclusive practice to include recognising and celebrating diversity, planning for children's individual development and learning needs, supporting children with additional needs and supporting vulnerable families. • The benefits of inclusive practice for children and their families to include promoting equality of opportunity, improving outcomes for all children and ensuring families and children feel valued. • Strategies that demonstrate inclusive practice, including being flexible in order to meet children's needs, providing an atmosphere that welcomes all families equally and reflecting on own attitudes and practice. • The role of adults in helping children to develop positive attitudes to include helping children to value and respect others, developing an awareness of similarities and differences and modelling behaviour. <p style="text-align: right;"><i>continued</i></p>

Unit content**Learning aim C: Understand how children with additional needs may be supported in early years practice**

- Legislation, regulations and codes of practice relevant to home country that inform early years settings supporting children who may have additional needs including those relating to education for children with special educational needs.
- The requirements to meet children's individual needs within educational frameworks relevant to home country, including the intervention and support that settings provide for children with identified additional needs.
- How medical models and social models of disability influence current practice and attitudes, including the way that emphasis is given to early diagnosis and intervention for children who are showing atypical development reflecting the medical model, as opposed to a focus on access and meeting individual children's needs in order that children can have equality of opportunity reflecting the social model.
- Ways that settings may work to ensure that children with additional needs have their particular needs met to include planning for full participation in the setting, adapting activities or environments and providing additional adult support.
- The importance of planning to meet individual children's needs and to support their development, including Individual Education Plans which include strategies for the additional support required compared to that provided for children of the same age.
- The role of the appointed special educational needs coordinator in a setting, including leading on planning and ensuring that the support is implemented, providing support and advice for colleagues in the setting and as a point of contact for parents.
- The importance of working in partnership with parents to track development and share information and how this may be achieved by involving parents at all stages as this will ensure the support the children receive will be more effective.
- Who to approach when additional help or specialist expertise may be needed to include physiotherapist, speech and language therapist, educational psychologist, hearing support services and portage worker.

continued

Assessment criteria

The criteria are applied to learner evidence to determine attainment. Refer to the assessment guidance for the evidence requirements.

Pass		Merit	Distinction
Learning aim A: Understand the importance of valuing diversity and countering discrimination in early years practice			
3A.P1	Outline the role of legislation and regulatory frameworks to counter discrimination and ensure equality in early years practice.	3A.M1	Discuss the potential barriers to implementing equality in an early years setting.
3A.P2	Explain why diversity should be valued in early years settings. §		
3A.P3	Explain why discriminatory behaviour and attitudes should be challenged in early years settings. # §		
Learning aim B: Understand inclusive practice in early years settings			
3B.P4	Explain the benefits of inclusive practice in early years settings for children and families. §	3B.M2	Analyse the extent to which different strategies contribute to effective inclusive practice in early years settings.
3B.P5	Examine different strategies an early years setting can use to demonstrate inclusive practice. §	3B.M3	Analyse the extent to which inclusive practice used by adults in early years settings could impact on outcomes for children.
3B.P6	Explain how adults in an early years setting can help children to value and respect others.		
			3B.D1
			Evaluate the extent to which reflection on own attitudes and practice might contribute to the promotion of diversity, equality and inclusion in early years practice.

Pass	Merit	Distinction
Learning aim C: Understand how children with additional needs may be supported in early years practice		
<p>3C.P7 Outline the framework and requirements to provide support for children with additional needs in early years settings.</p> <p>3C.P8 Describe the influence of models of disability on early years practice.</p> <p>3C.P9 Explain the role of the appointed special educational needs coordinator in an early years setting.</p>	<p>3C.M4 Discuss ways in which children with additional needs can be supported in early years settings.</p>	<p>3C.D2 Evaluate the role of adults in effective planning to support children with additional needs in early years settings.</p>

= English functional skills signposting

§ = Information and Communication Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A.P1, 3A.P2, 3A.P3 and 3A.M1.

Assignment 2: 3B.P4, 3B.P5, 3B.P6, 3B.M2, 3B.M3 and 3B.D1.

Assignment 3: 3C.P7, 3C.P8, 3C.P9, 3C.M4 and 3C.D2.

Assignment 1

Learners could produce a policy document to show all users of an early years setting the importance of valuing diversity and challenging discriminatory practice to achieve 3A.P1. To achieve 3A.P1, learners could use case studies to the role of legislation and regulatory frameworks to counter discrimination and ensure equality in early years practice. This must include reference to current legislation, regulations and international conventions, relevant to home country.

To achieve 3A.P2, learners could use case studies or examples from settings to explain why diversity should be valued in early years settings. Reference must be made to the effects of prejudice and discrimination on children.

To achieve 3A.P3, learners could use case studies or examples for settings to explain why discriminatory behaviour and attitudes should be challenged in early years settings.

To achieve 3A.M1, learners could use case studies or examples to discuss the potential barriers to implementing equality in an early years setting.

Assignment 2

For this assignment learners could provide an information pack for new employees to receive during their induction period to inform them of the setting's policy and procedures to ensure inclusive practice and support children with additional needs. To achieve 3B.P4, learners could use case studies or examples from settings to explain the benefits of inclusive practice in early years settings for both children and families.

To achieve 3B.P5, learners could use examples from settings to examine different strategies an early years setting can use to demonstrate inclusive practice; reference to the unit content, for example reflecting on own attitudes and practice, must be included.

To achieve 3B.P6, learners could use case studies, observations or examples from settings to explain how adults in an early years setting can help children to value and respect others, including developing an awareness of similarities and differences modelling behaviour.

To achieve 3B.M2, learners could use case studies, examples from settings or observations to analyse the extent to which different strategies contribute to effective inclusive practice in early years settings, highlighting strategies used in different settings.

To achieve 3B.M3, learners could use case studies, examples, own reflections and further reading, to analyse the extent to which inclusive practice used by adults in early years settings could impact on outcomes for children, with reference to accepted best practice.

To achieve 3B.D1, learners could use own reflections, witness statements and further reading to evaluate the extent to which reflection on own attitudes and practice might contribute to the promotion of diversity, equality and inclusion in early years practice.

Assignment 3

Learners could use statutory guidance documents to outline the relevant legislation, regulations, frameworks and codes of practice to provide support for children with additional needs in early years settings relevant to the home country, to achieve 3C.P7.

To achieve 3C.P8, learners could use case studies to describe the influence of models of disability on early years practice. Reference must be made to both medical and social models of disability.

To achieve 3C.P9, learners could use case studies, examples from settings or observations to explain the role of the appointed special educational needs coordinator in an early years setting; reference to the unit content, for example, how they work with parents, must be included.

To achieve 3C.M4, learners could use examples of planning from settings, which show different approaches, to discuss ways in which children with additional needs can be supported in early years settings.

To achieve 3C.D2, learners could build on 3C.M4 to present reasoned conclusions about the role of adults in effective planning to support children with additional needs in early years settings, with reference to accepted best practice.

It is strongly recommended that learners, especially when engaged in extended writing, have opportunities to continue to develop their literacy skills. Where appropriate, learners should be given formative feedback on areas such as grammatical structure, spelling, punctuation and presentation. Some learners may also benefit from specific teaching on how to write in ways that show analysis and evaluation.

Resources

There are no special resources needed for this unit.

Unit 11: Reflecting on Own Early Years Practice

Level: **3**

Unit type: **Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

When you have completed any work it is good practice to think about how you could have approached the work in a different way. You might, for example, think about what went well and if you could have done the work better, for example, achieved a higher grade if you had read more books or asked others for advice. These activities are part of reflection and they may help you to improve your work next time.

Reflection is essential when you are working with children as it ensures that all children receive the care and learning experiences they need. Reflection also helps early years practitioners to improve their practice by learning from others and keeping up to date with new information.

In this unit you will learn about the importance of continuous reflection and how to apply this to your own practice. You will then develop your own reflective practice by evaluating it in relation to promoting children's communication and language. This focus is important as good communication and language practice is essential to working with children and is also linked to the quality of the relationship we have with adults and the type of environment and activities that are provided. You will be able to use the skills you have developed to reflect on all aspects of your practice. You will learn ways to collect information about your own practice and where to gain information to help you develop your practical skills. Reflection is a continuous process and includes making realistic plans for personal development. You will learn how to engage in this process as part of this unit.

Learning aims

In this unit you will:

- A understand the purpose of reflective practice in relation to work with children
- B be able to reflect on own early years practice in promoting communication and language with children aged birth up to 8 years in relation to promoting children's communication and language
- C understand how to develop own early years practice with children aged birth up to 8 years to promote children's communication and language through planning.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the purpose of reflective practice in relation to work with children</p> <ul style="list-style-type: none"> • What is meant by the term 'reflective practice' to include monitoring, evaluating and revising own practice continuously to develop and change own perspectives, behaviours, attitudes and approaches. • Reasons why reflective practice is important when working with children to include ensuring that there are effective early learning experiences for children, for personal and professional development, for continuous quality improvement and to enable a shared understanding through collaboration and dialogue between practitioners. • An understanding about why continuous reflection is important to include building on progress and checking that changes in practice are having the desired effect.
<p>Learning aim B: Be able to reflect on own early years practice with children aged birth up to 8 years in relation to promoting children's communication and language</p> <ul style="list-style-type: none"> • How to use current best practice in relation to promoting children's communication and language, including the importance of adult/child relationships, playfulness and play opportunities. • Relevance of theories of language development to own skills development in placements. • How to gain information about promoting children's communication and language to include reading, notes from shadowing others and visiting other settings. • How to gather information in order to reflect on own practice. • Sources of information to gain awareness of own practice, including observations by others, feedback from colleagues, children and parents and assessment of children's outcomes in communication and language. • The skills required to evaluate own practice, including objectivity, open-mindedness and being self-critical without negativity. • Know how to recognise factors that might affect own practice, including experiences, values and own education.
<p>Learning aim C: Understand how to develop own early years practice with children aged birth up to 8 years to promote children's communication and language through planning</p> <ul style="list-style-type: none"> • Where to gain support to include training, websites and using others such as tutors and supervisors. • How to create an action plan to develop own practice, including setting SMART objectives (Specific, Measurable, Achievable, Realistic and Time bound). • How to decide on priorities. • How to check progress and changes in practice.

Assessment criteria

The criteria are applied to learner evidence to determine attainment. Refer to the assessment guidance for the evidence requirements.

Pass	Merit	Distinction
Learning aim A: Understand the purpose of reflective practice in relation to work with children		
3A.P1 Explain the role of reflective practice in work with children in early years settings.	3A.M1 Assess how reflective practice contributes to work with children in early years settings.	3A.D1 Evaluate the impact of reflective practice in improving communication and language in children.
Learning aim B: Be able to reflect on own early years practice with children aged birth up to 8 years in relation to promoting children's communication and language		
3B.P2 Select evidence about own practice with children aged birth up to 8 years to promote their communication and language. #§	3B.M2 Compare own practice with current best practice in promoting children's communication and language development with children aged birth up to 8 years using evidence.	3B.D2 Assess effectiveness of own practice, recommending areas for development.
3B.P3 Explain personal factors that affect own practice in promoting children's communication and language. §		
Learning aim C: Understand how to develop own early years practice with children aged birth up to 8 years to promote children's communication and language through planning		
3C.P4 Create appropriate plans to develop own practice with children aged birth up to 8 years to promote communication and language. *§	3C.M3 Analyse the value of planning to develop own practice in promoting children's communication and language. *	3C.D3 Evaluate the contribution of continuous reflection in the development of own practice in promoting children's communication and language. *

= English functional skills signposting

§ = Information and Communication Skills signposting

* = Mathematics functional skills

Teacher guidance

Assessment guidance

To achieve this unit, the learner will need to produce an account, as indicated in the Edexcel-set assignment (see *Annexe G*), which demonstrates how they have used reflective practice over the duration of their placements to develop their practice in relation to promoting children's communication and language.

The account should be based on evidence that may include: action plans, notes from research into current best practice, feedback from placement supervisors and colleagues, diary notes and sound recordings. The evidence should be placed in an appendix, along with a bibliography. The account should be 1500–2000 words.

The unit will be internally assessed and standards will be externally verified.

Annexe A

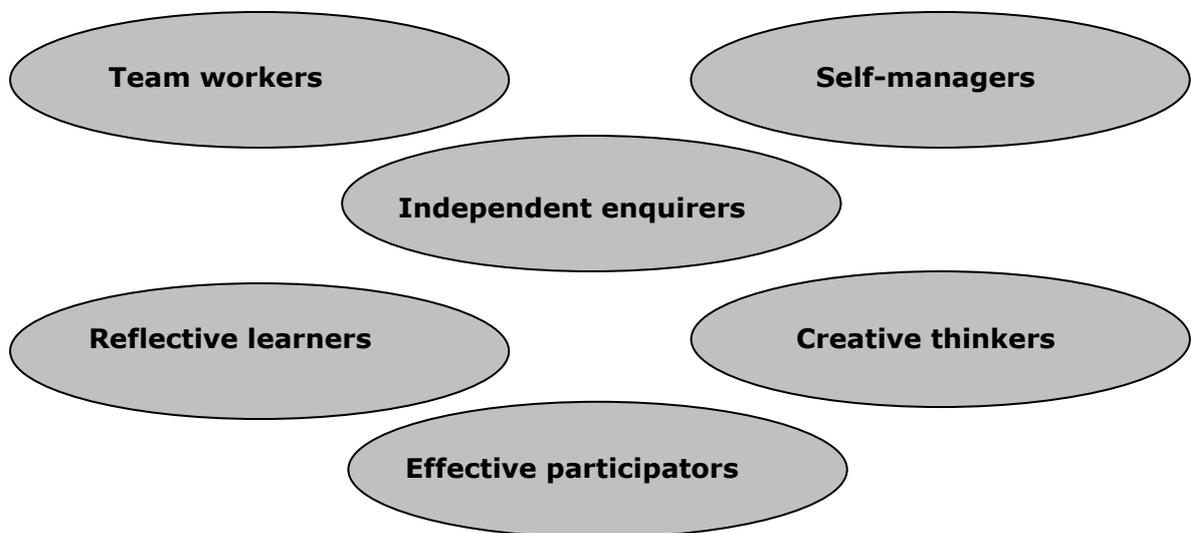
Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

Source – QCDA

The framework comprises six groups of skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group, there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts.

The skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

Key:

✓ indicates opportunities for development

a blank space indicates no opportunities for development

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
1	✓	✓				
2	✓	✓				
3	✓	✓				
4	✓	✓			✓	
5	✓	✓		✓		✓
6	✓	✓				
7	✓	✓		✓		
8	✓	✓				
9	✓	✓	✓		✓	
10	✓	✓				
11	✓	✓	✓	✓	✓	

Annexe B

Signposting to Level 2 Functional Skills criteria for English

Level 2 English functional skills signposting

This table shows examples of assessment criteria taken from units in this specification that can provide an opportunity to practise a functional skill.

Unit No. and title	Learning aim	Assessment criterion reference	Functional skills criteria (Details of the criteria can be found below)
Unit 1: Child Development	N/A	N/A	N/A
Unit 2: Play in Early Years Settings	A	3A.P1	3A - where learners produce a written response to communicate information, ideas and opinions
Unit 3: Meeting Children's Physical Development and Health Needs	C	3C.P5	3A - where learners produce a written response to communicate information, ideas and opinions
Unit 4: Health and Safety Practice in Early Years	A1	3A1.P1	2A - where learners read a range of relevant legislative texts to gather information and ideas
Unit 5: Working in collaboration with parents, colleagues and other professionals	A2	3A2.P4	1A - where learners engage in discussion describing how different forms of communication affect working with parents in early years settings
Unit 6: Supporting Children's Communication and Language	A2	3A2.P2	3A - where learners read two different theories of language to gather information and ideas, summarise them and compare them
Unit 7: Supporting Children's Personal, Social and Emotional Development	A2	3A2.P6	1A - where learners present information and ideas clearly and persuasively to others
Unit 8: Child Protection	B	3B.P2	2A - where learners read a range of policies and procedures identifying their purpose, explaining the importance of following them.

Unit No. and title	Learning aim	Assessment criterion reference	Functional skills criteria (Details of the criteria can be found below)
Unit 9: Observation, Assessment and Planning for Play and Development	D	3D.P9	1A - where learners present information and ideas clearly and persuasively to others
Unit 10: Diversity, Equality and Inclusion in the Early Years	A	3A.P3	3A - where learners present information on complex subjects clearly and concisely
Unit 11: Reflecting on Own Early Years Practice	B	3B.P2	3A - where learners present information and ideas concisely, logically and persuasively

Level 2 English Functional Skills criteria

1	English – Speaking, Listening and Communication
A	Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations
2	English – Reading
A	Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions
3	English – Writing
A	Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

Annexe C

Mathematics functional skills signposting

This table shows examples of assessment criteria taken from units in this specification that can provide an opportunity to practise a functional skill.

Unit No. and title	Learning aim	Assessment criterion reference	Functional skills criteria (Details of the criteria can be found below)
Unit 11: Reflecting on Own Early Years Practice	C	3C.P4	3AB - where learners interpret research information using mathematics

It is strongly recommended that during this qualification learners are given opportunities to develop their mathematical skills. Where appropriate during the delivery of units, tutors should look for opportunities to help learners understand concepts, for example by looking at statistics about children and use of measurement when dealing with children's growth and development.

Functional skills mathematics criteria

1	Mathematics – representing
A	Understand routine and non-routine problems in familiar and unfamiliar contexts and situations
B	Identify the situation or problems and identify the mathematical methods needed to solve them
C	Choose from a range of mathematics to find solutions
2	Mathematics – analysing
A	Apply a range of mathematics to find solutions
B	Use appropriate checking procedures and evaluate their effectiveness at each stage
3	Mathematics – interpreting
A	Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations
B	Draw conclusions and provide mathematical justifications

Annexe D

Information and Communication Technology functional skills signposting

This table shows examples of assessment criteria taken from units in this specification that can provide an opportunity to practise a functional skill.

Unit No. and title	Learning aim	Assessment criterion reference	Functional skills criteria (Details of the criteria can be found below)
Unit 2: Play in Early Years Settings	A	3A.P2	2A/3A - where learners use internet search facilities to find relevant information and relevant software to represent findings.
Unit 4: Health and Safety Practice in Early Years	A	3A.P1	2A/3A - where learners use internet search facilities to find relevant information and relevant software to represent findings.
Unit 6: Supporting Children's Communication and Language	B2	3B2.P5	2A/3A - where learners use internet search facilities to find relevant information and relevant software to represent findings.
Unit 7: Supporting Children's Personal, Social and Emotional Development	B2	3B2.P11	2A/3A - where learners use internet search facilities to find relevant information and relevant software to represent findings.
Unit 9: Observation, Assessment and Planning for Play and Development	C2	3C2.P7	2A/3A - where learners use internet search facilities to find relevant information and relevant software to represent findings.
Unit 11: Reflecting on Own Early Years Practice	B/C	3B.P2/3B.P3/ 3C.P4	1A/1B/3A/3B/3D - here learners plan a computerised log of own practice and use software to achieve this and present findings.

Functional Skills Information and Communication Technology Criteria

1	ICT – using ICT
A	Plan solutions to complex tasks by analysing the necessary stages
B	Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts
C	Manage information storage to enable efficient retrieval
2	ICT – finding and selecting information
A	Use appropriate search techniques to locate and select relevant information
B	Select information from a variety of sources to meet requirements of a complex task
3	ICT – developing, presenting and communicating information
A	Enter, develop and refine information using appropriate software to meet requirements of a complex task
B	Use appropriate software to meet the requirements of a complex data-handling task
C	Use communications software to meet requirements of a complex task
D	Combine and present information in ways that are fit for purpose and audience
E	Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information

Annexe E

Unit mapping overview

BTEC National in Children's Care, Learning and Development – old (specification start date – 1st of September 2007) and Edexcel BTEC National CPLD (start date 1st September 2012) – unit mapping overview.

Old units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
New units																							
Unit 1			P	P			P		P					P									
Unit 2			P	P			P					P											
Unit 3		P	P	P				P	P	P		P											
Unit 4		P										P											
Unit 5	P					P																	
Unit 6	P	P	P	P														P					
Unit 7	P		P	P						P				P									
Unit 8						P																	
Unit 9			P	P			P					P											
Unit 10						P	P					P											
Unit 11	P			P																			

Old units	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
New units															
Unit 1												P			
Unit 2												P			
Unit 3												P			
Unit 4												P			
Unit 5															
Unit 6												P			
Unit 7												P			
Unit 8															
Unit 9												P			P
Unit 10															
Unit 11															P

KEY

P – Partial mapping (Some topics from the old unit appear in the new unit)

F – Full mapping (Topics in old unit match new unit exactly or almost exactly)

X – Full mapping + New (All the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe F

Skills for Practice Log

Children's Play, Learning and Development

Learner's Name: _____

Centre: _____

Placement Name		Hours attended
1		
2		
3		
Additional Placement		
Total hours		

Skills for Practice Log

The Skills for Practice log provides evidence that the learner has demonstrated the practical skills necessary for effective work with children during work placements. The log has been designed with support and input from some of the leading employers and organisations within the Childcare sector. It is not connected with any one unit in the qualification but completion of the log will show employers that the learner has the skills that are required to be part of the early years workforce.

The log has been organised to record the skills that are common to all early years settings and the specific skills required for work with children of different ages.

The log also includes reports that will be completed at the end of each placement. In the reports, supervisors will summarise the learner's professionalism and review their strengths and areas for improvement and learners will reflect on their progress.

Work experience requirements

For learners wishing to complete the Edexcel BTEC Level 3 National Certificate in Children's Play, Learning and Development, **800 hours** of mandatory placement hours is required. 100 of these hours may be spent in either an after school club, with children/young people aged 8 years and above or with children with additional needs. It is recommended that learners should only embark on such an additional placement once the *Skills for Practice Log* has been satisfactorily completed.

Types of placement and age ranges

Learners have to have experienced a minimum of **three different** placement settings, one for each of the following ages bands:

- Birth up to two years in a nursery or in home based care
- Two up to four years in nursery, pre-school or home based care but **not** reception classes
- Four up to eight years with children who are in a school setting.

Guidance for tutors and supervisors in placement

When the learner completes the activities/tasks listed in the log by demonstrating good practice and the relevant skills, the placement supervisor or tutor are required to sign and date the appropriate record in the log to verify the evidence. The requirement is for each skill to be signed-off once in the setting indicated:

- Skills 1 – 57 in any setting
- Skills 58 – 83 in a birth up to two years setting
- Skills 84 – 94 in a two up to four years setting
- Skills 95 – 100 in a four up to eight years classroom setting

The person signing off the individual skills in the log is required to have a relevant early years qualification at level 3 or above and experience in early years. They should supply the necessary details on the Signature verification page at the back of the Log to verify the signature. The completed log requires a final signature of the course tutor or a member the course team.

Only skills marked with * may be simulated. Where possible, learners should have the opportunity to demonstrate the practical skills during a work placement.

Guidance for learners

The Skills for Practice log is an important document that you need to complete as part of the course. You should regularly discuss your progress in completing the skills log with your placement supervisors and tutors.

Skills for Practice Log

Skills for Work in Early Years Settings			
The following skills can be demonstrated during any placement.			
Effective relationships with children			
The learner can:		Signature	Date
1	promote positive behaviour		
2	support children's interactions		
3	resolve conflict between children		
4	support a child with additional needs		
Professional relationships with adults			
The learner can:		Signature	Date
5	work as part of a team showing communication and organisational skills		
6	*answer a telephone using professional tones		
7	greet parents and other visitors		
Provision of a safe and stimulating environment			
The learner can:		Signature	Date
8	follow risk management procedures		
9	complete a risk assessment using the documentation of the setting		
10	follow hand washing procedures		
11	clean and maintain toilet areas		
12	tidy away activities and resources		
13	*prepare food/drinks for snack		
14	*prepare and serve hot food		
15	interact with children at snack/meal times		
16	clear away after snack/meal times		
17	create a wall display using children's work/photographs		
18	keep areas tidy and attractive without needing to be prompted		
19	*plan an outing for children		
20	*use ICT to take photographs, upload and edit them and to insert them into documents		
21	*print labels for displays		
22	*insert text and photographs into documents and reports		

Skills for Work in Early Years Settings

The following skills can be demonstrated during any placement.

Prepare resources for play and learning

The learner can:		Signature	Date
23	*make basic dough		
24	*mix powder paint		
25	*make gloop (cornflour and water)		
26	*store clay to prevent it drying out		
27	*maintain sand		

Set up and maintain interesting and attractive areas/activities

The learner can set up and maintain areas/activities for:		Signature	Date
28	sand		
29	water		
30	role play		
31	small world		
32	block play		
33	construction		
34	mark making		
35	painting		
36	collage/drawing		
37	book area		
38	dough		
39	table top activities, e.g. jigsaws		
40	physical play		

Support children's learning in areas/activities

The learner can interact with children, intervene appropriately and support children's learning and creativity in:		Signature	Date
41	sand play/activities		
42	water play/activities		
43	role play		
44	small world play/activities		
45	construction play/activities		
46	mark making play/activities		
47	painting area		
48	collage/drawing activities		

Skills for Work in Early Years Settings

The following skills can be demonstrated during any placement.

Support children's learning in areas/activities

The learner can interact with children, intervene appropriately and support children's learning and creativity in:		Signature	Date
49	book area		
50	dough play/activities		
51	table top activities, e.g. jigsaws		
52	using opportunities to model and encourage children to count		
53	providing challenge in physical play/activities		

Support outdoor play and learning

The learner can:		Signature	Date
54	organise the outdoor environment to develop children's needs and interests		
55	support children to explore the outdoor environment		
56	encourage children to develop ideas and solve problems		
57	support children to manage risk		

Only skills marked with * may be simulated.

Skills for work with babies and young children aged birth up to two years			
Caring skills			
The learner can:		Signature	Date
58	*change a nappy under supervision		
59	*prepare a bottle for a baby		
60	give a bottle to a baby		
61	spoon feed a baby		
62	change cot bedding		
63	settle a baby for a sleep		
64	wash a baby's hands and face		
65	support dressing		
66	support children's hand washing		
67	support a snack/meal time, making it enjoyable and interactive		
68	support children's independence at snack/meal times		
Prepare for play and learning with children aged birth up to two years			
The learner can:		Signature	Date
69	prepare and select items for a treasure basket		
70	prepare and select items for heuristic play		
71	prepare and select items for sensory play		
72	select resources and activities that engage babies and toddlers		
Support play and learning with children aged birth up to two years			
The learner can:		Signature	Date
73	interact in play with children aged birth to two years, e.g. peek-a-boo, posting and throwing		
74	respond to babies and toddlers' play interests		
75	support treasure basket/heuristic play		
Support literacy with children aged birth up to two years			
The learner can:		Signature	Date
76	share a book with a child aged birth to two years		
77	*recall five finger play rhymes		
78	*recall five action rhymes		
79	*recall five counting rhymes		
80	*recall twenty nursery rhymes		
81	use rhymes with children aged birth to two years		

Skills for work with babies and young children aged birth up to two years

Observe, assess and plan for children aged birth up to two years

The learner can:		Signature	Date
82	complete three observations and assessments of children aged birth to two years using the documentation/techniques employed in the setting		
83	complete three plans to meet individual care/development/learning needs of children aged birth to two using the documentation of the setting		

Only skills marked with * may be simulated.

Skills for work with children aged two up to four years			
Support learning			
The learner can support the <u>practical</u> learning of children aged two to four years through activities and interactions for:		Signature	Date
84	development of number		
85	development of shape, space and measures		
86	ICT (to include using toys such as beebots and microscopes)		
87	early science		
Support literacy			
The learner can:		Signature	Date
88	share a story with a child aged two to three years		
89	share a story with a child aged three to four years		
90	read a story to a small group of children aged three to four years		
91	tell a simple story to a small group using props		
92	use rhymes with children aged two to four years		
Observe, assess and plan for children aged two up to four years			
The learner can:		Signature	Date
93	complete five observations and assessments of children aged two to four years using the documentation/techniques employed in the setting		
94	complete five plans relevant to the appropriate curriculum framework to meet the learning/development needs of children aged two to four years using the documentation of the setting		

Only skills marked with * may be simulated.

Skills for work with children aged four up to eight years in a classroom environment

The learner can:		Signature	Date
95	sensitively listen to a child read		
96	set up and maintain areas for writing		
97	support children's writing development		
98	carry out a small group activity under the direction of a teacher		
99	accurately report/record information about children's participation and achievement of learning outcomes		
100	support children's play in the playground		

Only skills marked with * may be simulated.

Placement Report 1/2/3

Learner Name: _____

Name of setting: _____ Type of setting: _____

Age of children worked with: _____ Number of hours attended: _____

Professionalism	Comments
Punctuality	
Positive attitude and commitment	
Professional conduct, including confidentiality and respect for the roles of others	
Organisational skills	
Communication skills with other adults	

Professionalism	Comments
Communication skills with children. (Evidence from learners in this area will assist in the achievement of Unit 11.)	
Confidence/ability to use initiative	
Strengths	
Areas for improvement	
General comments	

Name: _____ Status: _____

Signature: _____ Date: _____

Learner reflections on placement 1/2/3

Concisely review the aspects of your professional development listed in the table below. When doing so you should consider the following.

- Instances where you have demonstrated the skills.
- What went well during your placement?
- What was less successful?
- What you should have done differently?
- What you need to do next to improve your skills

Professionalism	Comments
Punctuality	
Positive attitude and commitment	
Professional conduct, including confidentiality and respect for the roles of others	
Organisational skills	
Communication skills with other adults	
Communication skills with children. (Evidence from learners in this area will assist in the achievement of Unit 11.)	
Confidence/ability to use initiative	

Signature: _____

Date: _____

Signature verification

Name	Signature	Setting name	Status/ qualification

Completed Log Course Tutor/Team Member sign-off:

Name: _____ Centre: _____

Position: _____ Date: _____

Internal Verifier Name: _____ Date: _____

Internal Verifier Signature: _____ Date: _____

This chart below shows the significant links between the mandatory units within the BTEC Children's Play, Learning and Development and the skills that learners must demonstrate whilst they are on placement. Learners also have to complete a minimum of three reflections, one on each of their practice placements.

The learner can:		BTEC CPLD
1	promote positive behaviour	Unit 1, 7
2	support children's interactions	Unit 1, 6, 7
3	resolve conflict between children	Unit 7
4	support a child with additional needs	Unit 1, 2, 6, 10
5	work as part of a team showing communication and organisational skills	Unit 5
6	*answer a telephone using professional tones	Unit 5
7	greet parents and other visitors	Unit 5
Provision of a safe and stimulating environment		
The learner can:		BTEC CPLD
8	follow risk management procedures	Unit 4
9	complete a risk assessment using the documentation of the setting	Unit 4
10	follow hand washing procedures	Unit 3, 4
11	clean and maintain toilet areas	Unit 4
12	tidy away activities and resources	Unit 4
13	*prepare food/drinks for snack	Unit 4
14	*prepare and serve hot food	Unit 4
15	interact with children at snack/meal times	Unit 1, 6, 3
16	clear away after snack/meal times	Unit 4
17	create a wall display using children's work/photographs	Unit 7
18	keep areas tidy and attractive without needing to be prompted	Unit 4
19	*plan an outing for children	Unit 4
20	*use ICT to take photographs, upload and edit them and to insert them into documents	Unit 9
21	*print labels for displays	Unit 7
22	*insert text and photographs into documents and reports	Unit 9
23	*make basic dough	Unit 2
24	*mix powder paint	Unit 2
25	*make gloop (cornflour and water)	Unit 2
26	*store clay to prevent it drying out	Unit 2
27	*maintain sand	Unit 2

The learner can set up and maintain areas/activities for:		BTEC CPLD
28	sand	Unit 2
29	water	Unit 2
30	role play	Unit 2
31	small world	Unit 2
32	block play	Unit 2
33	construction	Unit 2
34	mark making	Unit 2
35	painting	Unit 2
36	collage/drawing	Unit 2
37	book area	Unit 2
38	dough	Unit 2
39	table top activities, e.g. jigsaws	Unit 2
40	physical play	Unit 2,3, 6
The learner can interact with children, intervene appropriately and support children's learning and creativity in:		BTEC CPLD
41	sand play/activities	Unit 2, 6, 7
42	water play/activities	Unit 2, 6, 7
43	role play	Unit 2, 6, 7
44	small world play/activities	Unit 2, 6, 7
45	construction play/activities	Unit 2, 6, 7
46	mark making play/activities	Unit 2, 6, 7
47	painting area	Unit 2, 6, 7
48	collage/drawing activities	Unit 2, 6, 7
49	book area	Unit 2, 6, 7
50	dough play/activities	Unit 2, 6, 7
51	table top activities, e.g. jigsaws	Unit 2, 6, 7
52	counting in routines	Unit 2, 6, 7
53	providing challenge in physical play/activities	Unit 2, 3, 6
54	organise the outdoor environment to develop children's needs and interests	Unit 2, 6
55	support children to explore the outdoor environment	Unit 2, 6
56	encourage children to develop ideas and solve problems	Unit 2, 7
57	support children to manage risk	Unit 2, 3, 7
58	*change a nappy under supervision	Unit 3
59	*prepare a bottle for a baby	Unit 3

The learner can:		BTEC CPLD
60	give a bottle to a baby	Unit 3
61	spoon feed a baby	Unit 3
62	change cot bedding	Unit 3
63	settle a baby for a sleep	Unit 3, 7
64	wash a baby's hands and face	Unit 3, 7
65	support dressing	Unit 3, 7
66	support children's hand washing	Unit 3, 4, 7
67	support a snack/meal time, making it enjoyable and interactive	Unit 3
68	support children's independence at snack/meal times	Unit 7
69	prepare and select items for a treasure basket	Unit 2
70	prepare and select items for heuristic play	Unit 2
71	prepare and select items for sensory play	Unit 2
72	select resources and activities that engage babies and toddlers	Unit 2
73	interact in play with children aged birth up to 2 years, e.g. peek-a-boo, posting and throwing	Unit 2, 6, 7
74	respond to babies and toddlers' play interests	Unit 2, 6, 7
75	support treasure basket/heuristic play	Unit 2
76	share a book with a child aged birth up to 2 years	Unit 6, 7
77	*recall five finger play rhymes	Unit 6, 7
78	*recall five action rhymes	Unit 6, 7
79	*recall five counting rhymes	Unit 6, 7
80	*recall twenty nursery rhymes	Unit 6, 7
81	use rhymes with children aged birth up to 2 years	Unit 6, 7
82	complete three observations and assessments of children aged birth up to 2 years using the documentation/ techniques employed in the setting	Unit 1, 2, 9
83	complete three plans to meet individual care/development/learning needs of children aged birth up to 2 years using the documentation of the setting	Unit 1, 2, 9

Support learning		
The learner can support the <u>practical</u> learning of children aged 2 up to 4 years through activities and interactions for:		BTEC CPLD
84	development of number	Unit 2, 6, 7
85	development of shape, space and measures	Unit 2, 6, 7
86	ICT (to include using toys such as beebots and microscopes)	Unit 2, 6, 7
87	early science	Unit 2, 6, 7
88	share a story with a child aged 2 up to 3 years	Unit 6, 7
89	share a story with a child aged 3 up to 4 years	Unit 6, 7
90	read a story to a small group of children aged 3 up to 4	Unit 6, 7
91	tell a simple story to a small group using props	Unit 6, 7
92	use rhymes with children aged 2 up to 4 years	Unit 6, 7
93	complete five observations and assessments of children aged 2 up to 4 years using the documentation/techniques employed in the setting	Unit 1, 2, 9
94	complete five plans relevant to the appropriate curriculum framework to meet the learning/development needs of children aged 2 up to 4 years using the documentation of the setting	Unit 1, 2, 9
95	sensitively listen to a child read	Unit 7
96	set up and maintain areas for writing	Unit 2
97	support children's writing development	Unit 1, 2, 3, 6
98	carry out a small group activity under the direction of a teacher	Unit 5
99	accurately report/record information about children's participation and achievement of learning outcomes	Unit 9
100	support children's play in the playground	Unit 2, 7
Reflective sheets to be completed at the end of placement		Unit 11

Only skills marked with * may be simulated.

Annexe G

Unit 11: Reflecting on Own Early Years Practice – Set Assignment

Introduction

Your tutor will introduce you to this unit before you start your first placement. You will need to collect evidence for the assignment throughout the programme. Throughout your 800 hours of work experience you should be reflecting on your own progress as a practitioner and noting any areas for improvement. You should be proactive in gathering appropriate evidence in support of your work in promoting communication and language with children aged birth to 7. It will be helpful if at the start of each placement you undertake a self evaluation activity in relation to your skills, including your own literacy skills, for promoting communication and language with the age group you are about to work with. You will use relevant theories studied in *Unit 6: Supporting Children's Communication and Language* to support your reflections and in planning this assignment.

At the end of each placement you should reflect on the skills you have developed in relation to promoting communication and language, making a note of what went well and suggesting how you could improve your practice.

Evidence for the assignment:

- a) You will need to collect, analyse and evaluate evidence about how you work with children to promote their communication and language from **all** of your work placements in order to meet the requirement in this unit for evidence covering the age range of birth up to 8 years.

There are different ways that you could collect evidence of your work with children to promote their language and communication. These could include:

- own reflections made on completion of each placement
- notes made during the placement about how you have promoted children's communication and language
- observations of children
- audio recordings of children and adults communicating
- a diary
- feedback from placement supervisors/tutors/parents
- witness testimonies from supervisors/tutors
- children's assessment records you have completed
- copies of children's work you have facilitated
- your planning and evaluation sheets.

The methods of providing evidence must be discussed with your tutor so that you can provide an appendix with valid and sufficient evidence to support your final assignment.

- b) You will also need to evidence your understanding of the adult's role in promoting children's communication and language. Evidence may include:
- notes made from reading relevant books/articles
 - notes made from visits to other settings to observe adults promoting children's communication and language
 - notes made from shadowing other practitioners
 - course notes including references to relevant theorists/theories.

The evidence you collect will be presented in the appendix to the assignment.

- c) You will also need to provide evidence of sources you have used in your completed assignment. This should be in the form of a bibliography using a referencing system.

Assignment tasks

The complete assignment comprises tasks 1, 2 and 3, outlined below. The word count for the complete assignment is 1500–2000 words. The evidence you include in the appendix does not count towards the total word count of the assignment.

Assignment task 1: Why is reflective practice important in work with children?

- Write a brief account that gives different reasons why it is important to reflect on your practice when working with children. This will include knowing what is meant by the term 'reflective practice' and showing an understanding of what is involved in reflective practice and the importance of continuous reflection.

(P1 Explain the role of reflective practice in work with children in early years settings.)

- Develop your account to consider how reflective practice benefits children, personal and professional development and work with other practitioners.

(M1 Assess how reflective practice contributes to work with children in early years settings.)

- Review the information given for M1 and draw conclusions about the value of reflective practice on outcomes for children with supportive evidence from early years settings. You should make appropriate theory/practice links.

(D1 Evaluate the impact of reflective practice in improving communication and language in children.)

Assignment task 2: Reflective account

- Select evidence about how you have worked with children to promote their communication and language in all of your work placements. You should compare your own practice with current best practice in promoting children's communication and language development, using the evidence you have collected. You need to compare your achievements and what has been less successful with current published best practice. You will be able to make reference to what you have read to make comparisons with current published best practice. You must also include an explanation about how different personal factors have affected the way you promote children's communication and language.

(P2 Select evidence about own practice with children aged birth up to 8 years to promote their communication and language.)

(P3 Explain personal factors that affect own practice in promoting children's communication and language)

(M2 Compare own practice with current best practice in promoting children's communication and language development with children aged birth up to 8 years using evidence.)

- Using reflections made on completion of work placements and feedback from others, assess the strengths and weaknesses of your own practice, and recommend areas for improvement. You need to make sure that you make reference to working with children in all your placements to cover the whole age range.

(D2 Assess effectiveness of own practice, recommending areas for development)

Assignment task 3: Plans to develop own practice

- Draw up an action plan that includes ways to develop your practice with children aged birth up to 8 years to promote language and communication. Plans need to be realistic and related to your review of your own practice. The plan may be presented in a template provided by your tutor.

(P4 Present plans to develop own practice with children aged birth up to 8 years to promote communication and language.)

- Consider in detail how planning will support you to develop your own practice to promote children's communication and language.

(M3 Analyse the value of planning to develop own practice in promoting children's communication and language.)

- Produce a conclusion about the extent to which continuous reflection supports the development of your own practice in promoting children's communication and language. Provide supportive evidence.

(D3 Evaluate the contribution of continuous reflection in the development of own practice in promoting children's communication and language.)

Assignment checklist

The responses to tasks are within 1500–2000 words	
Supporting evidence is located in an appendix	
Reference has been made to your work with children during each placement in order to cover the required age range of birth up to 8 years	
Links to relevant theories and theorists are identified	
Appropriate Referencing system included	
Completed and signed Assessment Submission and Declaration form to authenticate that the work is your own	

Publications Code BN033464 July 2012

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Publication code
B N 0 3 3 4 6 4