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 **BTEC**

Diploma

Specification

CHILDREN'S PLAY, LEARNING
AND DEVELOPMENT

From September 2012

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

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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 the units are appropriate for the sector.

Engagement with employers has resulted in a *Skills for Practice Log* that looks at the practical skills needed to work with children. We have also worked in collaboration with employers and organisations in the sector to create a number of optional specialist units.

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, i.e. the Edexcel BTEC Level 3 National Subsidiary Award, National Award, National Subsidiary Certificate or National Certificate in Children's Play, Learning and Development and build upwards towards the National Diploma.

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.

In *Unit 11: Reflecting on Own Early Years Practice*, learners are required to reflect on their own practice in developing children's communication and language skills, which will aid their progression to employment within the sector.

In the Edexcel BTEC Level 3 National Diploma in Children's Play, Learning and Development, learners are required to carry out a research assignment that has been designed to develop learners' research and study skills to enable them to progress into higher education and explore a topic of particular interest within the early years sector.

5 Recognising achievement

In designing these qualifications, it was important to provide opportunities for recognising 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 Diploma 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*.

Acknowledgement of industry support

The following organisations have kindly contributed towards the development of some of the optional specialist units:

- **the National Autistic Society (NAS)**, a UK charity for people affected by autism, who provide specialist services to 100,000 people living with autism every year: *Unit 32: Meeting the Needs of Children Who May Have an Autism Spectrum Disorder*
- **the National Childminder Association (NCMA)**, a professional membership organisation that works with registered childminders and nannies: *Unit 16: Working With Children in Home-based Care* and *Unit 17: Managing a Home-based Childcare Business*
- **the National Day Nursery Association** and its members: *Unit 33: Career Development in Early Years*
- **Montessori Centre International**, who are committed to excellence in the training of Montessori Early Years practitioners: *Unit 29: An Introduction to Working in a Montessori Setting*
- **SkillsActive** – the Sector Skills Council for sport and active leisure: *Unit 21: An Introduction to Playwork Principles*
- **Steiner Waldorf**, the membership organisation for all Steiner Waldorf schools and independent Steiner Early Years settings in the UK and Ireland: *Unit 30: An Introduction to Working in a Steiner Waldorf Setting*.

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Purpose of this specification

This specification sets out:

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

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

The Edexcel-set assignment for *Unit 12: Research Skills* is in *Annexe H* of this specification.

Qualification titles and Qualification Numbers

Qualification title	Edexcel BTEC Level 3 National Diploma in Children's Play, Learning and Development
Qualification Number (QN)	600/5933/3

This qualification is on the National Qualifications Framework (NQF). It is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

This qualification title features 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 BTEC Nationals in Children's Play, Learning and Development?

BTEC National in Children's Play, Learning and Development are qualifications designed for use in colleges, schools and the workplace as a level 3 course for learners aged 16 and 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 work-related contexts. 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 a route through education that has clear progression pathways 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 early 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 to 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*
- working with parents in *Unit 5: Collaboration with Parents, Colleagues and Other Professionals in Early Years*
- child protection in *Unit 8: Child Protection*
- observations in *Unit 9: Observation, Assessment and Planning for Play and Development*.
- the importance of inclusive practice in *Unit 10: Diversity, Equality and Inclusion in the Early Years*

The wide variety of optional specialist units, including those developed in collaboration with employers, means that learners undertaking the BTEC National Diploma in Children's Play, Learning and Development will have the opportunity to specialise in an area of particular interest, which will promote progression to a wide variety of career and educational pathways.

Some of the optional specialist units are designed to provide an introduction into a particular area in childcare, e.g. *Unit 31: An Introduction to Work as a Community Nursery Nurse*. The completion of these units does not confer any practitioner status for that particular specialism on the learner.

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

During the placements, learners are required to complete the *Skills for Practice Log* (see Annex F), which was developed in consultation with employers to ensure that learners develop the key basic skills, such as setting up and maintaining resource areas, which are vital to them becoming effective early years practitioners. Through completing reflective summaries at the end of each placement, learners will develop the reflective practice skills that are essential in this sector. In *Unit 11: Reflecting on Own Early Years Practice*, learners will reflect on their ability to develop children's communication and language development during placement. This work experience requirement will benefit learners when seeking employment within the sector. Learners' research skills, which are essential for progression to higher education, will be developed in *Unit 12: Research Skills*.

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 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 Diploma 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 Diploma 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 through 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 these qualifications.

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.

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 National Diploma in Children's Play, Learning and Development will be 2014.

Summary of the features of the Edexcel BTEC Level 3 National Diploma in Children's Play, Learning and Development:

The BTEC Level 3 National Diploma:

- is equivalent to three 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 Diploma part-time
- contains eleven core units, three mandatory specialist units and a choice from nineteen optional specialist units that provide for a combined total of 1080 guided learning hours (GLH)
- 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
- contains an Edexcel-set and centre-marked assignment for *Unit 12: Research Skills* in which the learner will undertake a research project that must relate to work with young children.

Types of units within the Edexcel BTEC Level 3 National Diploma in Children's Play, Learning and Development

The BTEC Nationals in Children's Play, Learning and Development have **core**, **mandatory specialist** and **optional specialist** units. See *Section 4* for more detailed information, including the list of units.

Core units

- Each qualification has core units.
- These compulsory core units cover the body of content that employers and educators within the sector consider essential for learners aged 16 or over.

Mandatory specialist units

- Specialist units are sector specific and focus on a particular area within that sector. Where mandatory units appear in the rule of combination for a qualification they must be attempted by the learner.

Optional specialist units

- The optional specialist units enable learners to focus on a particular area within that sector.

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 the workplace.

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

Learners have to experience a minimum of **three different** placement settings on the Edexcel BTEC Level 3 National Diploma 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 Diploma 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 Diploma qualification.

4 Qualification structure

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

The Edexcel BTEC Level 3 National Diploma in Children's Play, Learning and Development consists of eleven core units, three mandatory specialist units and a choice from nineteen optional specialist units that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

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

Edexcel BTEC Level 3 National Diploma in Children's Play, Learning and Development			
Unit	Core units	Assessment method	GLH
1	Child Development *	External	120
2	Play in Early Years Settings	Internal	60
3	Meeting Children's Physical Development, Physical Care and Health Needs	Internal	60
4	Health and Safety Practice in Early Years Settings	Internal	60
5	Collaboration with Parents, Colleagues and Other Professionals in Early Years	Internal	60
6	Supporting Children's Communication and Language	Internal	60
7	Supporting Children's Personal, Social and Emotional Development	Internal	90
8	Child Protection	Internal	30
9	Observation, Assessment and Planning for Play and Development	Internal	60
10	Diversity, Equality and Inclusion in the Early Years	Internal	60
11	Reflecting on Own Early Years Practice **	Edexcel-set assignment	60
Mandatory specialist units			
12	Research Skills **	Edexcel-set assignment	60
13	Health, Education and Social Services for Children and Their Families	Internal	30
14	Food and Mealtimes in the Early Years	Internal	30

Edexcel BTEC Level 3 National Diploma in Children's Play, Learning and Development			
Optional specialist units			
15	Working With Children Under Three Years	Internal	60
16	Working With Children in Home-based Care	Internal	60
17	Managing a Home-based Childcare Business	Internal	30
18	Working With Children With Additional Needs	Internal	60
19	Promoting Mathematical Development in Children Aged From Four up to Eight Years	Internal	60
20	Promoting Literacy in Children Aged From Four up to Eight Years	Internal	60
21	An Introduction to Playwork Principles	Internal	60
22	Implementing the Early Years Foundation Stage in England	Internal	90
23	Implementing the Foundation Phase in Wales	Internal	90
24	Supporting Children's Imaginative Play	Internal	30
25	Cooking Activities With Children	Internal	30
26	Supporting Children's Creativity	Internal	30
27	Supporting the Development of English For Children With Another Home Language	Internal	60
28	Promoting Children's Development Outdoors	Internal	60
29	An Introduction to Working in a Montessori Setting	Internal	60
30	An Introduction to Working in a Steiner Waldorf Setting	Internal	60
31	An Introduction to Work as a Community Nursery Nurse	Internal	60
32	Meeting the Needs of Children Who May Have an Autism Spectrum Disorder	Internal	60
33	Career Development in Early Years	Internal	30

*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 of Specification).

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, the *Nutbrown Review* of early years education and qualifications is 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

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 Diploma in Children's Play, Learning and Development.

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 core and mandatory specialist 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
12	give the learner the skills needed to research an idea, topic or theory with early years practice
13	give the learner the social context in which their workplace operates in support of children and their families
14	help the learner to create healthy and happy meal and snack times that foster children's independence, social skills and attitude towards food.

The optional specialist units (Units 15–33) help the learner to develop specialist knowledge and skills for work with children across the age range from birth up to eight years. These units contribute to the skills required by learners for work roles in the sector, work in different contexts and for career progression.

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

This BTEC National Diploma in Children's Play, Learning and Development provides 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 Diploma 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. Learners who do not hold such qualifications, especially those who wish to progress to higher education, should be encouraged to achieve these during their course of study.

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.

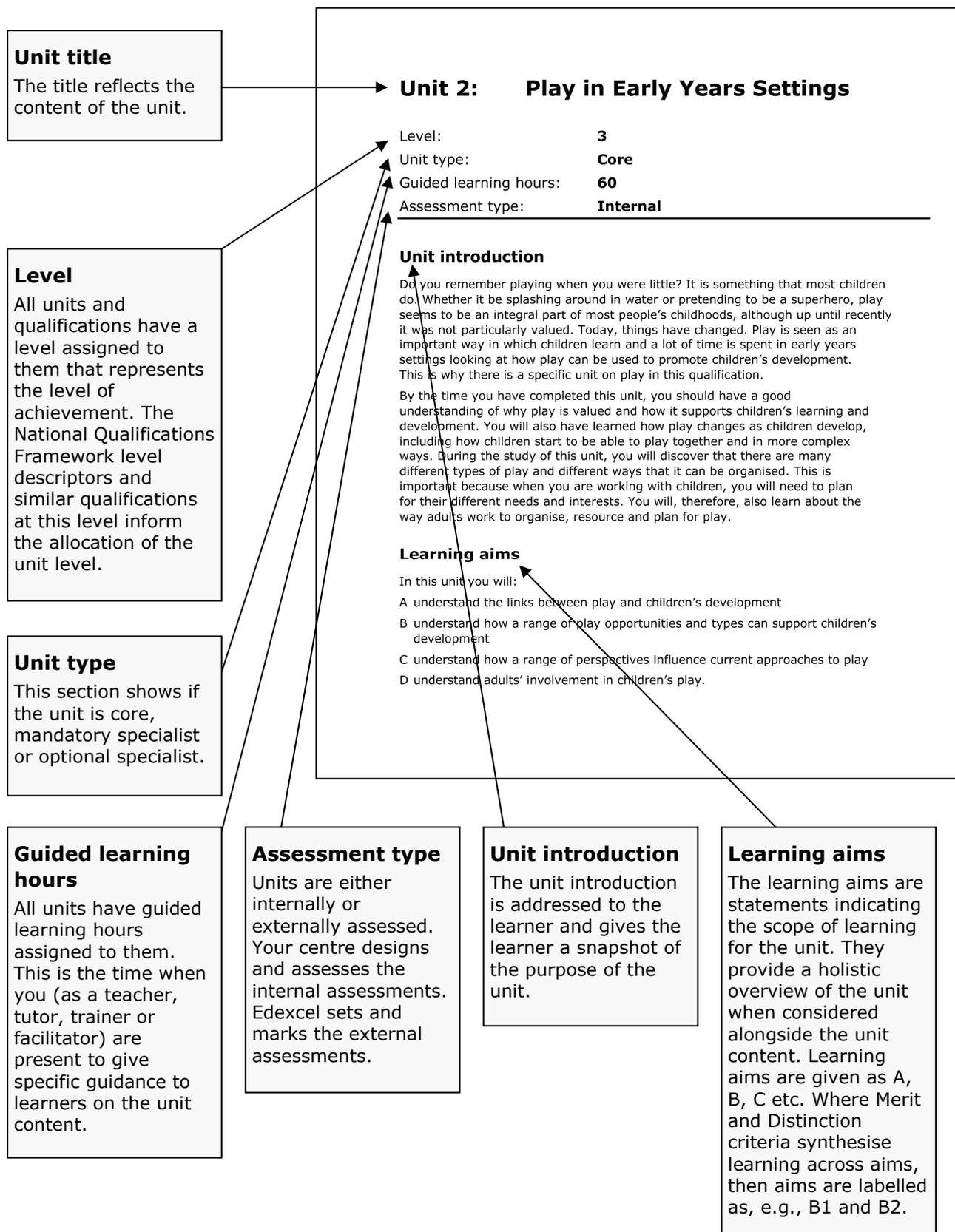
We are committed to making sure that:

- 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.



UNIT 2: PLAY IN EARLY YEARS SETTINGS

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.

Unit 2: Play in Early Years Settings

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, e.g. B1 and B2, the reference number simply refers to B. 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.

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.

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.

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

8 Internal assessment

Internal assessment model

Unit	Unit title	Overview of assessment
11	Reflecting on Own Early Years Practice	Learners complete one Edexcel-set assignment. This assignment is internally marked by teachers and verified during a centre visit by an Edexcel Standards Verifier.
12	Research Skills	Learners complete one Edexcel-set assignment. This assignment is internally marked by teachers and verified during a centre visit by an Edexcel Standards Verifier.
Units 2–10, 13–33	See <i>Section 4 Qualification structure</i> for the list of individual unit titles	Learners complete a centre-set assignment based on the unit learning outcomes and assessment criteria. This assignment is internally marked by teachers and verified by Edexcel through postal sampling of requested learner work.

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 Diploma 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 that 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 assignments

Unit 11: Reflecting on Own Early Years Practice and *Unit 12: Research Skills* are assessed through an assignment set by Edexcel. The assignments will stay the same each year and are published within the specification in *Annexe G* and *Annexe H* respectively. Learners should complete their *Unit 11* assignment when they enter their final placement. Learners do not have to have completed all of the 800 hours of work placement before starting the *Unit 11* assignment.

Edexcel will issue annual assessment delivery instructions for both assignments 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 assignments are 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	<ul style="list-style-type: none"> • Learners will complete a paper-based test with two sections. • 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
- achieve the minimum number of points at a grade threshold from the permitted combination. See the Calculation of qualification grade tables.
- For the Edexcel BTEC Level 3 National Diploma in Children's Play, Learning and Development, compensation for performance can be achieved in the Mandatory Specialist *Unit 12: Research Skills*, *Unit 13: The Context of Services for Children and Their Families* and *Unit 14: Food and Meal Times in the Early Years* by better performance in other units. There is no compensation for performance in the core units.

How does the compensation and grading model work?

The BTEC Level 3 National Diploma has a combined total of 1080 guided learning hours (GLH). In order to pass the entire qualification, learners must achieve at least:

- a pass grade in all of the eleven core units (comprising a total of 720 GLH)
- a minimum combined total of 48 points from the mandatory specialist units (comprising a total of 120 GLH)
- a minimum of 96 points across the optional specialist units (the selected optional specialist units must total 240 GLH)

Further detail about the points thresholds for the qualification can be found in the specification.

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, for the Edexcel BTEC Level 3 National Diploma in Children’s Play, Learning and Development, the points thresholds for each qualification grade:

Diploma (1080 GLH)	
Grade	Points Threshold
U	0-431
PPP	432
MPP	486
MMP	540
MMM	594
DMM	648
DDM	702
DDD	756
D*DD	774
D*D*D	792
D*D*D*	810

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

Example 1

Achievement of an Edexcel BTEC Level 3 National Diploma (1080 GLH) in Children’s Play, Learning and Development with an MMM 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
Unit 6	60	6	Pass	4	24
Unit 7	90	9	Pass	4	36
Unit 8	30	3	Merit	6	18
Unit 9	60	6	Merit	6	36
Unit 10	60	6	Merit	6	36
Unit 11	60	6	Merit	6	36
Unit 12	60	6	Pass	4	24
Unit 13	30	3	Merit	6	18
Unit 14	30	3	Merit	6	18
Unit 16	60	6	Merit	6	36
Unit 17	30	3	Merit	6	18
Unit 18	60	6	Merit	6	36
Unit 25	30	3	Merit	6	18
Unit 26	60	6	Distinction	8	48
Qualification grade totals	1080	108	MMM		606

The learner has passed all the core units – Units 1–11

The learner has sufficient points for an MMM grade.

Example 2

Achievement of an Edexcel BTEC Level 3 National Diploma (1080 GLH) in Children’s Play, Learning and Development with a Level 3 D*DD grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	120	12	Distinction	8	96
Unit 2	60	6	Distinction	8	48
Unit 3	60	6	Distinction	8	48
Unit 4	60	6	Distinction	8	48
Unit 5	60	6	Merit	6	36
Unit 6	60	6	Distinction	8	48
Unit 7	90	9	Distinction	8	72
Unit 8	30	3	Distinction	8	24
Unit 9	60	6	Distinction	8	48
Unit 10	60	6	Distinction	8	48
Unit 11	60	6	Merit	6	36
Unit 12	60	6	Pass	4	24
Unit 13	30	3	Distinction	8	24
Unit 14	30	3	Pass	4	12
Unit 16	60	6	Distinction	8	48
Unit 17	30	3	Pass	4	12
Unit 18	60	6	Distinction	8	48
Unit 25	30	3	Pass	4	12
Unit 26	60	6	Distinction	8	48
Qualification grade totals	1080	108	D*DD		780

The learner has passed all the core units – Units 1–11

The learner has sufficient points for a D*DD grade.

Example 3

Achievement of an Unclassified grade for the Edexcel BTEC Level 3 National Diploma in Children’s Play, Learning and Development (1080 GLH) but with a DMM 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	Distinction	8	48
Unit 3	60	6	Distinction	8	48
Unit 4	60	6	Distinction	8	48
Unit 5	60	6	Merit	6	36
Unit 6	60	6	Distinction	8	48
Unit 7	90	9	Distinction	8	72
Unit 8	30	3	Distinction	8	24
Unit 9	60	6	Distinction	8	48
Unit 10	60	6	Distinction	8	48
Unit 11	60	6	Merit	6	36
Unit 12	60	6	Pass	4	24
Unit 13	30	3	Distinction	8	24
Unit 14	30	3	Pass	4	12
Unit 16	60	6	Distinction	8	48
Unit 17	30	3	Pass	4	12
Unit 18	60	6	Distinction	8	48
Unit 25	30	3	Pass	4	12
Unit 26	60	6	Distinction	8	48
Qualification grade totals	1008	108	U		684

The learner has failed a core unit.

Although the learner has gained sufficient points for a DMM grade, they will get an Unclassified as they did not pass all of the core 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. ● Five areas of development: <ul style="list-style-type: none"> ○ 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.

Unit content

- **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.

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 actions.
- 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.

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.

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
 - helping parents to understand the importance of their doing similarly at home.

Unit content

- 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.

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 each 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 a 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 of 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; which can affect their overall development and behaviours in the long- and short-term.

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 areas of development may affect another area of development; the extent to which atypical development in one or more areas 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 areas 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 a 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 a child is unable to express feelings; on cognitive development if a 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.

Unit content

- The importance of listening to and involving parents: the rights of parents to be involved in referral; parents' 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 areas 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 is 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.

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
<p>Learning aim A: Understand the links between play and children's development</p>		
<p>3A.P1 Explain how play supports the physical, cognitive, language, social and emotional development of young children. #</p> <p>3A.P2 Explain how children play at different stages of development. §</p>	<p>3A.M1 Discuss the role of play in supporting the physical, cognitive, language, social and emotional development of a child at different stages.</p>	
<p>Learning aim B: Understand how a range of play opportunities and types can support children's development</p>		
<p>3B.P3 Explain how types of play support the development of young children to include:</p> <ul style="list-style-type: none"> ● physical play ● imaginative play ● sensory play ● creative play ● construction play. <p>3B.P4 Explain how to differentiate play to meet the development needs of individual children.</p> <p>3B.P5 Explain how resources can best support different types of play in early years settings.</p>	<p>3B.M2 Analyse how selected types of play meet the needs of a child and support the child's all-round development.</p> <p>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.</p>	<p>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.</p>

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.P8 Explain how adults can effectively initiate and direct play.	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.

= English functional skills signposting

§ = Information and Communication Technology 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, imaginative 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 earlier 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, learners 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 indoors 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.

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 a setting's reporting procedures 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.

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
<p>Learning aim A: Understand the physical needs of children for growth and development</p>		
<p>3A.P1 Explain why it is important to children's growth and all-round development to provide:</p> <ul style="list-style-type: none"> • a nutritious diet • exercise • sleep. <p>3A.P2 Explain how health impacts on a child's physical, cognitive, communication, language, social and emotional development.</p>	<p>3A.M1 Discuss the relationship between how children's physical needs are addressed and their all-round development.</p>	
<p>Learning aim B: Understand the role of the adult in supporting children's physical development</p>		
<p>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 8 years.</p> <p>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.</p>	<p>3B.M2 Assess the contribution of adults in an early years setting to inclusive provision in physical activities, using examples.</p>	<p>3B.D1 Evaluate how adults can support a child's unique needs at different stages of their physical development.</p>

Pass	Merit	Distinction
Learning aim C: Understand the role of adults 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.P6 Explain how adults in early years settings work with parents to support children's progression out of nappies.	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.
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.P8 Explain procedures to follow in early years settings when babies and children are unwell.	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.
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 an 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.

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
Learning aim A: 1 Understand the importance of complying with relevant health and safety legislation and regulations 2 Understand how to prevent the spread of infection		
3A1.P1 Describe how legal requirements affect practice in early years settings using examples relevant to the home country: <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. # § 	3A1.M1 Discuss reasons why early years settings must comply with legal requirements for health and safety.	3A.D1 Assess the ways in which legislation and procedures in early years settings contribute to children's health and wellbeing.
3A2.P2 Explain why it is important to control the spread of infection in an early years setting.	3A2.M2 Analyse how procedures in early years settings prevent the spread of infection.	

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 Technology skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A1.P1, 3A2.P2, 3A1.M1, 3A2.M2 and 3A.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 3A.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 aim A1 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 parents' 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 the 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, and encouraging parents to engage in their child's education, in order 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. • The importance of obtaining parental consent for a range of reasons, including passing on information, referrals and outings.

Unit content

- The need for confidentiality and data protection when working with parents, including legal requirements, maintaining trust and situations, and 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 for 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 encouraging 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
Learning aim A: 1 Understand the impact of parental rights, views and experiences on collaborative work with them in early years settings 2 Understand how to work with parents		
<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
<p>Learning aim B:</p> <p>1 Understand the role of other professionals in families' lives</p> <p>2 Understand collaborative working in early years settings</p>		
<p>3B1.P6 Explain the role of other professionals in the lives of families with babies and children.</p>	<p>3B.M4 Discuss, using examples, ways in which working collaboratively with other professionals benefits children and families.</p> <p>3B.M5 Discuss how the potential difficulties in sharing information with other professionals could impact on outcomes for children.</p>	<p>3B.D2 Evaluate the extent to which collaborative work with colleagues and other professionals in early years settings could impact on outcomes for children.</p>
<p>3B2.P7 Review the purpose of working collaboratively with other professionals for work in early years settings.</p>		
<p>3B2.P8 Explain why difficulties may arise in working collaboratively with other professionals in early years settings.</p>		
<p>3B2.P9 Explain how information sharing could be managed in early years settings to support collaborative working.</p>		

= English functional 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 3A.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 the 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 their 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 B1 and B2 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
<p>Learning aim A1: Understand the role of communication and speech in children's overall development</p> <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.
<p>Learning aim A2: Understand how research into language development supports good practice</p> <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.
<p>Learning aim B1: Understand the role of the adult in promoting language development in children</p> <ul style="list-style-type: none"> • Language development in children from: <ul style="list-style-type: none"> ○ 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.

Unit content

- 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 a 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.

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.

Unit content

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 Technology 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: 3B1.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 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 3A.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 relates 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 help to 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.

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's 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.

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.

Unit content

- 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. 3A2.M2 Assess the contribution of adults in early years settings in supporting children through different transitions.	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. #		

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>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>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>
<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>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>	

= English functional skills signposting

§ = Information and Communication Technology 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 over familiar 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.

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.D1 Assess best practice in identifying potential abuse and responding effectively in early years settings.
3B.P3 Explain the process in an early years setting for reporting and recording concerns that a child has been abused.		
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 the setting, types of evidence and working closely with parents and other professionals to facilitate early referrals.

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 children'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.P3 Present full and effective records to show that valid observation of a child's play and development has taken place.	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.

Pass	Merit	Distinction
Learning aim C: 1 Be able to draw valid conclusions from observations of children 2 Understand the importance 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. 3C1.P5 Describe the observed behaviour making use of relevant theories of development. 3C1.P6 Select, giving valid reasons, 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.	3C.M3 Analyse how observation and assessment have contributed to planning to meet a child's play and development needs. 3C.M4 Discuss the relevance of theories of development to what has been observed about a child's progress. 3C.M5 Assess different play activities and strategies which could enable the observed child to progress further.	3C.D2 Evaluate how observation, assessment and planning have contributed to the observed child's progress in relation to theories of development.
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.P9 Review the effectiveness of the planning methods, plans and implemented activities in supporting the child's play and development.	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.

= English functional skills signposting

§ = Information and Communication Technology 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.P3 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 use 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.

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.

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

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 Technology 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 show the role of legislation and regulatory frameworks in countering discrimination and ensuring 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 from 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 that 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 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 Technology skills signposting

* = Mathematics functional skills signposting

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.

Unit 12: Research Skills

Level: **3**

Unit type: **Mandatory specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Did you know that carrying out research is an important aspect of work with children? Childcare workers can use their research findings to inform decisions about implementing new ideas, changing their practice or meeting a child's particular needs. Research enables practitioners to investigate new approaches and ideas, to see if their work is effective and to find out if there is room for improvement in their practice. It is essential for practitioners to have a clear understanding of the research process before carrying any research out.

In this unit you will learn about the purpose and role of research that relates to, or is relevant to, work with children. You will learn about the range of different methods you can use to gather information and the ethical issues surrounding research. You will then complete a small-scale research project focusing on a topic related to work with young children chosen by you in consultation with your teacher. The skills and knowledge you gain in this unit will provide a good basis for future work at a higher level.

Learning aims

In this unit you will:

- A be able to produce a research proposal related to work with young children
- B be able to carry out a small-scale research project related to work with young children
- C be able to evaluate the research project.

Learning aims and unit content

Unit content
<p>Learning aim A: Be able to produce a research proposal related to work with young children</p> <ul style="list-style-type: none"> ● The role of research, including informing policy or practice, highlighting gaps in provision, extending knowledge and understanding, improving outcomes for children by improving practice, informing policy, aiding reflection. ● How to carry out a literature review, including use of secondary sources such as internet, journals, printed media, books. ● How to identify a suitable focus for research, including discussions with teacher, observations of practice, reading journal articles and previous research, suitability of topic with reference to ethical issues, ability to formulate a relevant, realistic and identifiable research question, achievable objectives. ● The purpose of different types of research methods, including advantages and disadvantages of each and the difference between qualitative and quantitative data. ● The features of primary research, including questionnaires, interviews, case studies, scientific experiments, checklists and observation. ● How to select appropriate research methods. ● Consideration of the suitability of the chosen focus with reference to ethical issues. ● The ethical issues related to research, including confidentiality, data protection legislation, policy procedures, authenticity, children's rights, the use and misuse of statistics that inform practice, informed consent from participants and the Nuremberg Code in relation to ethical research. ● How to produce a research proposal, including a research question, objectives with reasons, methodology, target group, sample, rationale, timescales, action plan, monitoring and modification.
<p>Learning aim B: Be able to carry out a small-scale research project related to work with young children</p> <ul style="list-style-type: none"> ● The skills required for research, including time management, organisational skills and non-judgemental practice. ● Carrying out the research, including primary and secondary research findings, addressing potential sources of bias, error. ● Methods of analysis including drawing conclusions. ● Analysis of results, including compilation of data, use of methods of analysis valid for the data collected such as triangulation, use of percentages, use of statistical averages. ● Presentation, including use of graphs, use of computer software. ● Awareness of ethical considerations, including use and misuse of results. ● The conventions of report writing, including a title, a contents list, an abstract or summary, an introduction summarising current research in the field with relation to the chosen topic, methodology, results or findings, discussion, a conclusion, recommendations for future research, references and appendices.

Unit content**Learning aim C: Be able to evaluate the research project**

- Evaluation and conclusion, including comparison of findings with the original research question, discussion of findings, relationship of results to current research, identification of limitations of research project, validity of results, reliability of results, consequences or benefits of findings, potential areas for further development of the research, consideration of implications of research, such as bias and error, ethical issues (such as confidentiality, data protection), use and misuse of research.
- Recommendations as a result of the research findings, including recommendations for practitioners in their work or for policy makers determining research related to work with young 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: Be able to produce a research proposal related to work with young children		
3A.P1 Explain the role of selected research relating to work with young children in early years settings.	3A.M1 Analyse how the literature review informed and shaped the research proposal and choice of research methods.	3A.D1 Discuss research objectives in terms of feasibility and application to practice.
3A.P2 Summarise reviewed research to inform the research proposal. §		
3A.P3 Describe the objectives of the selected research proposal, giving reasons. §		
3A.P4 Explain the suitability of the selected research methods for the research proposal, including related ethical issues.		
3A.P5 Create a realistic research proposal.		
Learning aim B: Be able to carry out a small-scale research project related to work with young children		
3B.P6 Collect and record research findings relevant to the project objectives. * §	3B.M2 Produce a coherent argument and relevant conclusions based on the research findings.	
3B.P7 Present research findings in a relevant format. #		

Pass	Merit	Distinction
Learning aim C: Be able to evaluate the research project		
3C.P8 Describe how the research findings relate to the original research question.	3C.M3 Review the chosen research methods in relation to the results obtained, any sources of bias or error and ethical considerations. 3C.M4 Recommend possible improvements to the research, referring to any relevant implications and ethical issues.	3C.D2 Evaluate the extent to which the findings from the research undertaken can be implemented.
3C.P9 Explain the possible implications of the research findings for current practice.		

= English functional skills signposting

* = Mathematics functional skills signposting

§ = Information and Communication Technology skills signposting

Teacher guidance

Assessment guidance

To achieve this unit, the learner will need to carry out a small-scale research project and present their findings in a report as indicated in the Edexcel-set assignment (See Annex H). The research project will need to focus on a topic related to work with children and should be chosen by the learner in consultation with the teacher.

The report should be based on evidence from notes made from reading into best practice, current research, and data collected from primary research. The evidence should be placed in an appendix along with a bibliography. The report should be 2000 to 3000 words.

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

The purpose of the assessment is to:

- assess learners' understanding of the importance of research for work with young children
- assess learners' ability to produce a valid research proposal
- assess learners' ability to plan a small-scale research project related to work with young children
- assess learners' ability to carry out a small-scale research project and present a report of the findings
- assess learners' ability to evaluate the processes involved in their research.

It is strongly recommended that learners have opportunities to continue to develop their literacy skills, especially when engaged in extended writing. 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 resources needed for this unit will depend on the nature of the learner's research project.

Unit 13: Health, Education and Social Services for Children and Their Families

Level: **3**

Unit type: **Mandatory specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

As individuals you have many rights that are protected in law; for example, you have a right to be educated and a right to receive health care. Children and families have rights too, and when working with children it is important that you know what they are. This knowledge will help you support families to make sure they receive the services and benefits they are entitled to in relation to their children's health, education and wellbeing. In this unit you will learn about these services and benefits and where families can find the information they need about them.

You will also learn about the structure of early years education in your home country and how standards are inspected. Parents are able to choose where their children go for early years education and early education is organised to make sure that children receive the same standards.

Families come into contact with a range of agencies that provide different services for their children; for example, the health service, social services and benefits agencies. You will learn in this unit why it is important for the various agencies to work together to improve outcomes for children.

Learning aims

In this unit you will:

- A understand the provision of health, education and social services for children and their families
- B understand the context in which early years education is provided
- C understand the role of multi-agency work for children and their families.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the provision of health, education and social services for children and their families</p> <ul style="list-style-type: none"> • The aims and objectives of current legislation and guidance, relevant to home country, which support children and their families' rights to services, including the United Nations Convention on the Rights of the Child (UNCRC). • The current types of services and benefits that children and their families might access, including health, education, social services, child benefit and tax credits. • Where families may gain information about the education and other services that are available for their children, including from health visitors, children's centres, social workers, voluntary organisations, local authority websites. • Reasons why families might access services in their local area, including health needs of child, family or child in need of additional support because of disability or stress within family. • Free entitlements to health surveillance and education.
<p>Learning aim B: Understand the context in which early years education is provided</p> <ul style="list-style-type: none"> • Types and characteristics of private, voluntary and maintained early years settings that children and their families might access, including children's centres and home-based care. • The structure of education relevant to home country, including statutory school age, curricula that are in place, different ways in which children of the same age may access early years curricula. • The role of inspectorates in the home country in which the qualification is being taken, including what is inspected, how inspections are reported, how these help parents to make informed choices and how information from inspections is used by settings to create action plans to develop provision further.
<p>Learning aim C: Understand the role of multi-agency work for children and their families</p> <ul style="list-style-type: none"> • What is meant by the term 'multi-agency working' – the collaboration between professionals from different services working alongside parents in order to benefit outcomes for individual children and all children. • The role of multi-agency work in early identification of children's needs to include statutory recognition of children who are 'in need', recognition of children who are at risk and assessment of children with special educational needs. • How agencies work together to provide integrated support centred on the child, to include creating plans to support the child and their family and reviewing support to help to improve children's life outcomes.

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 provision of health, education and social services for children and their families		
3A.P1 Explain the services and benefits children and families have a right to access, to include: <ul style="list-style-type: none"> • health • education • social services. 3A.P2 Explain why families may need to access named services.	3A.M1 Assess how services and benefits support children and families, with examples.	3A.D1 Evaluate the extent to which services and benefits could impact on outcomes for children.
Learning aim B: Understand the context in which early years education is provided		
3B.P3 Explain the differences between settings which provide for children's early years education.	3B.M2 Compare the advantages and disadvantages to children and families of different types of early years education.	
3B.P4 Explain how early years education is inspected in the home country. #		
Learning aim C: Understand the role of multi-agency work for children and their families		
3C.P5 Explain the role of a multi-agency approach in work with children and families.	3C.M3 Discuss how multi-agency working contributes to meeting the needs of children and families, with examples.	3C.D2 Evaluate the extent to which multi-agency working might impact on outcomes for children.

= English functional skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A.P1, 3A.P2, 3A.M1 and 3A.D1.

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

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

Assignment 1

The assignment for learning aim A could involve producing a leaflet for parents. It should focus on informing them of the services and benefits they have a right to access for their children. To achieve 3A.P1 the services for health, education and social services and their benefits, relevant to home country, must be included.

To achieve 3A.P2, learners could use case studies as examples to explain why families may need to access different named services.

To achieve 3A.M1, learners could build on 3A.P2 to assess the extent to which different services and benefits support children and families.

To achieve 3A.D1, learners could build on 3A.M1 to present reasoned conclusions, based on evidence from further reading, about the extent to which services and benefits could impact on outcomes for children in relation to their health, education and wellbeing.

Assignment 2

To achieve 3B.P3 learners could produce a guide explaining the differences between private, voluntary and maintained early years settings which provide for children's early education. Reference to the structure of education relevant to the home country, for example statutory school age and curricula that are in place, must be included.

To achieve 3B.P4, learners could use evidence from settings and refer to documents produced by the inspectorate relevant to the home country to explain how early years education is inspected; reference to the unit content, for example what is inspected and how inspections are reported, must be included.

To achieve 3B.M2, learners could build on 3B.P3 to compare the advantages and disadvantages of private, voluntary and maintained types of early years education. Reference to benefits to children and families must be included.

Assignment 3

To achieve 3C.P5, learners could develop a presentation for a team meeting in an early years setting to explain the role of a multi-agency approach in work with children and families. Reference to the unit content, for example early identification of children's needs and providing integrated support, must be included. Copies of PowerPoint presentation notes printed on A4 or presentation slides/OHPs with development notes should be submitted as evidence.

To achieve 3C.M3, learners could use case studies or evidence from settings as examples to assess the contribution of multi-agency working to meeting the needs of children and families.

To achieve 3C.D2, learners could build on 3C.M3 to reach conclusions, using reasoned judgements, about the extent to which multi-agency working could impact on outcomes for children in relation to their health, education and wellbeing.

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 14: Food and Mealtimes in the Early Years

Level: **3**

Unit type: **Mandatory specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

We regularly hear of reasons why children should avoid junk food – but what should children really be eating and drinking to keep them healthy, and how much should they eat and drink to stay healthy?

There are many factors that can affect whether children like or dislike certain foods. In particular, adults can have an influence on children's food preferences and this can be both positive and negative. Being involved in preparing food is an enjoyable experience; you may have fond memories of growing food such as cress, making sandwiches or baking with adults, and these experiences may have encouraged you to try food you thought you would not like.

In this unit you will learn how to provide food for children to ensure they are healthy and developing well, and ways to encourage children to develop healthy eating habits.

It is of course essential to know how to prepare and serve food hygienically when working with children to make sure they are safe and, therefore, you will learn about safe food preparation in this unit. Most settings, however, require that childcare practitioners have a qualification in Basic Food Hygiene so it may be useful to consider further training in this area.

Learning aims

In this unit you will:

- A1 understand how to provide food for children to encourage health and development
- A2 understand the role of the adult in encouraging children to develop healthy eating habits
- B understand the role of the adult in preparing and serving food safely.

Learning aims and unit content

Unit content
<p>Learning aim A1: Understand how to provide food for children to encourage health and development</p> <ul style="list-style-type: none"> • Nutrients required by children and their role in health and development, to include protein, fats, carbohydrates, vitamins and minerals. • Foods which contain the nutrients children need, to include sources of protein, fats, carbohydrates, vitamins and minerals. • Current guidance in relation to the provision of food and drink for children aged up to 8 years, to include weaning, portion size and prevention of dental decay. • The individual dietary needs of children, including allergies, food intolerance and restrictions because of social, cultural or religious reasons. • How to work with parents to ensure food and drink meets the individual needs of children, to include communicating with parents to understand any dietary restrictions, respecting and following parents' wishes and recording information for all staff in the setting.
<p>Learning aim A2: Understand the role of the adult in encouraging children to develop healthy eating habits</p> <ul style="list-style-type: none"> • That it is important to encourage children to experience as many foods as possible: food preferences develop between ages 1 and 5 and so this will help children to develop healthy eating habits. • The factors that affect attitudes towards food, including food as reward and treats, food associated with love and nurturing, and insistence on finishing food. • How to work in partnership with parents to encourage children to develop healthy eating habits, to include being sensitive to family situations which influence their food choices, providing leaflets about healthy eating and having a healthy eating policy. • How to organise snack and mealtimes to encourage the enjoyment of food, to include encouraging independence through self-serving and adults eating with children. • How to involve children in food preparation to encourage healthy eating, to include cooking and growing food.
<p>Learning aim B: Understand the role of the adult in preparing and serving food safely</p> <ul style="list-style-type: none"> • The responsibilities of those preparing and serving food in early years settings to comply with current legislation and guidance relevant to home country, to include those governing food hygiene and food safety. • The importance of safe working practices when preparing and serving food, to include practices to prevent food poisoning and ensuring that children with food allergies and intolerances are given the right food, as incorrect food choice or preparation can lead to illness. • Personal hygiene for safe food practice, to include washing hands before handling food and after handling raw meat, and covering cuts. • How to store food safely, including checking fridge temperature and use-by dates on food. • How to prepare food safely, to include complete defrosting, separate preparation of raw meat and vegetables and fruit, cooking food thoroughly and not reheating food. • Cleaning routines for safe food practice including cleaning of utensils, preparation of surfaces, floors and food storage areas.

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 A1: Understand how to provide food for children to encourage health and development Learning aim A2: Understand the role of the adult in encouraging children to develop healthy eating habits		
3A1.P1 Explain the impact of diet on children's health and development. 3A1.P2 Explain how to work with parents in early years settings to meet children's individual dietary needs.	3A1.M1 Analyse a child's diet in relation to current expert guidance. 3A1.M2 Discuss the role of partnership working with parents in relation to children's attitudes to food.	3A.D1 Evaluate the extent to which an early years setting contributes to children's health and development through the provision of food.
3A2.P3 Explain how children's attitudes to food are influenced. # 3A2.P4 Explain the role of adults in developing children's healthy eating habits.		3A.D2 Recommend improvements to an early years setting's contribution to children's healthy eating habits.
Learning aim B: Understand the role of the adult in preparing and serving food safely		
3B.P5 Explain responsibilities and practices for working safely in an early years setting when preparing and serving food to children.		

= English functional skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A1.P1, 3A1.P2, 3A2.P3, 3A2.P4, 3A1.M1, 3A1.M2, 3A.D1 and 3A.D2.

Assignment 2: 3B.P5.

Assignment 1

Learning aims A1 and A2 could be met in one assignment to cover 3A1.P1, 3A1.P2, 3A2.P3, 3A2.P4, 3A1.M1, 3A1.M2, 3A.D1 and 3A.D2. Learners could prepare materials for a staff meeting to review the food and mealtime policy and practice in the setting.

To achieve 3A1.P1, learners could use case studies to explain the impact of diet on children's health and development. Reference to the unit content, for example the role of protein, fats, carbohydrates, vitamins and minerals, must be included.

For 3A1.P2, learners could use examples from settings to describe how to work with parents to meet children's individual dietary needs. Reference to the different dietary needs of children and ways of working with parents, as listed in the unit content, must be included.

For 3A1.M1, learners could use a tutor-initiated case study of the diet for a child aged up to 8 years, which includes detail about all meals and snacks for one day. Learners must analyse the adequacy of the child's diet in relation to current expert guidance. Reference to adequacy of the diet in relation to nutrients, portion size and prevention of dental decay must be included.

For 3A1.M2, learners could use case studies, observations or examples from placements to discuss the role of partnership work with parents in relation to children's attitudes to food. Reference to meeting children's individual needs, developing children's healthy eating habits and the importance of a sensitive approach to families must be included.

To achieve 3A2.P3, learners could use case studies or examples from settings to explain how children's attitudes to food are influenced and how different factors affect children's attitudes both positively and negatively.

To achieve 3A2.P4, learners could produce a leaflet for newly appointed early years workers explaining different ways in which adults can encourage children to enjoy healthy food.

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, using a case study or an example from a setting, learners need to present reasoned conclusions about the extent to which an early years setting contributes to children's health and development through the provision of food and make recommendations for improvements to practice.

3A.D2 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.D2, using a case study or an example from a setting, learners need to present reasoned conclusions about the extent to which an early years setting can encourage children's healthy eating habits.

Assignment 2

To achieve 3B.P5, learners could produce a poster for display in an early years food preparation area which explains key factors in relation to working safely with food. This must relate to the unit content, including reference to the need to comply with legislation, prevent food poisoning and ensure children with food intolerances are given the correct food.

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.

This unit has links to *Unit 25: Cooking Activities with Children*.

Resources

There are no special resources needed for this unit.

Unit 15: Working With Children Under Three Years

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Did you know that adults who relate sensitively to babies and young children are as important as any play equipment to support children's development? This means that work with young children requires adults who are highly skilled, with a deep understanding of their specific developmental needs.

Good nutrition has a crucial role in contributing to development, and babies and young children have specific dietary needs. By the time you complete this unit, you should have a good understanding of how to meet the nutritional needs of children under the age of three.

You will explore the needs of babies under one year, children from one to two years and children from two to three years, as each group has needs specific to their developmental stage. You will learn about the role of the adult and how to create environments and experiences that respect and value children in each of these age groups. The particular skills and qualities required by adults to work effectively with very young children are assessed in this unit, as these have been shown to be the cornerstone of effective provision.

Learning aims

In this unit you will:

- A understand how to meet the nutritional needs of children under three years
- B1 understand how to meet the specific developmental needs of babies under one year
- B2 understand how to meet the specific developmental needs of children from one to two years
- B3 understand how to meet the specific developmental needs of children from two to three years
- C understand the skills and qualities needed to work with children under three years.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand how to meet the nutritional needs of children under three years</p> <ul style="list-style-type: none"> ● The nutritional requirements in the first six months, including differences between breast milk and between different types of first infant formula milk, follow-on milks and soya milk. ● The amount of formula and frequency of feeds for a baby, to include how to calculate the amount required in relation to the baby's weight. ● How to support mothers in an early years setting who are breastfeeding, to include providing a comfortable environment for a mother to feed or express milk. ● How to prepare feeds, including sterilisation of equipment, preparation of formula feeds and storage of breast milk. ● How to bottle-feed a baby, to include ensuring safety and creating a comfortable and relaxed experience which will promote attachment and interaction. ● Weaning, to include why weaning is necessary, current guidelines about when to start, foods to offer, foods to avoid and baby-led weaning. ● The nutritional needs of young children, to include the importance of iron, vitamin D and calcium. ● Meals, snacks and drinks for young children to meet their nutritional and energy needs, to include the importance of providing a variety of foods, water or milk drinks and opportunities to taste five fruit and vegetables a day.
<p>Learning aim B1: Understand how to meet the specific developmental needs of babies under one year</p> <ul style="list-style-type: none"> ● The importance of 'tuning in' to babies to support the development of attachments to key person by understanding and responding to their communications, to include interpretation of crying. ● How to respond to distressed babies, including staying calm, picking up the baby, speaking in a soothing voice, gentle rocking or stroking, looking for visible signs of illness, injury or discomfort. ● The importance of responding to individual needs in care routines and having routines similar to those at home as this will help the baby feel secure and follow parental preferences. ● How to balance the needs of individual babies with the needs of others in group care, including being organised by planning and preparing ahead for routines and activities and selecting activities to appeal to more than one child. ● How to prepare a sensory environment indoors and outdoors, to include activities to explore different sounds, vision, taste, smell and different textures. ● Objects and toys to support oral exploration which are safe and hygienic, including household objects and natural objects which have an interesting texture, shape and smell.

Unit content**Learning aim B2: Understand how to meet the specific developmental needs of children from one to two years**

- How to create an environment and experiences indoors and outdoors to support curiosity and exploration, including books for sharing, mirrors, water, swings, sit and ride toys, heuristic play and soft play areas.
- How to provide routines that value and respect children, including sufficient time, offering choices, predictability and familiarity.
- The importance of transitional objects or comforters and how to make sure they are readily available if the child is distressed and at rest or sleep times.
- The importance of recognising that egocentricity is part of expected development and that it may lead to defiance and resistance; this will help adults to understand and respond appropriately to children.
- The role of the adult in supporting labile emotions, including staying calm and not overreacting.
- How to use distraction to manage unwanted behaviour and avoid conflict and tears, including showing the child something else to interest them or giving them an alternative toy.
- The importance of supporting the communication development of children from one to two years to their social and emotional development and learning, including how helping children to develop their receptive language and first words helps them understand what is happening and makes them feel more secure.

Learning aim B3: Understand how to meet the specific developmental needs of children from two to three years

- How to create an environment that supports children's increasing self-reliance, to include providing easy access to resources and opportunities to feed and dress themselves.
- The importance of creating experiences for role play for social and emotional development and learning; these help children to feel grown up, encourage vocalisation and encourage children to develop play with others.
- The value of involving children in routine activities in the setting; children enjoy helping adults and gain a feeling of importance and learn physical skills and vocabulary by talking to the adults.
- How to create experiences for manageable challenge by providing activities and experiences which allow exploration to help them make connections and make their own challenges, including heuristic play.
- The importance of understanding impulsive behaviour; this will help adults to keep children safe by taking necessary safety measures and by having toys and equipment ready for them.
- Appropriate guidelines for acceptable behaviour, to include having realistic expectations and responding consistently.
- How to avoid temper tantrums as far as possible by ensuring children who are tired, hungry and emotionally insecure are given appropriate support, as these are possible triggers for tantrums, organising to prevent boredom and the provision of duplicates of favourite toys.
- How to manage temper tantrums, including reassuring the other children, staying calm and near the child; once the child has calmed down giving the child praise and attention to help them learn that positive behaviours are valued.

Unit content

Learning aim C: Understand the skills and qualities needed to work with children under three years

- Qualities required for work with children under three years, including patience, a sense of humour, sensitivity, a caring approach, empathy, enthusiasm, calmness, offering a professional and positive role model, a genuine interest in young children.
- Skills for work with children under three years, including interpersonal skills, observational skills, organisational skills and initiative, and literacy and numeracy skills.

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 how to meet the nutritional needs of children under three years		
<p>3A.P1 Explain the nutritional needs of children from birth to three years of age. §</p> <p>3A.P2 Describe the role of adults in early years settings in the preparation and feeding of children from birth up to two years.</p> <p>3A.P3 Plan a menu for one day in an early years setting to meet the nutritional and energy needs of children aged two to three years. # §</p>	<p>3A.M1 Discuss the importance of ensuring the nutritional needs of children from birth to three years are met.</p>	<p>3A.D1 Evaluate how an early years setting provides for the nutritional needs of children under three years, making recommendations for improvements.</p>

Pass	Merit	Distinction
<p>Learning aim B1: Understand how to meet the specific developmental needs of babies under one year Learning aim B2: Understand how to meet the specific developmental needs of children from one to two years Learning aim B3: Understand how to meet the specific developmental needs of children from two to three years</p>		
<p>3B1.P4 Describe how adults in early years settings respond to the individual needs of babies in care routines whilst meeting the needs of others in the group.</p> <p>3B1.P5 Explain the features of a sensory environment in an early years setting for babies under one year.</p>	<p>3B1.M2 Analyse the ways in which adults in early years settings can meet the specific developmental needs of babies under one year old.</p>	
<p>3B2.P6 Describe how to create an environment in an early years setting for children aged from one to two years where they feel secure and supported in active exploration.</p> <p>3B2.P7 Explain the role of adults in supporting the development of communication of children from one to two years.</p>	<p>3B2.M3 Analyse how the environment and communication aid the development and learning of children aged from one to two years using examples.</p>	<p>3B.D2 Evaluate the effectiveness of creating an environment for children from birth to three years that supports and promotes different areas of development and learning.</p>
<p>3B3.P8 Describe accessible activities and routines which involve children aged two to three years to help promote their social, emotional and developmental needs.</p> <p>3B3.P9 Explain the role of adults in promoting positive behaviour with children from two to three years.</p>	<p>3B3.M4 Analyse how adults and accessible activities and routines contribute to the social and emotional development and positive behaviour of children from two to three years.</p>	

Pass	Merit	Distinction
Learning aim C: Understand the skills and qualities needed to work with children under three years		
3C.P10 Explain the skills and qualities needed for work in early years settings with children under three years.	3C.M5 Analyse the importance of the adult in presenting a professional and positive role model to children under three years in an early years setting.	

= English functional skills signposting

§ = Information and Communication Technology skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A.P1, 3A.P2, 3A.P3, 3A.M1 and 3A.D1.

Assignment 2: 3B1.P4, 3B1.P5, 3B2.P6, 3B2.P7, 3B3.P8, 3B3.P9, 3B1.M2, 3B2.M3, 3B3.M4 and 3B.D2.

Assignment 3: 3C.P10 and 3C.M5.

Assignment 1

The assessment for learning aim A may be met by one assignment to cover 3A.P1, 3A.P2, 3A.P3, 3A.M1 and 3A.D1. Learners could produce a good practice guide for a specific setting to show how the nutritional needs of children under three years will be met.

To achieve 3A.P1, learners could refer to current national nutritional guidelines to explain the nutritional needs of children from birth to three years of age. Learners should include reference to the nutritional needs of babies in relation to breast and formula milk and weaning, and the importance of iron, vitamin D and calcium for children.

For 3A.P2, learners could produce a step-by-step guide for the preparation and storage of infant formula and storage of breast milk. Guidance about how to bottle-feed a baby and how to support breastfeeding mothers in the setting will need to be included.

To achieve 3A.P3, a sample menu for one day for a child aged between two and three years will need to be presented. The menu will need to include all drinks and snacks for a child and meet their nutritional and energy needs as recommended by national nutritional guidelines.

To achieve 3A.M1, learners need to discuss the importance of ensuring the nutritional needs of children are met in relation to their growth, health and development. This could be supported with examples of the possible effects on children's health, growth and development when current guidelines are not followed.

To achieve 3A.D1, learners need to review evidence from an early years setting to make reasoned judgements about the extent to which the setting meets the nutritional needs of children aged under three years and make recommendations about how improvements could be made.

Assignment 2

The assessment for learning aims B1, B2 and B3 could be met by one assignment. The assignment could be presented as an article for an early years journal about how to meet the specific developmental needs of children aged under three years in an early years setting.

To achieve 3B1.P4, learners could use case studies or examples from settings to describe how adults in early years settings respond to babies' individual needs in care routines whilst meeting the needs of others in the group. Reference will need to be made to the role of the key person in responding to distressed babies, meeting individual needs in care routines and planning, as included in the unit content.

To achieve 3B1.P5, learners could use examples from settings to explain the features of a sensory environment in an early years setting; learners will need to make reference to the indoors and outdoors and how the environment, activities and toys provided encourage exploration of different sounds, vision, taste, smell and different textures.

To achieve 3B1.M2, learners could use the case studies and examples used for 3B1.P4 and 3B1.P5 to analyse how adults in early years settings can meet the specific development needs of babies aged under one year, as included in the unit content of learning aim B1, with reference to best practice.

To achieve 3B2.P6, learners could use examples from early years settings to describe routines, resources, experiences and ways adults respond to children's egocentricity that provide an environment which supports children aged from one to two years to feel secure and supported in active exploration.

To achieve 3B2.P7, learners could use case studies, observations or examples from settings to explain the role adults play in supporting the development of communication of children from one to two years, with reference to the unit content; for example, how helping them to develop first words helps them to understand what is happening.

For 3B2.M3, learners could use case studies, observations and examples from settings as examples to analyse the extent to which the environment and communication aid the development and learning of children aged from one to two years, as included in the unit content of learning aim B1, with reference to accepted best practice.

To achieve 3B3.P8, learners could use observations or examples from settings to describe accessible activities and routines which involve children aged two to three years to help promote their social, emotional and developmental needs. Reference to the unit content, for example organisation of the environment, activities for role play and providing manageable challenge, will need to be included.

To achieve 3B3.P9, learners could use observations, case studies or examples from settings of children to explain the role of adults in promoting positive behaviour with children aged from two to three years. Reference will need to be made to understanding impulsive behaviour, guidelines for acceptable behaviour and ways to avoid temper tantrums, as included in the unit content.

For 3B3.M4, learners could build on to their responses for 3B3.P8 and 3B3.P9 to analyse the extent to which adults and accessible activities/tasks and routines contribute to the social and emotional development and positive behaviour of children from two to three years, with reference to accepted best practice.

For 3B.D2, learners are expected to synthesise their knowledge to show understanding of the unit content of B1, B2 and B3 to provide their answer. To achieve 3B.D2, learners could use observations, examples from settings, case studies and further reading to present reasoned conclusions about the effectiveness of creating an environment for children from birth to three years that supports and promotes different areas of learning. Reference will need to be made to social, emotional, language and learning needs, highlighting any differences across the age ranges.

Assignment 3

To achieve 3C.P10, learners could develop a presentation to explain the skills and qualities needed to work with children under three years in early years settings, as outlined in the unit content. Copies of PowerPoint presentation notes printed on A4, or presentation slides/OHPs with development notes, should be submitted as evidence.

For 3C.M5, learners could use case studies, observations or reflections to consider the importance of the adult in presenting a professional and positive role model to children under three years in an early years setting.

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 16: Working With Children in Home-based Care

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Home-based childcare is a popular choice for practitioners who wish to manage their own work pattern or fit work around their own children. It can be a very rewarding form of childcare work as practitioners make close relationships with children and their families.

Home-based practitioners need a secure knowledge of child development and education that is related to the home environment. That is why there is a specific unit on home-based childcare in this qualification. By the time you finish this unit you should have a good understanding of how to meet individual children's needs in a safe and healthy environment. You will have considered the importance of working in partnership with parents and how to support them through the application of your own knowledge and skills and by establishing networks with other agencies. You will also understand the play needs of children of different ages and how to plan to meet these needs.

It is recommended that learners complete this unit before attempting *Unit 17: Managing a Home-Based Childcare Business*.

Learning aims

In this unit you will:

- A understand the value of home-based care for children and families
- B understand how to establish a safe and healthy home-based environment
- C understand how to provide play for differing ages of children in a home-based environment
- D understand how to meet the personal, social and emotional needs of children in a home-based environment
- E understand the role of parents and other agencies as partners in home-based childcare.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the value of home-based care for children and families</p> <ul style="list-style-type: none"> ● How home-based care provides consistency of care for children and families, including the opportunity to form close relationships with the carer. ● Ways that home care can be responsive to children's individual needs, as the home-based carer will be able to gather a huge amount of information about the child and provide consistent support to parents. ● The advantages of flexibility to meet the needs of parents and children, including 'part-of-the-day' care, term-time care only, and before-and-after-school care, enabling children to access services within the local community. ● The benefits of siblings being cared for together, including benefits to a child's emotional development and wellbeing through sharing experiences, and advantages for parents of having children in the same setting. ● How home-based care may provide continuity of care through to teenage years, providing strong attachment with continuity and support for transitions. ● The benefits of real-life learning experiences and community-based activities, including how this supports children's resilience and self-esteem. ● How children may benefit from care in a smaller group, including how vulnerable children with emotional development and confidence needs benefit from secure attachment, continuity of care and a flexible approach.
<p>Learning aim B: Understand how to establish a safe and healthy home-based environment</p> <ul style="list-style-type: none"> ● The importance of identifying and managing risk while at the same time promoting independence and resilience, including risk assessments, adult responsibility, child involvement in managing risk, management of outings, inspection requirements and the value of a secure indoor and outdoor environment. ● The principles of safeguarding, to include establishing policies and procedures, following government and local guidelines, safe recruitment of staff, support of families, impact on your own family if a child protection issue occurs and awareness of own vulnerability to allegations and issues concerning confidentiality. ● How to promote healthy lifestyles in a home-based setting, including food hygiene, nutrition, involving children in the planning and preparation of meals, physical activity, first aid and legal requirements relevant to home country.

Unit content**Learning aim C: Understand how to provide play for differing ages of children in a home-based environment**

- How to recognise the play needs of children at different ages through observation and assessment, to include naturally occurring opportunities during play in the park or at mealtimes.
- How to measure and record children's progress, to include using photos, videos and recording on Post-it notes.
- Understand the value of planning for children's play and how to do this effectively within a home-based setting based on the curriculum appropriate to the home country, to include using everyday routines to plan challenging learning opportunities.
- How to use everyday activities to support play, including supporting language and communication, mathematics and science concepts and physical skills in preparing meals and snacks, washing up, caring for pets, school runs, sorting clean washing.
- How to encourage children of different ages to participate in different types of play at the same time, including physical play, by planning, having a flexible approach and providing alternatives.
- The importance of balancing child-initiated and adult-led play with children of mixed age ranges to develop language, concepts, creativity, and social and emotional development.
- How to provide opportunities for children to make choices and play spontaneously, to include supporting children's decision-making by ensuring resources are accessible.
- How to show children you value their play, to include using praise and encouragement, by providing a relaxed, unhurried atmosphere and enabling children to return to activities.

Unit content**Learning aim D: Understand how to meet the personal, social and emotional needs of children in a home-based environment**

- The importance of recognising and meeting the unique needs of individual children in a group setting, as all children need to feel welcomed and valued and given equal chances.
- How to form a secure relationship with children, including through meetings and settling-in visits.
- How to manage the impact that new relationships with children may have on other children in the home, including your own children, by ensuring children have a safe place for their own possessions, by setting time aside for individual children, and by giving children responsibilities in the home.
- The benefits of listening to and consulting children, including how to listen to children and involve them in making decisions, respecting and valuing children's contributions, the United Nations Convention on the Rights of the Child and the Mosaic approach.
- How to meet the emotional health needs of children in a home-based environment, to include managing transition, welcoming and valuing children and encouraging children to feel positive about their own ethnic, cultural and religious identities.
- How to manage behaviour in home-based settings, including the impact on your own children, promoting positive behaviour through praise and role modelling, working closely with parents to provide continuity, having consistent boundaries and ground rules, and having realistic expectations of behaviour.
- Understand the importance of inclusion, to include understanding personal responsibility in relation to current legislation relevant to home country, available support, how to make the home environment accessible, the early identification of needs and how to work with other agencies to support the child and family, challenging discriminatory practice and supporting families with disabilities or whose home language is not English.

Unit content**Learning aim E: Understand the role of parents and other agencies as partners in home-based childcare**

- The benefits of working with parents as partners in home-based care, to include managing behaviour, sharing information, providing support, sign-posting to other agencies, involving parents and the value of parents understanding policies and procedures.
- Supporting parents with early identification of needs, including using a sensitive approach, focusing on the child's achievements, sharing observations and sign-posting to other professionals.
- Making links with home learning, to include using learning journeys and daily diaries for parents to share children's progress and developments at home.
- The benefits of working with other agencies to support children and families, including early years settings, children's centres and voluntary organisations such as Home-Start and bereavement networks.
- How to establish links with other settings, to include home learning, developing effective partnerships within the local community, sharing good practice, supporting transitions and developing networks.
- Understand the importance of boundaries when working with parents, including the need for clear policies and a professional relationship, supported by a contract which is reviewed regularly.
- How to respect different cultures, including asking parents to share information about their cultures, planning activities, challenging discrimination and role modelling own genuine interest in others.
- The importance of understanding ethnicity to help children to develop a secure and positive sense of their own cultural or ethnic identity.

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 value of home-based care for children and families		
3A.P1 Explain the benefits of home-based care for children and families.	3A.M1 Discuss the extent to which home-based care benefits children and families.	
Learning aim B: Understand how to establish a safe and healthy home-based environment		
3B.P2 Describe the role of the home-based practitioner in keeping children safe, using examples.	3B.M2 Analyse how children can be kept healthy and safe in a home-based environment, using examples.	3B.D1 Evaluate how a home-based practitioner could contribute to children's health and safety more effectively.
3B.P3 Explain how to promote healthy lifestyles in a home-based environment.		
Learning aim C: Understand how to provide play for differing ages of children in a home-based environment		
3C.P4 Explain the role of observation in the provision of play in a home-based environment.	3C.M3 Analyse the role of the adult in providing appropriate play experiences for children of mixed age ranges in a home-based environment.	
3C.P5 Explain, with selected examples, how to provide opportunities for play for children of mixed ages in a home-based environment.		

Pass	Merit	Distinction
Learning aim D: Understand how to meet the personal, social and emotional needs of children in a home-based environment		
<p>3D.P6 Explain how to meet the emotional health needs of children in home-based childcare.</p> <p>3D.P7 Explain how to support the positive behaviour of children of mixed ages in home-based childcare.</p>	<p>3D.M4 Analyse how home-based practitioners contribute to meeting the personal, social and emotional needs of children of mixed ages.</p>	<p>3D.D2 Evaluate approaches and techniques home-based practitioners use to support children's personal, social and emotional needs in home-based childcare.</p>
Learning aim E: Understand the role of parents and other agencies as partners in home-based childcare		
<p>3E.P8 Explain, using examples, how home-based practitioners work with other agencies to support children and families. # §</p> <p>3E.P9 Explain how home-based carers work in partnership with parents to support children and families. §</p>	<p>3E.M5 Analyse how the relationship between home-based carers, parents and other agencies can support children.</p>	

= English functional skills signposting

§ = Information and Communication Technology 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.P5 and 3C.M3

Assignment 4: 3D.P6, 3D.P7, 3D.M4 and 3D.D2

Assignment 5: 3E.P8, 3E.P9 and 3E.M5.

Assignment 1

Learners could produce an information leaflet for parents about the value of home-based care for learning aim A. To achieve 3A.P1, learners could use case studies or examples from practice to explain the benefits of home-based care for children and families. Reference to all of the unit content for learning aim A must be included. For 3A.M1, learners could build on 3A.P1 to discuss the extent to which home-based care benefits children and families, with reference to long-term benefits for children's emotional development and wellbeing.

Assignment 2

The assignment for learning aim B could be presented as a guidance document for new home-based childcare practitioners to help them understand how to establish a safe and healthy home-based childcare environment.

To achieve 3B.P2, learners could use case studies, Ofsted requirements and examples of policies and procedures from home-based childcare settings to describe the role of the home-based practitioner in keeping children safe. Reference to the unit content with regard to risk management and safeguarding must be included.

For 3B.P3, learners could refer to legal requirements and guidance and examples of policies and procedures from home-based settings to explain how to promote healthy lifestyles in a home-based environment. Reference to the unit content, for example nutrition and first aid, must be included.

To achieve 3B.M2, learners could build on 3B.P2 and 3B.P3. Learners must use examples, which could be from home-based settings or case studies, to analyse the extent to which children can be kept healthy and safe in a home-based environment, with reference to risk management, safeguarding and promotion of healthy lifestyles.

For 3B.D1, learners could use examples from practice or a case study and further reading to make reasoned judgements about how a home-based practitioner could contribute to children's health and safety more effectively, making recommendations for ways to develop practice.

Assignment 3

Learners could include further information in the guidance document from Assignment 2 for new home-based carers for learning aim C. For 3C.P4, learners could use examples of observations and planning documents used by home-based carers to explain the role of observation in the provision of play in a home-based environment. Reference to the unit content, for example how to recognise play needs, measure progress and plan for play based on the appropriate curriculum, must be included.

To achieve 3C.P5, learners need to use examples from case studies of home-based practice to explain how to provide opportunities for play for children of mixed ages in a home-based environment. Coverage of the unit content with regard to providing opportunities for physical play and for play in everyday activities, and balancing adult-led and child-initiated activities, must be included.

For 3C.M3, learners could use the examples given in 3C.P5 to analyse the role of the adult in providing appropriate play experiences for children of mixed ages in a home-based environment, with reference to the adult role in encouraging the participation children of different ages in different types of play.

Assignment 4

Learners could add to the guidance document for new home-based carers to help them understand how to meet the personal, social and emotional needs of children in home-based care for learning aim D. For 3D.P6, learners could use examples from home-based practice or case studies to explain how to meet the emotional health needs of children in home-based childcare. This needs to include reference to the unit content, for example forming relationships with children, settling in and ensuring inclusion. Evidence must cover children of different ages.

To achieve 3D.P7, learners could use examples from home-based practice or case studies to explain how to support the positive behaviour of children of mixed ages in home-based childcare. Reference to the unit content, for example respecting and valuing children, having realistic expectations for children and consistent boundaries for behaviour and working with parents, will need to be included.

For 3D.M4, learners could build on 3D.P6 and 3D.P7 to analyse the extent to which home-based practitioners contribute to meeting the personal, social and emotional needs of children of mixed ages. Reference to the unit content for learning aim D must be included.

To achieve 3D.D2, learners could use case studies or examples from home-based settings to present reasoned conclusions about the effectiveness of the approaches and techniques that home-based practitioners use in supporting children's personal, social and emotional development, highlighting any differences across the age ranges.

Assignment 5

For learning aim E, learners could add to the guidance document for new home-based carers to explain the role of parents and other agencies as partners in home-based care. To achieve 3E.P8, learners need to use examples of two different agencies and use case studies to explain how home-based carers work with the agencies to support children.

To achieve 3E.P9, learners could use examples from home-based settings or case studies to explain how home-based carers work in partnership with parents to support children and families. Reference to the unit content, for example how involving parents supports children, must be included.

For 3E.M5, learners could build on to 3E.P8 and 3E.P9 and use case studies to analyse how the relationship between home-based carers, parents and other agencies can support children, with reference to professional relationships and information sharing.

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 17: Managing a Home-based Childcare Business

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Many people choose a career in home-based childcare so that they can run a small business at the same time as doing something they feel passionate about. There are many advantages to managing your own business, particularly when you have children of your own; for example, you can choose your working hours to suit your commitments. It can also be very exciting and fulfilling to be able to set your own work patterns and the future direction of your career.

This unit will help you to understand the legal obligations and financial responsibilities of running your own business and to consider the best way to manage and lead your business.

You will learn how businesses are set up, how to keep accounts, how to manage disputes and how to formalise your relationships with families. Some home-based child carers decide to work with other carers. Therefore, you will also learn about the employment, leadership and management of staff and their training requirements.

It is recommended that learners complete *Unit 16: Working With Children in Home-Based Care* before attempting this unit.

Learning aims

In this unit you will:

- A understand how to establish a home-based childcare business
- B understand the management of a home-based childcare business
- C understand how to manage relationships with families as customers in home-based childcare.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand how to establish a home-based childcare business</p> <ul style="list-style-type: none"> • The responsibilities of managers of home-based childcare businesses to comply with current legislation and guidance relevant to home country, to include self-employment, registration and qualification. • The current requirements for in-home childcare insurance (including personal liability, employer liability, sickness cover, setting), taxation and National Insurance, holiday pay. • Policies for home-based childcare, including health and safety, behaviour, safeguarding, equal opportunities, data protection and confidentiality. • How to research and market your business, to include the aims of your service, marketing plans, promoting your service, websites, advertising, Unique Selling Points (USPs) and assessing the childcare needs of your local community. • How to access support, to include the National Childminding Association (NCMA), children's centres, the local authority, local networks and Her Majesty's Revenue and Customs (HMRC). • How to make a home-based childcare business sustainable, to include financial planning, keeping accounts, managing expenses, allowable expenses, business plans, provision of overnight care as a USP and quality assurance schemes.

Unit content
<p>Learning aim B: Understand the management of a home-based childcare business</p> <ul style="list-style-type: none"> ● The principles of time management, to include establishing routines, providing flexibility and contingency plans. ● How to plan for the appropriate curricula in home country. ● How to manage record keeping, including storage of records and confidentiality. ● How to use Information and Communication Technology (ICT) to manage the business, to include emails and keeping digital records of finances, contact details and observations of children. ● The importance of multi-agency working, including its involvement in the development of services in your community, and working together to safeguard children. ● How to manage staff, to include employment, contracts, payment, sick leave, National Insurance, safe recruitment, Criminal Records Bureau (CRB) checks, employee rights, appraisals, encouraging reflection, supporting Continuing Professional Development (CPD) and working with volunteers and students. ● The importance of managing change and challenges and how to manage change through a staged approach. ● The importance of evaluating service provision to identify areas for improvement and considering the implications of change for all service users, including children, parents and childminder. ● The importance of managing continuous improvement to include reviewing and assessing practice, maintaining quality provision, adapting provision to meet the changing needs of children and families, management and development of self and workforce and planning CPD.
<p>Learning aim C: Understand how to manage relationships with families as customers in home-based childcare</p> <ul style="list-style-type: none"> ● The importance of establishing relationships with families as customers, including working together to improve outcomes for the children. ● How to develop systems to support a business relationship, to include methods for sharing information, establishing formal contracts, payment arrangements, managing disputes, recognising parental wishes, confidentiality and establishing awareness of policies and procedures in everyday practice. ● The importance of the contribution of parents and children to service evaluation, to include valuing the views of all service users to improve provision.

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 how to establish a home-based childcare business		
3A.P1 Explain the registration requirements for setting up a home-based childcare business in home country. #	3A.M1 Discuss the importance of research and marketing when establishing a sustainable home-based childcare business, with examples.	
3A.P2 Explain, with reasons, how to research and market a home-based childcare business. §		
3A.P3 Explain how to establish a sustainable home-based childcare business.		
Learning aim B: Understand the management of a home-based childcare business		
3B.P4 Describe, with reasons, how record keeping could be managed in a home-based childcare business.	3B.M2 Discuss how to improve quality provision in a home-based childcare business, with examples.	3B.D1 Evaluate how to effectively manage a home-based childcare business.
3B.P5 Explain the responsibilities involved in employing and managing staff in a home-based childcare business.		
3B.P6 Explain the importance of continuous improvement in home-based childcare businesses.		
Learning aim C: Understand how to manage relationships with families as customers in home-based childcare		
3C.P7 Explain the systems that support good customer relationships with families in a home-based childcare business.	3C.M3 Analyse how systems contribute to developing positive customer relationships with families.	3C.D2 Assess how the management of customer relationships with families affects the viability and effectiveness of a home-based childcare business.

= English functional skills signposting

§ = Information and Communication Technology 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 and 3B.D1

Assignment 3: 3C.P7, 3C.M3 and 3C.D2.

Assignment 1

For learning aim A, learners could produce a file of the essential information, via use of a case study, that is required for establishing a home-based childcare business. All of the unit content must be covered. To achieve 3A.P1, learners need to summarise the registration requirements for setting up a home-based childcare business, relevant to the home country. Reference to the unit content, for example self-employment, registration, qualification and policies, must be included.

To achieve 3A.P2, learners could give examples of how to advertise and promote a home-based childcare business, with reasons, using a case study or a real life illustration. This must include reference to aims of the service, marketing plans, advertising, websites and Unique Selling Point(s), as listed in the unit content.

To meet 3A.P3, learners could use examples to explain how to establish a sustainable home-based childcare business. This must include reference to keeping accounts, managing expenses, business planning and quality assurance schemes as listed in the unit content.

To achieve 3A.M1, learners could build on 3A.P2 and 3A.P3, using examples to discuss the importance of research and marketing when establishing a sustainable home-based childcare business.

Assignment 2

Learning aim B could be met in a second assignment to cover 3B.P4, 3B.P5, 3B.P6, 3B.M2 and 3B.D1. The evidence could be presented as information for home-based child carers to refer to in the ongoing management of their business.

To achieve 3B.P4, learners could give examples of how record keeping could be managed in a home-based childcare setting, with reasons. Reference to storage of records, confidentiality and the use of Information and Communication Technology to keep records of finances, contact details and observations of children, as listed in the unit content, must be included.

To achieve 3B.P5, learners could give examples to support their explanations of the responsibilities involved in managing staff in a home-based childcare business. These must include reference to the unit content, for example contracts, payment and safe recruitment.

For 3B.P6, learners could use examples from case studies or practice to explain why reflection is important in a home-based childcare business. Reference to the unit content, for example how reflection enables practice to be reviewed and assessed to meet the changing needs of children and families, should be included.

To achieve 3B.M2, learners could build on 3B.P6. Learners need to use examples from case studies or practice to assess how to improve quality provision in a home-based childcare business.

To achieve 3B.D1, learners are expected to synthesise their knowledge to show understanding of the unit content of learning aim B and use reasoned judgements to reach conclusions about how to effectively manage a home-based childcare business.

Assignment 3

For learning aim C, learners could produce a guidance leaflet for home-based child carers about managing relationships with families as customers.

To achieve 3C.P7, learners could use examples of systems to support a business relationship, as outlined in the unit content, to explain how they support good customer relationships.

For 3C.M3, learners could build on 3C.P7 to analyse how systems for supporting a business relationship and involving families in service evaluation contribute to developing positive customer relationships with families.

For 3C.D2, learners could produce a leaflet for new home-based workers which assesses ways of dealing with families as customers to provide best outcomes for children and the business.

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 18: Working With Children With Additional Needs

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

All children need enjoyable and challenging learning and development opportunities, and children who have additional needs, such as a physical or learning disability, require experiences that are tailored to their needs to make sure they reach their potential. This means that adults working with children who have additional needs should understand how early years settings plan to support their play, learning and development in an inclusive way. Parents are essential partners in planning the provision for their children.

By the time you have completed this unit, you should have a good understanding of how additional needs may affect children's learning and development. In this unit you will explore how adults working in early years settings plan and provide for the individual learning and development needs of children who have additional needs. You will then learn how to work with parents and other professionals to do this effectively. You will also learn how to work with children who have additional needs to support them in the early years setting.

Learning aims

In this unit you will:

- A understand additional needs of children
- B understand provision to support children with additional needs in early years settings
- C understand the role of adults working with children with additional needs.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand additional needs of children</p> <ul style="list-style-type: none"> ● Definition of 'additional needs', including physical, sensory, communication, behavioural or learning disability, long-term or life-limiting condition and emotional health and wellbeing needs that impact on a child's daily life. ● Factors that may lead to a child having additional needs, including genetic, developmental and environmental factors and accidents. ● How some children may have emotional health and wellbeing needs, including mental illness. ● The impact of additional needs on children, including discrimination, the effect on self-esteem and how this might affect outcomes for the child. ● The impact of additional needs of a child on a family, including the need for information, the need for coordinated support, the financial impact and the effect on siblings.
<p>Learning aim B: Understand provision to support children with additional needs in early years settings</p> <ul style="list-style-type: none"> ● The impact of the social model of disability on legislation and provision for children with additional needs. ● Legislation, regulations and initiatives relating to children with additional needs relevant to home country. ● The process for identifying and providing support for children with special educational needs relevant to home country. ● The importance of involving parents in the assessment process, including the recognition of their relationship with their child, their expertise and knowledge of their child. ● Professionals who may be involved in supporting children in an early years setting, including an educational psychologist, occupational therapist, speech therapist, physiotherapist, health visitor and portage worker. ● The role of organisations that support parents, including voluntary organisations and Parent Partnership Services.

Unit content**Learning aim C: Understand the role of adults working with children with additional needs**

- How to support children with additional needs in the development of self-esteem, to include ensuring inclusive provision, challenging discrimination, empowering children and building confidence and self-image.
- How to meet individual needs, to include assessment and individualised planning.
- The importance of observing, assessing and reviewing progress, including recognising and meeting children's needs and interests, identifying whether further referrals are required and liaising with other professionals.
- The importance of collaborating with other professionals, including Special Educational Needs Coordinators, in order to ensure best practice and meet children's needs and interests.
- How to work in partnership with parents, including effective communication, involvement in ongoing assessment and reviews and providing support.
- The importance of following policies and procedures in the early years setting, as these ensure best practice and compliance with legislation and codes of practice.
- How to provide for personal care, to include sensitivity and privacy, and also including gaining information about children's individual needs, empowering children, respecting privacy and maintaining hygiene procedures.

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 additional needs of children		
3A.P1 Describe additional needs of children and the factors that may cause them. #	3A.M1 Analyse how the additional needs of children could impact on children and their families.	
3A.P2 Explain the effects of discrimination on children with additional needs.		
3A.P3 Explain how families may be affected by the additional needs of a child.		
Learning aim B: Understand provision to support children with additional needs in early years settings		
3B.P4 Explain how the social model of disability has influenced provision for children with additional needs.	3B.M2 Discuss the impact of inclusive education on children with additional needs.	3B.D1 Evaluate the extent to which effective assessment supports inclusive provision for children with additional needs.
3B.P5 Describe the process for identifying and providing support for children with additional needs. §	3B.M3 Analyse the role of assessment in providing support for children with additional needs.	
3B.P6 Explain the role of parental involvement in the assessment of children with additional needs.		
3B.P7 Explain the role of professionals who may be involved in supporting children with additional needs in an early years setting.		

Pass	Merit	Distinction
Learning aim C: Understand the role of adults working with children with additional needs		
<p>3C.P8 Explain how adults can work to support children with additional needs in the development of confidence and self-esteem.</p> <p>3C.P9 Explain how adults use individual education plans to support children with additional needs.</p> <p>3C.P10 Explain how to work with parents when supporting children with additional needs.</p>	<p>3C.M4 Analyse the role of the adult in implementing a plan drawn up to support a child with additional needs.</p>	<p>3C.D2 Evaluate collaborative and partnership working when supporting children with additional needs.</p>

= English functional skills signposting

§ = Information and Communication Technology 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.P7, 3B.M2, 3B.M3 and 3B.D1

Assignment 3: 3C.P8, 3C.P9, 3C.P10, 3C.M4 and 3C.D2.

Assignment 1

For learning aim A learners could write the first of two articles for an early years journal about the additional needs of children.

To achieve 3A.P1, learners could use case studies to describe the different additional needs of children and the factors that may cause them, as outlined in the unit content.

For 3A.P2, learners could use case studies to explain the effects of discrimination on children with additional needs. Reference to the unit content, for example the effect on outcomes for children, must be included.

For 3A.P3, case studies could be used by learners to explain how families may be affected by the additional needs of a child. These must include reference to financial implications and the potential effect on siblings, as outlined in the unit content.

To achieve 3A.M1, learners could build on 3A.P2 and 3A.P3 and use case studies to analyse how the additional needs of children might impact on children and their families, demonstrating understanding of individual differences.

Assignment 2

For learning aim B learners could write a second article for the early years journal about provision to support children with additional needs in early years settings.

To achieve 3B.P4, learners need to refer to legislation, regulations and initiatives as outlined in the unit content to explain how the social model of disability has influenced provision for children with additional needs.

For 3B.M2, learners could build on 3B.P4 and use case studies to discuss the impact of inclusive education on children with additional needs.

For 3B.P5, learners could refer to statutory guidance documents and use examples from early years settings or case studies to describe the process relevant to the home country for identifying and providing support for children with additional needs.

For 3B.P6, learners could use case studies to explain the importance of parental involvement in the assessment of children with additional needs. Reference must be made to the unit content, for example recognising parents' expertise and knowledge.

For 3B.M3, learners could build on 3B.P5 and 3B.P6 to analyse the role of assessment in providing support for children with additional needs. This needs to include reference to how assessment contributes to identifying the provision and support required in an early years setting to meet the additional needs of children, as outlined in the unit content.

To achieve 3B.P7, learners could use case studies to explain the role of professionals who may be involved in supporting children with additional needs in an early years setting. Reference needs to be made to the professionals listed in the unit content.

For 3B.D1, learners need to make reasoned judgements based on evidence from case studies or observations and further reading, about the extent to which effective assessment supports inclusive provision, with reference to the role of initial and ongoing assessment in identifying appropriate provision to meet children's individual needs.

Assignment 3

For learning aim C learners could develop a good practice guide for staff in an early years setting.

To achieve 3C.P8, learners could use case studies or observations to explain how adults can work to support children with additional needs in the development of confidence and self-esteem. Reference to the unit content, for example how adults can empower children, must be made.

For 3C.P9, learners could use examples of individual education plans to explain how adults use these to support children with additional needs. This needs to include reference to how to meet children's needs and interests through individualised planning.

To achieve 3C.M4, learners could build on 3C.P9 to analyse the role of the adult in implementing a child's education plan, using examples of individualised planning for the child. Reference needs to be made to observing and assessing progress and reviewing progress against the plan.

For 3C.P10, learners could use case studies or examples from early years settings to explain how to work with parents when supporting children with additional needs. Reference to the unit content, for example effective communication, must be included.

To achieve 3C.D2, learners could use evidence from case studies, observations and further reading to make reasoned judgements about the value of collaborative work with professionals and partnership work with parents when supporting children with additional needs, 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 19: Promoting Mathematical Development in Children Aged From Four up to Eight Years

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Mathematics is all around us in the environment we live in and is a vital part of our modern world. We need mathematics for all kinds of activities – from doing our shopping to calculating how much tax we need to pay. Mathematics can be very complex and as adults we need to know how we can help children learn in a way that is fun and meaningful. This is why there is a specific unit on mathematical development for children aged from four years up to eight years.

There are many different areas within mathematics, including number, shape, measurement and pattern. Children will gradually learn about each aspect through play and activities that you provide. It is important that as adults we understand the sequence of development so we can plan activities that are age- and stage-appropriate, and that encourage development of understanding. We need to give experiences that are exciting and stimulate interest and a desire to know more. We also need to know about the different factors that can affect development so that we can use strategies to ensure children have equal access to learning.

By the time you complete this unit, you will have a good understanding of early mathematical development and will recognise the sequence that children follow in understanding concepts. This will be linked to the curriculum frameworks used to teach children. You will understand the role of adults in supporting development and consider how parents can encourage learning at home. You will also find out about the importance of assessing children's understanding and the impact this has on planning and giving feedback to other professionals.

Learning aims

In this unit you will:

- A understand the current framework used to teach mathematics to children aged from four up to eight years
- B understand children's mathematical development
- C1 understand how to support children's mathematical development
- C2 understand the importance of assessing children's mathematical development.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the current framework used to teach mathematics to children aged from four up to eight years</p> <ul style="list-style-type: none"> • The current framework used to teach mathematics to children aged from four to eight years in your home country. • How mathematics is broken down into different topics/areas, including size, shape, length, time, number, calculating, weight, volume and capacity, area, space, pattern and prediction. • The sequence by which each topic area is taught, including the sequence for counting and understanding numbers and calculating. • How settings might plan and organise their provision to deliver the framework through meaningful, purposeful, practical activities, encouraging the use of mathematical language, problem solving and prediction.
<p>Learning aim B: Understand children's mathematical development</p> <ul style="list-style-type: none"> • The links to cognitive development, including the need for children to have experienced concrete experiences before moving to abstract. • The theory of mathematical development, including how children develop understanding of conservation of number as they pass through four stages according to Piaget's theory. • The importance of early mathematical skills, including one-to-one correspondence, matching, pattern making, counting, sorting, ordering and recording. • The need for children to acquire mathematical language, including more, fewer, less, longest, shorter than, triangle, circle, in front of and inside. • The importance of children's confidence and how adults might influence this through giving positive and fun methods of working, breaking tasks into steps and providing reinforcement and positive interactions to consolidate children's mathematical development. • Difficulties that might arise from children not having sufficiently understood earlier concepts, to include recording and the meaning of mathematical symbols and language.

Unit content**Learning aim C1: Understand how to support children's mathematical development**

- The importance of linking activities to the child's experience, to include learning through play, as this will make learning meaningful for them.
- How to give direct experience of mathematics through everyday activities, to include counting rhymes, playing simple board games, cooking, matching socks, making patterns and recognising numbers in the environment.
- Ways to check that children understand the purpose of the activity, to include asking questions, modelling and observing children's reactions.
- The importance of allowing children sufficient time to process new concepts or information, as young children need time to be able to think through what they need to do.
- The role of adults in supporting children's mathematical understanding through questioning children to check their understanding and supporting them to select resources available to help them, rather than focusing on completion of the task or the answer.
- The role of adults in modelling mathematics, to include counting aloud and checking till receipts.
- How to explain and reinforce the use of mathematical language by providing a commentary or talking through what children are doing to familiarise them with vocabulary.
- The importance of reinforcing and revisiting the areas of mathematics to consolidate concepts, as this will help them to practise skills before moving on to the next task.
- The role of encouragement and how this needs to be balanced with ensuring that children maintain ownership over their learning.
- Using interactive computer programs that encourage and reinforce mathematical concepts, as these help to engage children.
- The importance of working with parents to encourage enjoyment of mathematics, including providing information about ways parents can support their children.

Learning aim C2: Understand the importance of assessing children's mathematical development

- The importance of understanding individual children's level of mathematical understanding and how this informs the planning of activities, as activities need to be tailored to meet their needs in order to provide an appropriate level of challenge.
- The fact that children may not acquire mathematical understanding evenly across different areas of mathematics, as this will need to be taken into account when assessing and planning for children.
- Ways in which adults assess children's mathematical understanding, to include questioning, setting practical tasks and observing levels of confidence.
- Ways of reporting or recording children's mathematical development, including feedback to parents and other professionals such as teachers.

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 current framework used to teach mathematics to children aged from four up to eight years		
<p>3A.P1 Summarise the key features of the current framework used to teach mathematics to children aged from four up to eight years in the home country.</p> <p>3A.P2 Describe, using examples, how early years settings might plan and organise their provision to deliver the current mathematics framework to children aged from four up to eight years in the home country.</p>	<p>3A.M1 Analyse the role of planning in the delivery of the mathematics framework to children across the age range from four years up to eight years.</p>	
Learning aim B: Understand children's mathematical development		
<p>3B.P3 Review how early experiences can support mathematical development.</p> <p>3B.P4 Explain the importance of personal confidence in mathematical development.</p> <p>3B.P5 Describe difficulties that might arise from children not having understood earlier mathematical concepts and language when learning.</p>	<p>3B.M2 Discuss the extent to which experiences impact on the development of children's mathematical skills.</p>	<p>3B.D1 Evaluate the role of consolidation in children's mathematical development.</p>

Pass	Merit	Distinction
Learning aim C1: Understand how to support children's mathematical development Learning aim C2: Understand the importance of assessing children's mathematical development		
3C1.P6 Explain how linking activities to children's own experiences supports mathematical development. 3C1.P7 Select, with reasons, activities for children aged from four up to eight years to support development in different mathematical topic areas. # 3C1.P8 Explain the role of the adult in supporting mathematical development in activities.	3C1.M3 Discuss, using examples, the extent which activities could support children's mathematical development.	3C.D2 Evaluate the extent to which adults contribute to the mathematical development of children aged from four up to eight years.
3C2.P9 Explain why it is important to check children's mathematical understanding. § 3C2.P10 Explain the importance of recording and reporting the mathematical development of children aged from four up to eight years. *	3C2.M4 Analyse the role of adults in assessing the mathematical development of children aged from four up to eight years.	

= English functional skills signposting

* = Mathematics functional skills signposting

§ = Information and Communication Technology 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 and 3B.D1

Assignment 3: 3C1.P6, 3C1.P7, 3C1.P8, 3C2.P9, 3C2.P10, 3C1.M3, 3C2.M4 and 3C.D2.

Assignment 1

Learners could produce an information leaflet for students who are preparing for placement for learning aim A1, to help them understand the current framework used to teach mathematics to children aged from four up to eight years.

To achieve 3A.P1, learners could refer to curriculum framework guidance documents to summarise the key features of the current framework used to teach mathematics to children aged from four up to eight years in the home country. Reference to the topic areas and the sequence by which each topic area is taught will need to be included.

For 3A.P2, learners could use examples from early years settings to describe how settings might plan and organise their provision to deliver the current mathematics framework to children aged from four up to eight years. Reference to appropriate provision for delivering the framework to children in nursery or reception classes must be given.

To achieve 3A.M1, learners could build on 3A.P2 to analyse the role of planning in the delivery of the mathematics framework to children across the age range from four years up to eight years, with reference to delivering all the topic areas in sequence in a way which is appropriate for that age range.

Assignment 2

For learning aim B, learners could add to the information for students preparing for placement produced for assignment 1.

To achieve 3B.P3, learners could use case studies, examples from settings or observations to produce a leaflet for new early years workers which reviews how early experiences can support mathematical development in children. Reference to the unit content, for example the need for children to have concrete experiences and the activities which support this, will need to be given.

For 3B.P4, learners could use case studies to explain the importance of personal confidence in mathematical development. Reference to ways that adults can influence children's confidence needs to be made.

To achieve 3B.P5, learners could use case studies or examples from settings to describe difficulties that might arise from children not having understood earlier mathematical concepts and language when learning. Reference needs to be made to how children develop conservation of number according to Piaget's theory.

To achieve 3B.M2, learners could build on 3B.P3, 3B.P4 and 3B.P5 to discuss the extent to which experiences impact on the development of children's mathematical skills. This must include reference to the impact of appropriate early experiences, the effects of lack of confidence and difficulties that may arise from not understanding earlier concepts.

For 3B.D1, learners need to evaluate, based on evidence from case studies or observations and further reading, the role of consolidation in children's mathematical development with reference to the theory of mathematical development.

Assignment 3

Learners could produce a good practice guide for a setting for learning aim C1 and learning aim C2.

To achieve 3C1.P6, learners could use examples from settings or case studies to explain how linking activities to children's own experiences supports mathematical development. Reference will need to be made to how playful activities as given in the unit content support mathematical development.

For 3C1.P7, learners could refer to curriculum guidance documents and use examples from settings to select activities for children to support mathematical development. Learners will need to choose two appropriate activities to support mathematical learning in a named topic area for children in nursery or reception, and two appropriate activities in a different topic area for children in Key Stage 1, giving reasons for choices of activities.

To achieve 3C1.P8, learners will need to explain the role of the adult in supporting mathematical development in the activities described in 3C1.P7. Reference to the unit content, for example checking understanding and giving children time to process new concepts, will need to be included.

For 3C1.M3, learners could use the examples of activities given in 3C1.P7 to discuss the extent to which the activities could support children's mathematical development, with reference to reinforcement of mathematical concepts and readiness to move on to the next stage.

To achieve 3C2.P9, learners could use case studies to explain why it is important to check children's mathematical understanding. Reference to the unit content, for example how knowledge of a child's level of mathematical understanding informs planning and that children may not acquire mathematical understanding evenly across topic areas, needs to be included.

For 3C2.P10, learners could use case studies or examples from settings to explain the importance of recording and reporting the mathematical development of children aged from four up to eight years, with reference to feedback to parents and teachers or other professionals.

For 3C2.M4, learners could build on 3C2.P9 and 3C2.P10 to analyse the role of adults in assessing the mathematical development of children aged from four up to eight years, with reference to the unit content of learning aim C.

To provide the evidence for 3C.D2, learners could write a conclusion for the good practice guide. 3C.D2 relates to learning aims C1 and C2 and learners are expected to synthesise their knowledge to show understanding of the unit content for C1 and C2 to provide their answer. To achieve 3C.D2, learners need to draw reasoned conclusions based on evidence from case studies or observations and further reading to evaluate the extent to which adults contribute to the mathematical development of children aged from four up to eight years, 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 20: Promoting Literacy in Children Aged From Four up to Eight Years

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Can you remember how you learned to read and write? Most of us take our reading and writing skills for granted, and do not think too much about them. However, for young children, learning to read and write is a difficult process which takes persistence and motivation to be successful. Some children find the process easy to master but for others it can be a real struggle.

This is why there is a specific unit on literacy development in this qualification. Literacy skills are very important in our modern world and we now understand that these skills start to develop at a very young age. By the time you have completed this unit you will have a good understanding of the ways in which you can support children and the activities you can arrange for them. This will include pre-reading and pre-writing skills, and the way that reading and writing skills develop. You will discover suitable books to read to children and exciting ways to stimulate their enthusiasm.

You will need to know some of the different approaches to teaching reading and to consider your role as an adult in supporting children to read. This can include the practical experience of listening to children read and considering how to give them language-rich environments.

Parents are an essential part of their children's development and you will need to think about ways to engage them in helping their child's literacy development. You will also learn about the factors that may affect children's progress and the difficulties children can face.

Learning aims

In this unit you will:

- A understand the pre-reading and pre-writing skills that support children's literacy development
- B1 understand how to support children's reading development.
- B2 understand how to support children's writing development
- C understand factors that might affect children's progress in literacy.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the pre-reading and pre-writing skills that support children's literacy development</p> <ul style="list-style-type: none"> ● The importance of speech and language and how they contribute to the development of literacy, to include how children make the link between spoken sounds and the written symbols, understand the meaning of words and recognise the structure of sentences. ● The importance of engaging young children's interest and curiosity in books, including motivation, understanding that print runs from left to right and from top to bottom, and experiencing handling books. ● The importance of a language-rich environment for literacy development and how this may be achieved, including clearly headed and labelled displays at children's level and labelling activities and different areas of the setting. ● The type of experiences that children need in order to be ready to learn to read, to include handling of books, hearing stories, being read to and opportunities for speaking and listening. ● The importance of phonemic awareness in learning to read as children will be able to recognise that words are made of individual speech sounds and children will be able to segment words into component phonemes, which is required before they can associate written symbols with sounds. ● Activities that support pre-reading skills, such as learning rhymes, matching and sequencing activities, sharing stories and recognising letter shapes in the environment. ● Activities to support pre-writing skills, to include mark-making using a range of materials, large motor movements, painting and drawing, construction toys and fine manipulative play/hand-eye coordination.

Unit content**Learning aim B1: Understand how to support children's reading development**

- The different theoretical approaches to helping children to learn to read, to include when to begin, synthetic and analytical phonics, look and say and whole language/apprenticeship.
- The advantages and disadvantages of synthetic and analytical phonics, including that it helps children to read and spell new words but that many words are not written phonetically.
- The advantages and disadvantages of the look and say approach to reading, including that it helps children with unphonetic words, that children can pick these up quickly, but that it may not help children with words unfamiliar to them.
- The advantages and disadvantages of whole language/apprenticeship approach, including that children are motivated to learn because texts are interesting, that children learn to focus on the meaning of the words, but that it relies on children working out for themselves the links between speech sounds and their written symbols.
- The current model of learning to read as outlined within the curriculum framework that is used in the home country.
- The usual sequence by which children learn to read, to include recognising the link between the verbal and visual word, recognising own name, using pictures as cues, book conventions, phonetic awareness, retelling stories and building a visual vocabulary.
- The importance of children gaining confidence and associating reading with pleasure, as reading requires practice, and confidence will help children to persevere.
- Ways to help children gain confidence, including praise and encouragement and access to a wide variety of books to cater for different interests and abilities.
- Why adults need to role-model reading books so that children will see reading skills being used and the pleasure gained.
- How to choose appropriate books for children at different ages and reading levels by getting to know the children's interests and preferences, which may include picture books and stories, fiction and non-fiction books.
- How to create stimulating experiences and activities that encourage reading, to include matching activities, sound snap and group story time.
- How to hear children reading, to include the importance of giving children sufficient time, letting children gather information from pictures and use of praise and encouragement to build achievement.
- The importance of having realistic expectations of children's reading by ensuring books are at the appropriate level for them, as children who are given books that are not matched to their current ability may become frustrated and lose confidence.
- How to feed back to children about their reading, including asking children to look again at a word, breaking the word down with them into component sounds and creating a positive experience for the child.
- The importance of recording children's progress correctly to ensure children are given the appropriate support to develop their reading.

Unit content**Learning aim B2: Understand how to support children's writing development**

- The link between learning to write and learning to read – they are interrelated and children will need a wide range of literacy experiences to support the development of each.
- The importance of having realistic expectations of children's writing, as learning to write is more complex than reading and every child is unique.
- The development of handwriting, to include pencil grip and the importance of gross motor movements.
- The usual sequence by which children learn to write, to include mark-making, emergence of letters and ascribing meaning to marks.
- The importance of the environment in developing writing skills, to include indoors and outdoors, environmental print, provision of materials and adult role models.
- The importance of giving children reasons to write for a purpose, as this is motivating.
- How to create stimulating experiences and activities that encourage writing development, including mark-making activities in sand, practising using different pens and brushes, and play activities such as writing shopping lists in the role play area for children.
- How to support left-handed children, including encouraging them to find a comfortable grip and providing resources to support left-handers.
- When adults may need to scribe for children to write down their ideas, including when children are starting to learn to write and in shared writing activities.

Learning aim C: Understand factors that might affect children's progress in literacy

- The importance of recognising factors that might affect children's progress, including self-esteem, frustration and early intervention.
- Reasons why children may not make expected progress, to include conductive hearing loss, sight problems, specific learning difficulties, poor language environment and insufficient input from adults.
- The factors that may affect parents in supporting the development of reading and writing skills, including poor literacy skills, low self-esteem and limited interaction.
- How to work with parents to support children's reading progress, including enabling children to take books home and using a reading record book to enable school and home to write about books shared with the child.
- How to work with parents to support children's progress in writing, including the need for regular contact and the provision of opportunities for parents to work on handwriting skills with their 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 pre-reading and pre-writing skills that support children's literacy development		
3A.P1 Describe experiences and activities that support pre-reading and pre-writing skills.	3A.M1 Discuss the role of pre-reading and pre-writing experiences in children's literacy development, using examples.	
3A.P2 Explain the role of a language-rich environment for children's literacy development.		
Learning aim B1: Understand how to support children's reading development		
Learning aim B2: Understand how to support children's writing development		
3B1.P3 Describe different theoretical approaches to helping children to learn to read.	3B1.M2 Discuss the extent to which different theoretical approaches may help children to learn to read.	3B.D1 Evaluate the extent to which adults contribute to supporting the literacy development of children aged from four up to eight years.
3B1.P4 Describe the model of learning to read as outlined within the curriculum framework that is used in the home country. §	3B1.M3 Analyse the role of adults in supporting children aged from four years up to eight years in experiences and activities provided to encourage reading.	
3B1.P5 Describe different experiences and activities used to support children aged from four years up to eight years to read.		
3B1.P6 Explain why it is important to understand the links between learning to read and learning to write.		
3B2.P7 Describe the usual sequence of writing development.	3B2.M4 Analyse the contribution of adults in supporting the development of children's handwriting.	
3B2.P8 Explain how different experiences and activities are used to support children aged from four years up to eight years to write. #		

Pass	Merit	Distinction
Learning aim C: Understand factors that might affect children's progress in literacy		
3C.P9 Describe different factors that may affect children's literacy development.	3C.M5 Discuss the extent to which an early years setting works with parents to support children's literacy development.	3C.D2 Evaluate the contribution of effective support for children's literacy development.
3C.P10 Explain how to work with parents to support children's progress in literacy.		

= English functional skills signposting

§ = Information and Communication Technology skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

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

Assignment 2: 3B1.P3, 3B1.P4, 3B1.P5, 3B1.P6, 3B2.P7, 3B2.P8, 3B1.M2, 3B1.M3, 3B2.M4 and 3B.D1

Assignment 3: 3C.P9, 3C.P10, 3C.M5 and 3C.D2.

Assignment 1

Learners could prepare a presentation for early years students about pre-reading and pre-writing skills for learning aim A. Copies of PowerPoint presentation notes printed on A4 or presentation slides/OHPs with development notes should be submitted as evidence. To achieve 3A.P1, learners could use examples of experiences and activities appropriate for young children that support pre-reading and pre-writing skills. Reference to the unit content, for example hearing stories, sequencing activities and mark-making, must be given.

For 3A.P2, learners could use examples from early years settings to explain the role of a language-rich environment for children's literacy development, to include the use of displays and labels in the environment.

To achieve 3A.M1, learners could build on 3A.P1 and use observations or case studies as examples to discuss the role of pre-reading and pre-writing experiences in children's literacy development, with reference to the unit content for learning aim A.

Assignment 2

Learners could produce a guidance document for students who are preparing for placement for learning aim B1 and learning aim B2, to help them understand how to support children's literacy development. The guidance could be divided into two sections: supporting children to read and supporting children to write.

For the first section, to achieve 3B1.P3, learners could use examples from settings of how different theoretical approaches are used to help children to learn to read. Reference to the approaches as listed in the unit content must be made.

To achieve 3B1.M2, learners could build on 3B1.P3 by discussing the advantages and disadvantages of the different theoretical models in helping children to read as outlined in the unit content.

For 3B1.P4, learners could refer to curriculum framework guidance documents to describe the current model of learning to read used in the home country.

To achieve 3B1.P5, learners could use examples from settings to describe different experiences and activities used to support children aged from four years up to eight years to read. Appropriate experiences and activities for children across the age range from four to eight years must be given.

For 3B1.P6, learners could use examples and refer to the usual sequence by which children learn to read, given in the unit content, to explain why it is important to understand the links between learning to read and learning to write.

To achieve 3B1.M3, learners could use the examples given in 3B1.P5 to analyse the role of adults in the experiences and activities involved in supporting children across the age range from four to eight years to read. Reference to the unit content, for example giving children sufficient time, having realistic expectations and providing feedback, will need to be included.

For the second section in the guidance document, for 3B2.P7, learners could use case studies or observations to describe the usual sequence of writing development.

To achieve 3B2.P8, learners could use examples from settings to explain how different experiences and activities are used to support children aged from four years up to eight years to write. Activities which are appropriate for children across the age range four to eight years and which give children reasons to write must be given.

For 3B2.M4, learners could use the examples of the activities and experiences given in 3B2.P8 to analyse how adults contribute in supporting the development of children's writing. Reference to the unit content, for example how adults having realistic expectations is a factor, must be given.

To provide the evidence for 3B.D1, learners could write a conclusion for the guidance document. 3B.D1 relates to learning aims B1 and B2 and learners are expected to synthesise their knowledge to show understanding of the unit content for B1 and B2 to provide their answer. To achieve 3B.D1, learners need to draw reasoned conclusions, based on evidence from case studies or observations and further reading, on the extent to which adults contribute to the literacy development of children aged from four up to eight years, with reference to children's individual differences.

Assignment 3

For learning aim C, learners could produce materials for a staff meeting about factors affecting children's literacy development to review practice in the setting.

To achieve 3C.P9, learners could use case studies or observations to describe different factors that may affect children's literacy development; reference to factors in relation to children and factors that may affect parents in supporting children as listed in the unit content will need to be given.

For 3C.P10, learners could use examples from settings to explain how to work with parents to support children's progress in literacy.

To achieve 3C.M5, learners could use case studies or observations to discuss the extent to which an early years setting works with parents to support children's literacy development, showing sensitivity to factors which may affect parents in supporting their child's literacy development.

For 3C.D2, learners could use evidence from case studies, observations and further reading to make reasoned judgements to evaluate the contribution of effective support for children's literacy development, with reference to the importance of providing appropriate support for children who are not making expected progress.

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 21: An Introduction to Playwork Principles

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Do you have memories of playing in ways that allowed you to explore and develop ideas at your own pace? You may remember play experiences that gave you exciting challenges and thrills. These experiences are essential to give children and young people the skills, knowledge and experience they need for living in our increasingly complex world. For many children and young people, these experiences are provided in a range of settings such as adventure playgrounds, play centres, after-school clubs, holiday play-schemes and mobile play-schemes operating from buses and vans supported by playworkers. Playworkers are skilled in organising environments and working in ways that enable children and young people to play freely and direct their own play.

In this unit, you will learn about the principles that underpin the playwork approach supported by your tutor, who is a qualified playworker or has experience of working in settings that uphold the principles of playwork. You will examine the role of the adult in playwork environments and how playwork environments are organised. You will also have the opportunity to observe the playwork principles in action in a placement or during visits to playwork settings.

Learning aims

In this unit you will:

- A understand the playwork approach for work with children and young people
- B1 understand the role of the adult in playwork environments
- B2 understand the organisation of playwork environments
- C be able to reflect on playwork principles in action.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the playwork approach for work with children and young people</p> <ul style="list-style-type: none"> • The eight principles of the playwork approach establish the professional and ethical framework, describe what is unique about playwork and provide the underpinning principles for working with children and young people in playwork settings. • Children’s rights in relation to play provision including children’s rights in the UN Convention on the Rights of the Child 1991, playwork principles. • The differences between the aims of playwork and early years to include the aims of playwork to open up opportunities for children to play, and have the freedom to choose what they want to do, and the focus in early years on developing skills through play and structured activities to extend learning. • The importance of freely chosen, self-directed play, including benefits to physical, mental, social and emotional health and wellbeing. • Play types that children and young people need to experience to include those identified by Bob Hughes. • The play cycle theory which illustrates a cycle in which play takes place and its order, and the importance of completion of the full cycle for healthy development. • The importance of understanding the play preferences of children and young people to include identifying play needs and a range of play spaces and resources that will meet the play needs.
<p>Learning aim B1: Understand the role of the adult in playwork environments</p> <ul style="list-style-type: none"> • The impact of adult interaction on self-directed play, including how inappropriate interaction and intervention restricts the freedom and choices of children and young people. • How adults plan and support self-directed play to include ensuring the play spaces provide for a range of different play types, encouraging children and young people to choose play spaces for themselves, leaving the content and intent of play to the children and young people, enabling play to occur uninterrupted. • The adult’s role in relation to risk, stimulation and challenge, including risk assessment, acceptable risk and unacceptable risk. • How to respond to play cues, to include by observing children and young people in play so that play is extended without being distorted, supporting continuation of the play cycle. • When intervention in play is appropriate, including when risk becomes unacceptable, to extend play and to bring play opportunities to an end. • The role of teamwork in playwork environments to contribute to play opportunities on offer by recognising the unique skills and strengths of individuals, and building trust and communication. • The importance of relationships with children and young people, including effective communication, consulting, respecting, negotiating and maintaining relationships with parents/families. • How to ensure inclusion, to include balancing the needs of individuals with those of the whole group. • How to encourage children and young people to resolve conflict, to include by acting as a facilitator to help children and young people to find solutions themselves.

Unit content**Learning aim B2: Understand the organisation of playwork environments**

- The importance of identifying children's play needs in relation to resourcing and facilitating play.
- How to meet the needs of both groups and individual children and young people, including consulting with children about ways this may be achieved.
- How to ensure that the play environment is inclusive by ensuring provision is open and accessible to all, taking action to remove barriers so that all children and young people, including disabled and non-disabled and those from other minority groups, can participate.
- Resources to facilitate self-directed play, including natural materials, construction materials, computer and IT equipment, real tools, bikes, trolleys, swings, climbing structures and ropes, paints, drawing equipment, modelling and fabrics.
- How to give children and young people ownership of their play environment by consulting with children and young people, providing choice and enabling them to follow their own instincts, ideas and interests.
- The importance of reviewing provision and acting on feedback from all users to improve the play experiences of the children and young people.

Learning aim C: Be able to reflect on playwork principles in action

- How adults work with children and young people in a playwork environment to uphold the principles of playwork including relationships, management of risk and challenge, and interventions.
- The extent to which children and young people determine and control their play in a playwork environment and how children and young people's needs and rights for play could be supported further.
- How the playwork environment is organised to support self-directed play and what can be done to improve organisation of the play space.

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 playwork approach for work with children and young people		
3A.P1 Describe the principles of playwork which underpin the playwork approach, using examples.	3A.M1 Analyse the ways in which the principles of playwork uphold children and young people's rights in relation to play.	3A.D1 Evaluate the principles of playwork and their effectiveness in informing the playwork approach.
3A.P2 Explain how play types and the play cycle theory support the playwork principles. #		

Pass	Merit	Distinction
<p>Learning aim B1: Understand the role of the adult in playwork environments Learning aim B2: Understand the organisation of playwork environments</p>		
<p>3B1.P3 Describe how adults enable self-directed play in playwork environments. 3B1.P4 Review the features of adult relationships with children and young people which support the playwork approach. 3B1.P5 Explain the role of adults in risk and challenge in playwork environments.</p>	<p>3B1.M2 Analyse how adult relationships with children and young people contribute to effective playwork practice.</p>	<p>3B.D2 Evaluate the extent to which adults contribute to effective playwork provision.</p>
<p>3B2.P6 Explain how resources can best facilitate self-directed play. 3B2.P7 Describe how to ensure an inclusive playwork environment. 3B2.P8 Explain how adults can encourage children and young people to take ownership of their play environment.</p>	<p>3B2.M3 Analyse the role of the adult in organising an environment to facilitate self-directed play.</p>	
<p>Learning aim C: Be able to reflect on playwork principles in action</p>		
<p>3C.P9 Describe how the playwork principles are applied in a playwork environment.</p>	<p>3C.M4 Analyse the impact of applying the playwork principles in a playwork environment, making recommendations for improvement.</p>	

= English functional skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A.P1, 3A.P2, 3A.M1 and 3A.D1.

Assignment 2: 3B1.P3, 3B1.P4, 3B1.P5, 3B2.P6, 3B2.P7, 3B2.P8, 3B1.M2, 3B2.M3 and 3B.D2.

Assignment 3: 3C.P9 and 3C.M4.

Assignment 1

The assignment for learning aim A could involve preparing a presentation for early years learners about the playwork approach. Copies of PowerPoint presentation notes printed on A4 or presentation slides/OHPs with development notes should be submitted as evidence.

To achieve 3A.P1, learners could use examples from playwork settings or case studies to describe the principles of playwork which underpin the playwork approach.

For 3A.P2, learners could use observations or case studies to explain how play types and the play cycle theory support the playwork principles. Reference to the unit content, for example the importance of completion of the order of the full play cycle, will need to be made.

To achieve 3A.M1, learners could build on 3A.P1 to analyse the ways in which the principles of playwork uphold children and young people's rights in relation to play, with reference to the United Nations Convention on the Rights of the Child 1991.

To achieve 3A.D1, learners could use evidence from case studies or observations and further reading to reach conclusions, using reasoned judgements, to evaluate the principles of playwork and their effectiveness in informing the playwork approach, with reference to the importance of freely-chosen, self-directed play.

Assignment 2

The assignment for learning aims B1 and B2 could involve producing guidance for staff who are new to playwork settings, to help them understand the role of the adult and the organisation of playwork environments.

To achieve 3B1.P3, learners could use examples from playwork settings or case studies to describe how adults enable self-directed play in playwork environments. Reference needs to be made to planning and supporting self-directed play, responding to play cues, and appropriate interaction.

For 3B1.P4, learners could use case studies to review the features of adult relationships with children and young people which support the playwork approach. Reference to the unit content will need to be included, for example effective communication and respect, which enable consulting and negotiating, facilitating the resolution of conflict.

To achieve 3B1.P5, learners could explain the role of adults in risk and challenge in playwork environments by using observations, case studies or examples from playwork settings. This needs to include how adults assess acceptable and unacceptable risk in relation to stimulation and challenge in play.

To achieve 3B1.M2, learners could build on to 3B1.P3, 3B1.P4 and 3B1.P5 to analyse how adult relationships with children and young people contribute to effective playwork practice, in relation to self-directed play.

For 3B2.P6, learners could use examples from playwork settings or case studies to explain how resources can best facilitate self-directed play. Reference must be made to the resources given in the unit content.

To achieve 3B2.P7, learners could use observations and examples from playwork settings or case studies to describe how to ensure an inclusive playwork environment; reference to the unit content needs to be made, for example how action is taken to remove barriers so that all children and young people can participate.

For 3B2.P8, learners could explain how adults can encourage children and young people to take ownership of their play environment by using examples from playwork settings or case studies. Reference will need to be made to how children and young people should be consulted with, provided with choice and enabled to follow their own instincts, ideas and interests.

To achieve 3B2.M3, learners could build on to 3B2.P6, 3B2.P7 and 3B2.P8 to analyse the role of the adult in organising an environment to facilitate self-directed play, with reference to resources, ensuring inclusion and giving children ownership of the play environment.

3B.D2 relates to learning aims B1 and B2. Learners are expected to synthesise their knowledge to show understanding of the unit content for B1 and B2 to provide their evidence. Learners could use evidence from case studies or observations and further reading to make reasoned judgements to evaluate the extent to which adults contribute to effective playwork provision, with reference to the principles which support the playwork approach.

Assignment 3

Learners could produce a short reflective account for the learning aim C assignment.

To achieve 3C.P9, learners could use observation of playwork practice to describe how the playwork principles are applied in a playwork environment. Reference needs to be made to how the adults work with children and young people, the organisation of the environment and the extent to which children and young people determine and control their play.

For 3C.M4, learners could build on 3C.P9, using the observation made of playwork practice to analyse the impact of applying playwork principles. Learners must make recommendations of ways in which children and young people's needs and rights for play could be supported further and what can be done to improve organisation of the play space.

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 a tutor who is a qualified playworker or has experience of working in settings that uphold the principles of playwork. Learners should have opportunities for a work placement in a setting that upholds the principles of playwork, or opportunities to observe playwork principles in action.

Unit 22: Implementing the Early Years Foundation Stage in England

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **90**

Assessment type: **Internal**

Unit introduction

Did you know that a child's early experiences can have an impact on the rest of their life? Every child deserves the best possible start and the opportunity to grow and thrive. High-quality early years education is one of the most important factors in a child's development. The Early Years Foundation Stage (EYFS) is a framework for practitioners in England to follow to ensure they meet the diverse needs of all the children in their setting and help them to fulfil their potential. It gives detailed information on how to support children's learning, development and welfare. The EYFS is mandatory in Ofsted-registered settings for children from birth to the end of the academic year in which a child has their fifth birthday. It outlines the knowledge, skills and understanding that young children should have acquired by the end of the EYFS in a set of early learning goals.

The EYFS is an important part of working with children and families, and this is why there is a specific unit about it in this qualification. By the time you have completed this unit, you should have a good understanding of the structure of the EYFS, the key principles and education programme within the EYFS, and you should be able to plan play and activities that support children's progress towards the early learning goals.

Learning aims

In this unit you will:

- A1 understand the structure of the Early Years Foundation Stage
- A2 understand the principles of the Early Years Foundation Stage
- B1 understand the safeguarding and welfare requirements within the Early Years Foundation Stage
- B2 understand the education programme within the Early Years Foundation Stage
- C be able to plan play and activities that support children's progress towards Early Years Foundation Stage outcomes.

Learning aims and unit content

Unit content
<p>Learning aim A1: Understand the structure of the Early Years Foundation Stage</p> <ul style="list-style-type: none"> • The scope and legal status of the Early Years Foundation Stage (EYFS) – that it is the curriculum framework for England only, the range of settings that it covers and the age of children it is for. • The overall structure of the EYFS, including the safeguarding and welfare requirements and the education programme. • How early years settings are inspected to check their delivery of the EYFS, including the focus on emotional care and children’s progress. • How and why children’s development is assessed at different points, including the development check and the EYFS Profile assessment. • The aims of the EYFS, including school readiness, to reduce inequality and to ensure that children in the setting are safe. • The terminology used in the documentation, including the specific legal requirements, statutory guidance and practice guidance.
<p>Learning aim A2: Understand the principles of the Early Years Foundation Stage</p> <ul style="list-style-type: none"> • The overarching principles and themes of the EYFS, to include unique child, positive relationships, enabling environment, and that children develop and learn in different ways and at different rates. • How these principles are reflected within the curriculum framework, including the focus on individual progress and creating challenging and enjoyable experiences. • The importance of applying the principles to practice, including compliance with legal requirements, to create a stimulating and enjoyable environment. • How settings can apply the principles to practice, to include planning for children, providing children with a key person and working with parents.

Unit content**Learning aim B1: Understand the safeguarding and welfare requirements within the Early Years Foundation Stage**

- The rationale behind the safeguarding and welfare requirements.
- The requirements and practical implications in relation to children's protection, to include the requirement for a safeguarding policy and the importance of recognising changes in children's behaviour.
- The requirements and practical implications in relation to suitable people, to include the disclosures that staff must make about convictions, cautions and court orders.
- The requirements and practical implications in relation to staff qualifications, training, support and skills, to include the requirement for ongoing supervision and staff appraisal.
- The requirements and practical implications in relation to the provision of a key person for each child.
- The requirements and practical implications in relation to staff ratios.
- The requirements and practical implications in relation to the health of children, to include the provision of food and drink and accident and injury.
- The requirements and practical implications in relation to managing behaviour, to include the importance of a policy and ways of responding to unwanted behaviour.
- The requirements and practical implications of the safety and suitability of premises, environment and equipment, to include risk assessment, the ban on smoking and how outings need to be organised.
- The requirements and practical implications in relation to Equal Opportunities, to include the importance of a policy and challenging inappropriate attitudes and practices.
- The requirements and practical implications in relation to information and records, to include the provision of information for parents and carers and circumstances when Ofsted must be notified.

Unit content**Learning aim B2: Understand the education programme within the Early Years Foundation Stage**

- The requirement to deliver all areas of development through planned purposeful play and the three characteristics of learning, including playing and exploring, active learning, and creating and thinking critically.
- The rationale behind each of the areas of learning in terms of children's overall development, including the difference between the three prime areas of learning (Personal, Social and Emotional Development, Communication and Language, Physical Development) and the four specific areas (Literacy, Mathematics, Understanding the world, Expressive arts and design).
- The scope of each of the areas of learning, including how the prime areas of learning relate to the specific areas.
- How areas of learning are interrelated, including the way in which one play activity may provide opportunities for several areas of learning.
- The importance of observing children's development in order to use the information to plan for individual children's progress within the EYFS.
- The importance of balancing adult-led and child-initiated activities and how the balance may change according to the age/stage of development of children.

Learning aim C: Be able to plan play and activities that support children's progress towards Early Years Foundation Stage outcomes.

- How to plan play and activities to support children's progress in each of the areas of learning within the EYFS towards early learning goals.
- How settings plan for children's progress within the EYFS, including observations, assessment and record keeping.
- How to plan an adult-directed activity, including the identification of children's needs and interests, links to the areas of learning and the need for activities to be playful.
- How to balance adult-led and child-initiated activities, including allowing opportunities for children to participate.
- How activities will support children's progress in more than one area of learning.

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 A1: Understand the structure of the Early Years Foundation Stage</p> <p>Learning aim A2: Understand the principles of the Early Years Foundation Stage</p>		
<p>3A1.P1 Summarise the scope, legal status and structure of the Early Years Foundation Stage.</p> <p>3A1.P2 Describe how delivery of the Early Years Foundation Stage is inspected.</p> <p>3A1.P3 Explain the aims of the Early Years Foundation Stage.</p> <p>3A1.P4 Explain the requirements for the assessment of children's progress in the Early Years Foundation Stage.</p> <p>3A2.P5 Explain the principles and themes of the Early Years Foundation Stage. #</p> <p>3A2.P6 Explain, using examples from early years settings, how to apply the principles of the Early Years Foundation Stage to practice.</p>	<p>3A1.M1 Discuss, using examples, how children may benefit from the Early Years Foundation Stage.</p>	<p>3A.D1 Evaluate the potential impact of the Early Years Foundation Stage on outcomes for children.</p>
	<p>3A2.M2 Analyse how the principles of the Early Years Foundation Stage shape practice in early years settings, using examples.</p>	

Pass	Merit	Distinction
Learning aim B1: Understand the safeguarding and welfare requirements within the Early Years Foundation Stage Learning aim B2: Understand the education programme within the Early Years Foundation Stage		
3B1.P7 Describe the scope of policies required by early years settings to meet the safeguarding and welfare requirements of the Early Years Foundation Stage.	3B1.M3 Discuss how specific policies contribute to meeting the safeguarding and welfare requirements of the Early Years Foundation Stage.	3B1.D2 Evaluate the extent to which the safeguarding and welfare requirements complement the education programme in the Early Years Foundation Stage.
3B2.P8 Describe the scope of each of the areas of learning in the Early Years Foundation Stage.	3B2.M4 Discuss, using examples, ways in which areas of learning can be interrelated in play activities.	
3B2.P9 Explain how play activities may provide opportunities for several areas of learning.		
3B2.P10 Explain the reasons for balancing adult-led and child-initiated activities.		
Learning aim C: Be able to plan play and activities that support children's progress towards Early Years Foundation Stage outcomes.		
3C.P11 Develop plans for play and activities which meet a child's needs and interests to support progress towards early learning goals, to include: <ul style="list-style-type: none"> ● adult-led activities ● child-initiated activities. § 	3C.M5 Analyse the extent to which the planned play and activities provide a balance of adult-led and child initiated activities.	3C.D3 Evaluate the potential impact of the plans in supporting the child's progress towards early learning goals.
3C.P12 Explain how the planned play and activities aim to support the child's progress in areas of learning. §		

= English functional skills signposting

§ = Information and Communication Technology skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

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

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

Assignment 3: 3C.P11, 3C.P12, 3C.M5 and 3C.D3.

Assignment 1

Learning aims A1 and A2 could be met in one assignment to cover 3A1.P1, 3A1.P2, 3A1.P3, 3A1.P4, 3A2.P5, 3A2.P6, 3A1.M1, 3A2.M2 and 3A.D1. Learners could produce a reference document for new early years practitioners about the structure and principles of the Early Years Foundation Stage (EYFS). All of the unit content for learning aims A1 and A2 must be covered.

To achieve 3A1.P1, learners could refer to statutory framework documents to summarise the scope, legal status and structure of the EYFS; this needs to include reference to the range of settings, age of the children, the safeguarding and welfare requirements and the education programme.

For 3A1.P2, learners could refer to framework guidance documents to describe how delivery of the EYFS is inspected. This must include reference to the responsibilities of the Office for Standards in Education (Ofsted) with regard to quality and standards.

For 3A1.P3, learners must explain the aims of the EYFS with reference to school readiness, reducing inequality and ensuring children's safety, as listed in the unit content.

To achieve 3A1.P4, learners could refer to statutory framework documents to explain the requirements for assessment of children's progress in the EYFS. This must include information about the development check and the EYFS Profile assessment, as listed in the unit content.

To achieve 3A1.M1, learners could use case studies to discuss how children may benefit from the EYFS, with reference to the aims.

For 3A2.P5, learners could refer to statutory framework documents to explain the principles and themes of the EYFS.

To achieve 3A2.P6, learners must use examples from settings to explain how to apply the principles of the EYFS to practice. Reference to planning, key person and work with parents, as listed in the unit content, must be included.

To achieve 3A2.M2, learners need to use examples from practice and case studies to analyse how the principles of the EYFS shape practice. Evidence must refer to how the principles influence provision and planning for individual children.

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 evidence. To achieve 3A.D1, learners could use case studies or further reading to make reasoned judgements about the potential impact of the EYFS on outcomes for children.

Assignment 2

Learning aims B1 and B2 could be met in one assignment to cover 3B1.P7, 3B2.P8, 3B2.P9, 3B2.P10, 3B1.M3, 3B2.M4 and 3B.D2. Learners could provide information for new early years practitioners about the safeguarding and welfare requirements and education programme within the EYFS. This could be included in the reference document from assignment 1.

To achieve 3B1.P7, learners could provide examples of policies from early years settings to describe the scope of policies required by early years settings to meet the safeguarding and welfare requirements of the EYFS settings. Reference must be made to policies for safeguarding, equality of opportunity, behaviour management and health and safety.

For 3B1.M3, learners could build on their response to 3B1.P7 to discuss how named specific policies contribute to meeting the safeguarding and welfare requirements of the EYFS.

To achieve 3B2.P8, learners could refer to the statutory framework and guidance documents to describe the scope of each of the areas of learning of the EYFS. Reference must be made to the three prime and the four specific areas of learning.

To achieve 3B2.P9, learners could use examples from settings to explain how play activities may provide opportunities for several areas of learning. Play activities for children aged from birth up to two years and from two years up to eight years must be provided.

For 3B2.P10, learners could use observations or examples from practice to explain reasons for balancing adult-led and child-initiated activities. Reference needs to be made to the three characteristics of learning: playing and exploring, active learning, and creating and thinking critically, as listed in the unit content.

To achieve 3B2.M4, learners could build on the response for 3B2.P9, using examples of play activities to discuss ways in which areas of learning can be interrelated. Reference needs to be made to the interrelationship between prime areas and specific areas of learning.

To achieve 3B1.D2, learners could use observations or examples from practice and further reading to present reasoned conclusions about the extent to which the safeguarding and welfare requirements complement the early education programmes in the EYFS. Learners should draw on their knowledge of learning aims B1 and B2 to give their answer.

Assignment 3

To achieve 3C.P11, learners could use observations of a child which identify their needs and interests and use examples of planning formats used in early years placement settings to create plans for play and activities to support progress towards early learning goals. Plans must include indoor and outdoor play activities which are both adult-led and child-initiated, providing opportunity for the child's participation.

For 3C.P12, learners need to explain how the planned play activities presented for 3C.P11 aim to support the child's learning in prime and specific areas of learning.

To achieve 3C.M5, learners could build on to their response to 3C.P11 to analyse the extent to which the planned play activities provide a balance of adult-led and child-initiated activities to support the child's progress.

To achieve 3C.D3, learners need to make reasoned judgements about the potential impact of the plans presented in 3C.P11 in supporting the child's progress towards early learning goals, making recommendations for ways in which the plans could be developed.

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 23: Implementing the Foundation Phase in Wales

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **90**

Assessment type: **Internal**

Unit introduction

Did you know that children learn best through play? It is through play that children gain first-hand experiences that help them develop an understanding of themselves and the world in which they live. Through play, children are able to practise their learning, explore ideas and make decisions. It follows, therefore, that a curriculum framework for early years needs to be based on play.

The Foundation Phase is a progressive framework for practitioners in Wales to ensure that they not only meet the diverse needs of all the children in their early years setting but also help them to fulfil their potential. It provides detailed information on how to support children's learning, development and wellbeing through first-hand experiences. The Foundation Phase is mandatory in Estyn-registered settings for children aged from three to the end of the academic year in which the child has their seventh birthday. The framework outlines the knowledge, skills and understanding that young children should have acquired by the end of the Foundation Phase in a set of outcomes.

Having an understanding of the Foundation Phase is an important part of working with children and families and this is the reason for a specific unit about it in this qualification. By the time you have completed this unit, you should have a good understanding of the core aims and structure of the Foundation Phase, the education programme, and the outcomes stating the expected standards of children's performance. You will be able to plan play provision and learning experiences that support children's developmental needs as well as statutory areas of learning.

Learning aims

In this unit you will:

- A1 understand the structure of the Foundation Phase
- A2 understand the core aims and guiding principles of the Foundation Phase
- B understand the education programme within the Foundation Phase
- C be able to plan play provision and activities that support children's progress towards Foundation Phase outcomes.

Learning aims and unit content

Unit content
<p>Learning aim A1: Understand the structure of the Foundation Phase</p> <ul style="list-style-type: none"> • The scope and legal status of the Foundation Phase that is the curriculum framework for Wales only, the range of settings that it covers and the age of children it is for. • The overall structure of the Foundation Phase, including the Statutory Education Programme, Foundation Phase outcomes and the responsibilities of schools and settings. • How settings are inspected to check their delivery of the Foundation Phase, including the responsibilities of Her Majesty's Inspectorate for Education and Training in Wales (Estyn) to inspect and provide advice on quality and standards, including standards and children's wellbeing, the quality of teaching and assessment, curriculum planning and the learning environment, leadership and management, as well as improving quality. • How and why children's development is assessed at different points, including regular assessment to plan to meet children's needs, to assess learning and to help children assess their own potential and capabilities.
<p>Learning aim A2: Understand the core aims and guiding principles of the Foundation Phase</p> <ul style="list-style-type: none"> • That the aims of the Foundation Phase are developed from the United Nations Convention on the Rights of the Child, to include ensuring that all children and young people have a good start in life that is the best possible basis for their future growth and development. • The principles of the Foundation Phase, to include a curriculum focused more on children's interests, development and learning, the importance of play and experiential learning experiences indoors and outdoors, in addition to fostering positive partnerships with parents. • How these principles are reflected within the curriculum framework through a cross-curricular, integrated approach. • The importance of applying the principles to practice to ensure that every child has access to a broad, balanced and differentiated curriculum to meet their developmental needs. • How settings can apply principles to practice, to include creating an environment that is relevant to children's interests and experiences. • How the Foundation Phase contributes to the Curriculum Cymreig by developing children's understanding of the cultural identity unique to Wales and helping children gain a sense of belonging and understanding of the Welsh heritage.

Unit content**Learning aim B: Understand the education programme within the Foundation Phase**

- The rationale behind each of the seven statutory areas of learning – Personal and Social Development; Wellbeing and Cultural Diversity; Language, Literacy and Communication Skills; Mathematical Development; Welsh Language Development; Knowledge and Understanding of the World; Physical Development; Creative Development – and how each area contributes to children’s overall development.
- The scope of each of the areas of learning, including the skills and range within each area.
- How all of the areas of learning are interlinked, including how personal and social development, wellbeing, cultural diversity and children’s understanding of the cultural identity unique to Wales are developed across the curriculum.
- How children’s skill development is supported, to include developing thinking, communication, ICT and numeracy skills.
- The importance of observing children’s development and using it to plan for their progress within the Foundation Phase. This enables practitioners to ensure that children’s needs and interests are taken into account to plan meaningful active learning experiences with sufficient challenges to motivate children and encourage their disposition to learn.
- The importance of balancing adult-guided and child-initiated activities to support the Principles of the Foundation Phase to give children opportunities to express their own ideas, make choices and problem solve, as well as have structured play opportunities planned in response to their interests, with adults facilitating learning.
- The importance of outdoor learning in the Foundation Phase and how it is used as a resource for children’s learning to support a cross-curricular approach and promote discovery and independence.

Learning aim C: Be able to plan play provision and activities that support children’s progress towards Foundation Phase outcomes

- How to plan play and experiential learning activities indoors and outdoors to support children’s progress in each of the seven areas of learning based on observations, including using children’s ideas and developing a theme or topic based on types of play and the areas of learning to facilitate progress.
- How settings plan for children’s progress within the Foundation Phase, including reflection, children’s self-assessment, observations, assessment and record keeping.
- How to balance adult-guided and child-initiated activities to ensure all seven areas of learning are covered through a range of playful, active learning experiences, both indoors and outdoors.
- How holistic provision will support children’s progress in more than one area of learning by providing experiences which support the development of children’s thinking, creativity, language and communication and their active involvement.

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 A1: Understand the structure of the Foundation Phase Learning aim A2: Understand the core aims and guiding principles of the Foundation Phase</p>		
<p>3A1.P1 Summarise the scope, legal status and structure of the Foundation Phase.</p> <p>3A1.P2 Describe how delivery of the Foundation Phase is inspected.</p> <p>3A1.P3 Explain the requirements for children's assessment in the Foundation Phase.</p>	<p>3A1.M1 Analyse the role of assessment of children's development in the Foundation Phase.</p>	<p>3A.D1 Evaluate the potential impact of the Foundation Phase on outcomes for children.</p>
<p>3A2.P4 Explain the aims of the Foundation Phase.</p> <p>3A2.P5 Explain the principles and themes of the Foundation Phase.</p> <p>3A2.P6 Describe how play is reflected in the Foundation Phase curriculum.</p> <p>3A2.P7 Explain how children's individual needs can be met in the Foundation Phase.</p> <p>3A2.P8 Describe how the Foundation Phase contributes to the Curriculum Cymreig.</p>	<p>3A2.M2 Analyse how the principles of the Foundation Phase are reflected in the curriculum.</p>	

Pass	Merit	Distinction
Learning aim B: Understand the education programme within the Foundation Phase		
3B.P9 Describe the rationale behind and scope of each of the areas of learning in the Foundation Phase.	3B.M3 Discuss reasons for balancing adult-guided and child-initiated activities in the Foundation Phase.	3B.D2 Evaluate the extent to which effective planning of activities and experiences can enable all children to progress in the Foundation Phase.
3B.P10 Explain how observations are used to plan adult-guided and child-initiated activities.	3B.M4 Analyse the extent to which outdoor experiences contribute to children's progress in the Foundation Phase.	
3B.P11 Explain how the outdoor environment is used as a resource in the Foundation Phase, using examples. #		
Learning aim C: Be able to plan play provision and activities that support children's progress towards Foundation Phase outcomes		
3C.P12 Develop plans for play and learning activities based on a child's needs and interests to support progress towards Foundation Phase outcomes, to include: <ul style="list-style-type: none"> • adult-guided activities • child-initiated activities. § 	3C.M5 Analyse the extent to which the plans support a child's progress towards Foundation Phase outcomes and address all seven statutory areas of learning.	3C.D3 Evaluate the potential impact of the plans in supporting the child's progress towards Foundation Phase outcomes.
3C.P13 Explain how each planned activity aims to support the child's progress in areas of learning.		

= English functional skills signposting

§ = Information and Communication Technology 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, 3A2.P7, 3A2.P8, 3A1.M1, 3A2.M2 and 3A.D1

Assignment 2: 3B.P9, 3B.P10, 3B.P11, 3B.M3, 3B.M4 and 3B.D2

Assignment 3: 3C.P12, 3C.P13, 3C.M5 and 3C.D3.

Assignment 1

Learning aims A1 and A2 could be met in one assignment to cover 3A1.P1, 3A1.P2, 3A1.P3, 3A2.P4, 3A2.P5, 3A2.P6, 3A2.P7, 3A2.P8, 3A1.M1, 3A2.M2 and 3A.D1. Learners could produce a reference document for new early years practitioners covering the structure, core aims and guiding principles of the Foundation Phase. All of the unit content for learning aims A1 and A2 must be covered.

To achieve 3A1.P1, learners could refer to the Welsh Assembly Government's documents and guidance materials to describe the scope, legal status and structure of the Foundation Phase. Reference to the responsibilities of schools and settings must be included.

For 3A1.P2, learners could refer to framework guidance documents to describe how delivery of the Foundation Phase is inspected. This must include reference to the responsibilities of Her Majesty's Inspectorate for Education and Training in Wales (Estyn) with regard to quality and standards.

To achieve 3A1.P3, learners could refer to the Welsh Assembly Government's documents and guidance materials to explain the requirements for children's assessment in the Foundation Phase. This needs to include reference to ongoing assessment and end of Foundation Phase assessment.

To achieve 3A1.M1, learners could build on 3A1.P3 to analyse the role of assessment of children's development in the Foundation Phase with reference to planning to meet children's needs, assessing learning and helping children to assess their own potential and capabilities.

To achieve 3A2.P4, learners could refer to the Welsh Assembly Government's documents and guidance materials to explain the aims of the Foundation Phase; reference to the unit content, for example the importance of play and experiential learning, must be included.

To achieve 3A2.P5, learners could refer to the Welsh Assembly Government's documents and guidance materials to explain the principles and themes of the Foundation Phase; reference to the unit content, for example the importance of play and experiential learning, must be included.

For 3A2.P6, learners could refer to framework guidance documents and use examples from settings to describe how play is reflected in the Foundation Phase curriculum through a cross-curricular, integrated approach.

To achieve 3A2.P7, learners could use case studies or examples from settings to explain how a child's individual needs can be met in the Foundation Phase. Reference to providing a differentiated curriculum which is relevant to a child's needs and interests must be included.

For 3A2.P8, learners could use case studies or examples from settings to describe how the Foundation Phase contributes to the Curriculum Cymreig.

To achieve 3A.M2, learners could build on 3A.P4, 3A.P5 and 3A.P6 and use examples to discuss how the principles of the Foundation Phase are reflected in the curriculum through a cross-curricular, integrated approach.

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 further reading to make reasoned judgements about the potential impact of the Foundation Phase on outcomes for children.

Assignment 2

To achieve learning aim B, learners could expand the document produced for learning aims A1 and A2 to provide information about the education programme within the Foundation Phase.

For 3B.P9, learners could refer to the Welsh Assembly Government's documents and guidance materials to describe the rationale behind and scope of each of the areas of learning in the Foundation Phase, with reference to the skills and range within each area.

To achieve 3B.P10, learners could use examples from settings to explain how observations are used to plan adult-guided and child-initiated activities. Reference must be made to the unit content, for example ensuring children's needs and interests are taken into account.

For 3B.P11, examples from settings or case studies could be used to explain how the outdoor environment is used as a resource in the Foundation Phase, with reference to supporting a cross-curricular approach and promoting discovery, adventure and independence.

To achieve 3B.M3, learners could build on 3B.P10 to discuss reasons for balancing adult-guided and child-initiated activities in the Foundation Phase. Reference needs to be made to how balancing activities supports the Principles of the Foundation Phase.

For 3B.M4, learners could build on 3B.P11 and use examples or observations from settings to analyse the extent to which outdoor learning experiences contribute to children's progress in the Foundation Phase.

To achieve 3B.D2, learners are expected to synthesise their knowledge to show understanding of the unit content for learning aim B. Learners could use case studies, observations from settings and further reading to make reasoned judgements about the extent to which effective planning of activities and experiences can enable all children to progress in the Foundation Phase.

Assignment 3

To achieve 3C.P12, learners could use observations of a child which identify their needs and interests and use examples of planning formats used in placement settings to develop plans for play and learning activities to support progress towards Foundation Phase outcomes. Plans must include play activities which are both adult-led and child-initiated, providing opportunity for the child's participation indoors and outdoors.

For 3C.P13, learners need to explain how each planned activity presented for 3C.P12 aims to support the child's progress in areas of learning.

To achieve 3C.M5, learners could build on to 3C.P12 and 3C.P13 to analyse the extent to which the plans support a child's progress towards Foundation Phase outcomes and address all areas of learning. Reference needs to be made to the seven statutory areas of learning.

To achieve 3C.D3, learners need to make reasoned judgements about the potential impact of the plans presented in 3C.P12 in supporting the child's progress towards Foundation Phase outcomes, making recommendations for ways in which the plans could be developed.

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 24: Supporting Children's Imaginative Play

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Have you ever seen young children playing 'mummies and daddies' or pretending to be a teacher, doctor or the tooth fairy? Have you noticed how much young children enjoy small-world play, dressing up and play-dough? This is imaginative play in action. Children enjoy pretending to be someone else, acting out stories or experiences or joining in with domestic activities. Through imaginative play, children are able to explore a range of situations and will often act out past experiences or events. This allows children to relive the experience and develop their understanding of situations as well as explore their feelings.

In this unit you will learn about the value of imaginative play for children and the impact it can have on learning and holistic development. You will learn about how to supply and maintain resources to support children's imaginative play. You will also learn about the role of the adult in planning and supporting imaginative play.

Learning aims

In this unit you will:

- A understand the importance of imaginative play for children
- B1 understand planning for imaginative play
- B2 understand the role of the adult in imaginative play.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the importance of imaginative play for children</p> <ul style="list-style-type: none"> ● The definition of imaginative play as suspending belief in reality and moving into a pretend world. ● The features of different types of imaginative play, including domestic play, fantasy play, superhero play and small-world play. ● The benefits imaginative play has for development, including self-expression, exploring feelings, developing empathy, exercising choice, developing cooperation and developing skills to negotiate and resolve conflict. ● How imaginative play encourages creativity through creative thinking. ● How imaginative play supports learning, to include extending thinking, problem solving, exploring mathematical concepts, using technology, exploring and selecting materials and developing language and literacy. ● How supporting imaginative play values children's ideas and interests, including exploration and that there is no right or wrong way to play. ● How imaginative play bridges the gap between the culture of home and the early years setting as children may play out what they do at home and use props in a way that they have seen them used at home.
<p>Learning aim B1: Understand planning for imaginative play</p> <ul style="list-style-type: none"> ● The role of observation in supporting planning for imaginative play as a way of enriching play through props, adult engagement. ● How to set up and maintain a range of resources for imaginative play, to include resources for domestic play, fantasy play, superhero play and small-world play. ● The importance of using books/stories as a stimulus for imaginative play to inspire children and build vocabulary. ● How to use space and the outdoor environment to stimulate imaginative play, including provision of props, small spaces.
<p>Learning aim B2: Understand the role of the adult in imaginative play</p> <ul style="list-style-type: none"> ● The importance and value of observing children engaged in imaginative play, to include recording learning and assessing effectiveness of provision. ● The importance of asking children focused, open-ended questions during imaginative play to include encouraging problem solving, vocabulary and creative thinking. ● How to support and extend thinking and learning skills by becoming a role-play partner. ● How to use imaginative play to explore and extend ideas using drawing, writing and Information and Communication Technology (ICT). ● The importance of challenging stereotypes to promote gender equality. ● How to help parents understand the value of imaginative play to children's all-round development and learning through the use of displays, leaflets, information evenings and visits to 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
Learning aim A: Understand the importance of imaginative play for children		
3A.P1 Explain ways in which imaginative play supports learning. 3A.P2 Review the benefits of imaginative play for children's social, emotional and cultural development. §	3A.M1 Analyse the contribution of imaginative play to children's learning and development.	3A.D1 Evaluate how imaginative play can impact on outcomes for children.

Pass	Merit	Distinction
<p>Learning aim B1: Understand planning for imaginative play Learning aim B2: Understand the role of the adult in imaginative play</p>		
<p>3B1.P3 Explain the role of observations in supporting planning and extending children's imaginative play.</p> <p>3B1.P4 Explain how to provide resources in an early years setting to support:</p> <ul style="list-style-type: none"> • domestic play • fantasy play • superhero play • small-world play. # <p>3B1.P5 Describe ways of using indoor and outdoor environments in an early years setting to support imaginative play.</p>	<p>3B1.M2 Analyse the role of the adult in planning for imaginative play.</p>	<p>3B.D2 Evaluate the contribution of adults to effective imaginative play in an early years setting.</p>
<p>3B2.P6 Explain how adults in an early years setting can support and extend children's imaginative play.</p> <p>3B2.P7 Explain why it is important for adults to challenge stereotypes in imaginative play.</p>	<p>3B2.M3 Analyse the role of the adult as a play partner in children's imaginative play in an early years setting, using examples.</p>	

= English functional skills signposting

§ = Information and Communication Technology skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A.P1, 3A.P2, 3A.M1 and 3A.D1

Assignment 2: 3B1.P3, 3B1.P4, 3B1.P5, 3B2.P6, 3B2.P7, 3B1.M2, 3B2.M3 and 3B.D2.

Assignment 1

Learners could prepare a presentation for parents about the importance of imaginative play for children for 3A.P1 and 3A.P2. Copies of PowerPoint presentation notes printed on A4 or presentation slides/OHPs with development notes should be submitted as evidence.

To achieve 3A.P1, case studies, observations or examples from settings could be used by learners to explain ways in which imaginative play supports learning. Reference to the unit content, for example problem-solving, will need to be included.

For 3A.P2, learners could use the examples given in 3A.P1 to review the benefits of imaginative play for children's social, emotional and cultural development. This must include reference to the unit content, for example exploring feelings, valuing children's ideas and bridging the gap between the culture of the home and the setting.

To achieve 3A.M1, learners could build on to 3A.P1 and 3A.P2 to analyse the contribution of imaginative play to children's learning and development, with reference to children of different ages.

To achieve 3A.D1, learners need to use examples of activities or case studies, and further reading, to draw conclusions and evaluate the impact of imaginative play on outcomes for children, in relation to their learning and their social, emotional and cultural development.

Assignment 2

Learners could create materials for staff training about planning for imaginative play provision, and the role of the adult, for the assessment of learning aims B1 and B2.

To achieve 3B1.P3, learners could use examples of observations made in settings to explain the role of observation in supporting planning and extending children's imaginative play, with reference to enriching play through props and adult engagement.

For 3B1.P4, learners could provide a leaflet for new early years workers, which gives examples from early years settings of how to provide resources in an early years setting to support domestic play, fantasy play, superhero play and small-world play. This must include how to set up and maintain the resources and using books.

To achieve 3B1.P5, learners could describe the indoor and outdoor environment of an early years setting, showing how space and props are provided to stimulate imaginative play. Reference to small spaces must be included.

For 3B1.M2, learners could build on 3B1.P3, 3B1.P4 and 3B1.P5, using the examples and case studies to analyse the role of the adult in planning for imaginative play, with reference to children of different ages.

To achieve 3B2.P6, learners could use case studies, observations or examples from settings to explain how adults in an early years setting can support and extend children's imaginative play. Reference to the unit content must be included, for example asking children open-ended questions, how to extend ideas and becoming a play partner.

For 3B2.P7, learners could use case studies to explain why it is important for adults to challenge stereotypes in imaginative play with reference to prompting gender equality.

For 3B2.M3, learners could build on 3B2.P6 and use the case studies, observations or examples from settings to analyse the role of the adult as a play partner in children's imaginative play in an early years setting, with reference to extending thinking and learning skills and any differences across the age ranges.

3B.D2 relates to learning aims B1 and B2. Learners are expected to synthesise their knowledge to show understanding of the unit content for B1 and B2 to provide their answer. To achieve 3B.D2 learners need to evaluate, based on evidence from case studies or observations and further reading, the contribution of adults to effective imaginative play in an early years setting.

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 25: Cooking Activities With Children

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Children really enjoy cooking. There is the opportunity to get messy and the satisfaction of making something tasty to eat. Cooking with adults helps children to learn about food and healthy eating, as well as develop the skills to cook for themselves. You may not realise, however, the role that cooking has in children's social and emotional development and learning. Successful cooking activities need careful planning to ensure children's safety and to help them to benefit from the activities.

By the time you have completed this unit, you will have a good understanding of the value of cooking activities for children. In this unit you will learn how to plan cooking activities and put what you have learnt into practice by planning activities to cook with children.

Learning aims

In this unit you will:

- A understand the value of cooking activities for children
- B1 understand the role of the adult in cooking activities with children
- B2 be able to plan cooking activities for children.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the value of cooking activities for children</p> <ul style="list-style-type: none"> ● How understanding of nutrition and healthy eating is supported, to include increasing willingness to try new tastes. ● Benefits to social and emotional development, to include building self-confidence and self-esteem, sense of achievement, cooperation and positive gender roles. ● Science concepts involved in cooking and food preparation, including temperature, properties of ingredients and how things change. ● How literacy is supported, including through following recipes and introduction of new vocabulary. ● How physical skills are developed through use of tools and equipment, including coordination and fine motor control. ● How mathematical development is supported, to include counting, recognising numbers and mathematical language. ● How creativity may be supported, including encouraging children to select ingredients, modifying recipes, decorating and presentation of food. ● How cooking and food activities help children learn about other cultures as children can be encouraged to cook and taste food from different cultures.
<p>Learning aim B1: Understand the role of the adult in cooking activities with children</p> <ul style="list-style-type: none"> ● The importance of risk assessment, including use of knives, heat sources, supervision and awareness of allergies. ● How to ensure hygiene, to include hand washing, food storage, protective clothing, food tasting and cleaning. ● The importance of planning, to include selecting appropriate recipes/activities, ensuring there is suitable and sufficient equipment for each child to participate and ensuring inclusion. ● Supporting children's learning and development in cooking activities, to include enabling independence, asking open-ended questions and encouraging skills development.
<p>Learning aim B2: Be able to plan cooking activities for children</p> <ul style="list-style-type: none"> ● Appropriate cooking and food preparation activities, to include bread-making, soup-making, pizzas, snacks and smoothies. ● How to create appropriate plans for cooking activities with children, including adult role/involvement, resources/equipment, ensuring there are sufficient ingredients, timings and supervision. ● How to risk assess cooking activities, including following risk assessment procedures and considering any allergies of children who are participating. ● How children's learning will be supported by planning, including how children will be supported to develop concepts and new vocabulary and use expressive language, links to curriculum framework. ● Skills children will be developing, including fine motor skills.

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 value of cooking activities for children		
3A.P1 Explain the benefits of cooking to children's health, social and emotional development.	3A.M1 Discuss, using examples, the extent to which cooking activities support children's learning and development.	3A.D1 Evaluate the ways in which cooking activities contribute to outcomes for children.
3A.P2 Explain, with selected examples, how cooking activities support learning.		
Learning aim B:		
1 Understand the role of the adult in cooking activities with children		
2 Be able to plan cooking activities for children		
3B1.P3 Explain how adults plan cooking activities for children in an early years setting to ensure safety.	3B1.M2 Discuss key considerations for adults when planning cooking activities for children in an early years setting.	3B.D2 Evaluate own practice in planning for cooking activities for children in terms of ensuring children's safety and supporting learning and development.
3B1.P4 Explain the role of planning in enabling inclusive learning and development in cooking activities.		
3B2.P5 Present plans for selected cooking activities which outline the role of the adult for children aged: <ul style="list-style-type: none"> • 2 up to 4 years • 4 up to 8 years. § 	3B2.M3 Analyse the role of the adult in supporting children's learning and development in the planned cooking activities.	
3B2.P6 Explain how the planned activities aim to support children's learning and development. #		

= English functional skills signposting

§ = Information and Communication Technology skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A.P1, 3A.P2, 3A.M1 and 3A.D1.

Assignment 2: 3B1.P3, 3B1.P4, 3B2.P5, 3B2.P6, 3B1.M2, 3B2.M3 and 3B.D2.

Assignment 1

The assessment for learning aim A could be met by one assignment to meet 3A.P1, 3A.P2, 3A.M1 and 3A.D1. This could involve presenting information to the management team of a setting to justify reasons for expanding provision for cooking activities with children.

To achieve 3A.P1 learners could use case studies to explain the benefits of cooking to children's health, social and emotional development. Reference to the unit content, for example healthy eating and self-confidence, must be included.

For 3A.P2 learners could use examples of cooking activities from early years settings as examples to explain how cooking activities support learning. This needs to include how cooking activities support science, literacy, mathematical learning, creativity and learning about other cultures.

To achieve 3A.M1 learners could build on 3A.P1 and 3A.P2, and use the examples to discuss the extent to which cooking activities support children's learning and development, with reference to children of different ages.

For 3A.D1 learners need to use examples of activities or case studies and further reading and draw conclusions to evaluate the ways in which cooking activities contribute to outcomes for children in relation to health, learning and development outcomes.

Assignment 2

The assessment for learning aims B1 and B2 may be combined into one assignment to cover 3B1.P3, 3B1.P4, 3B2.P5, 3B2.P6, 3B1.M2, 3B2.M3 and 3B.D2, in which learners provide information about the role of the adult when planning cooking activities, with examples of those activities.

To achieve 3B1.P3 learners could refer to risk assessments, procedures and planning guidance from settings to explain how adults plan cooking activities for children in an early years setting to ensure safety, with reference to likely safety and hygiene issues as given in the unit content.

For 3B1.P4 learners could use examples from settings or observations to explain the role of planning in enabling inclusive learning and development in cooking activities. Reference to the unit content must be included, for example providing sufficient equipment for all children to participate and encouraging skills development.

To achieve 3B1.M2 learners could build on 3B1.P3 and 3B1.P4 to discuss key considerations for adults when planning cooking activities for children in an early years setting, with reference to children's individual needs and planning for children of different ages.

For 3B2.P5 learners could present plans for two cooking activities for children aged 2 up to 4 years and for two cooking activities for children aged 4 up to 8 years. The role of the adult in the activities must be included. Reference to the unit content, for example timing and risk assessment, must be included.

To achieve 3B2.P6 learners need to explain how each of the planned activities given in 3B2.P5 aims to support children's learning and development. This needs to include links to the appropriate curriculum framework and how concepts, language and skills, including fine motor skills, will be developed.

For 3B2.M3 learners could build on 3B2.P5 and 3B2.P6 to analyse the role of the adult in supporting children's learning and development in the planned cooking activities.

3B.D2 relates to learning aims B1 and B2. Learners are expected to synthesise their knowledge to show understanding of the unit content for B1 and B2 to provide their evidence. Learners could reflect on plans given in 3B2.P5 and their answer for 3B2.P6, and seek feedback from others, to make judgements to evaluate own practice in planning cooking activities for children, in terms of ensuring children's safety and supporting learning and development. They should highlight any differences in approach across the age ranges (2 up to 4 years and 4 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

There are no special resources needed for this unit.

Unit 26: Supporting Children's Creativity

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Can you define creativity? Many people think that being creative is painting a picture or making a model. Creativity involves a wide range of activities through which children can express themselves, for example music, dance, art, imaginative activities and role play. Creativity does not always have an end product. It encourages children to develop their imagination, experiment, explore their environment and solve problems.

In order to support creativity, children need a wide range of materials and time to explore. They should also have opportunities to gain first-hand experiences that enable them to practise and develop their ideas and thinking. Children also need adults who know how to encourage them to be creative.

In this unit you will learn about the value of creativity for children and the impact it can have on their learning and development. You will learn about how to provide an environment that supports children's creativity as well as barriers to creativity. You will also learn how to work with children to support their creative development.

Learning aims

In this unit you will:

- A understand the value of creativity to children
- B understand barriers to creativity
- C1 understand how to provide an environment to support children's creativity
- C2 understand the role of the adult in supporting creativity.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the value of creativity to children</p> <ul style="list-style-type: none"> ● The definition of creativity as the expression of the thoughts, ideas and feelings that are within everybody, which may or may not lead to an end product. ● The importance of creativity as a process involving curiosity, exploration, investigation and mastery. ● Aspects of creativity, to include expression and representation of feelings, problem solving, making connections, creation of new meanings, imagination and risk taking. ● Information processing theories associated with creativity, including Bruner's enactive mode, iconic mode and symbolic mode. ● The benefits of creativity for all areas of children's development and learning, including self-confidence, motivation, divergent thinking, ability to deal with change and challenges, persistence, and the freedom to make mistakes and learn from them. ● The role of play in the creative process, as play provides opportunities to explore ideas, flexibility and opportunities for problem solving, which are also part of the creative process. ● The link between creativity and areas of the curriculum, including expressive arts, early science, ICT, early maths.
<p>Learning aim B: Understand barriers to creativity</p> <ul style="list-style-type: none"> ● Reasons why children may not have opportunities to be creative, including how adults may restrict choice, be too prescriptive and have low expectations. ● Why poor adult understanding of creativity may affect practice in the childcare setting, including a focus on results, making judgements and comparisons, and competition and rewards. ● How limitations on time and resources in childcare settings affect opportunities for children to be creative, as timetabling for core subjects may take precedence, children may not be given time to return to creative work in progress, and limited resources may be available, restricting opportunities. ● How pressure to focus on literacy and numeracy outcomes may affect opportunities for children to be creative as this may mean that less importance is given to supporting the creative process in settings. ● Resources that limit creativity, including templates, pre-cut shapes, tracing, colouring-in activities, pre-structured adult-led activities and activities with limited choice.

Unit content**Learning aim C1: Understand how to provide an environment to support children's creativity**

- How to organise learning environments to maximise creativity, including suitable space, layout of room, accessible resources and use of the outdoor environment.
- The importance of well-organised resources both inside and outside, including tidiness of resources and provision of sufficient space for children to work and display their work, as this helps concentration and motivation.
- The importance of quality and variety of equipment and resources to help children make meaningful connections and use materials in new ways, including resources for drawing, painting, printing, textiles, photography and musical instruments.
- How to organise resources to enable choice, including storage at the correct height, storage that is accessible for all children in the setting.
- Resources that encourage problem solving in different ways, including natural, open-ended and recycled resources.
- The importance of providing sustained time for development of skills, mastery and freedom to explore and how this may be achieved, including by minimising interruptions and a cross-curricular approach.
- The importance of providing opportunities to revisit creative activities as this allows children to refine and develop their ideas and representations.

Learning aim C2: Understand the role of the adult in supporting creativity

- How to provide a balance between structure and freedom of expression, including child-initiated play and adult-initiated play.
- The importance of providing open-ended experiences to encourage children to make connections and think creatively and how this is achieved through provision of resources and environment, scaffolding and sensitive intervention.
- How to encourage creative behaviours, to include asking open-ended questions, and adults modelling creative thinking and behaviour.
- How to encourage persistence and experimentation, and value children's ideas and efforts, to include by being available, interested and involved and by offering constructive feedback and encouragement.
- The importance of the planning cycle, to include planning based on observations of children's interests, and the process of implementing, observing, recording and assessing.
- How to involve children in the assessment and planning process by finding out from children, by questioning or observation of behaviour, why they have used material in a particular way. Are they satisfied with the results? What would they like to do next?
- The importance of involving parents, including provision of information about the benefits of creativity to their child's development and including them in the planning process.
- How to support creativity in the early years curriculum by recognising how creativity applies to all areas of learning and building creativity into planning.
- The importance of reflecting on own role in developing children's creativity to consider how to develop own 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 value of creativity to children		
3A.P1 Explain the theoretical concepts that inform the definition of creativity.	3A.M1 Discuss how theoretical knowledge of creativity can be used to support children's development and learning.	3A.D1 Evaluate the theoretical concepts underlying creativity and the extent to which their application contributes to outcomes for children.
3A.P2 Explain, with examples, the benefits of creativity and the ways in which it can promote children's development and learning. # §		
Learning aim B: Understand barriers to creativity		
3B.P3 Explain why children in early years settings may not have opportunities to be creative.	3B.M2 Discuss ways to overcome barriers to creativity in early years settings, using examples.	
Learning aim C1: Understand how to provide an environment to support children's creativity		
Learning aim C2: Understand the role of the adult in supporting creativity		
3C1.P4 Describe how to organise the environment indoors and outdoors to support creativity in an early years setting.	3C.M3 Analyse how organisation and planning in the early years setting and adult involvement can encourage children's creative behaviours.	3C.D2 Evaluate the role of the adult in providing effective environments to support creativity.
3C2.P5 Explain how adults in early years settings can encourage children's creative behaviours through planning and involvement in experiences.		

= English functional skills signposting

§ = Information and Communication Technology skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A.P1, 3A.P2, 3A.M1 and 3A.D1.

Assignment 2: 3B.P3 and 3B.M2.

Assignment 3: 3C1.P4, 3C2.P5, 3C.M3 and 3C.D2.

Assignment 1

Learners could prepare materials for staff training about the value of creativity for children.

To achieve 3A.P1, learners could use case studies to explain the theoretical concepts that inform the definition of creativity, with reference to information processing theories, Bruner's modes and the process and aspects of creativity as given in the unit content.

For 3A.P2, case studies or observations from the setting could be used by learners as examples to explain the benefits of creativity and the ways in which it can promote children's development and learning. Reference to the unit content, for example divergent thinking and links to curriculum areas, will need to be made.

To achieve 3A.M1, learners could build on 3A.P1 and 3A.P2, using the case studies and examples to show how theoretical knowledge of creativity can be used to support children's development and learning, with reference to the role of play in creativity.

For 3A.D1, learners need to use case studies or examples from settings and further reading to evaluate the theoretical concepts underlying creativity, and draw conclusions about the extent to which its application contributes to outcomes for children, with reference to all areas of development and learning.

Assignment 2

Learners could develop a presentation on why children in early years settings may not have opportunities to be creative, as outlined in the unit content, to achieve 3B.P3. Copies of PowerPoint presentation notes printed on A4, or presentation slides/OHPs with development notes, need to be provided.

To achieve 3B.M2, learners could use observation or case studies as examples to discuss ways in which barriers to creativity may be overcome in early years settings, using examples.

Assignment 3

Learners could produce a guidance leaflet for staff in an early years setting about provision of an environment to support children's creativity and the role of the adult, for the assessment of learning aims C1 and C2.

Learners could use examples from early years settings to describe how to organise the environment indoors and outdoors to support creativity for children in an early years setting for 3C1.P4. Evidence must cover children aged from birth up to 2 years and children aged 2 up to 8 years. Reference to all the unit content of learning aim C1 must be made.

To achieve 3C2.P5, learners could use examples of plans from settings and observations to explain how adults in early years settings can encourage children's creative behaviours through planning and involvement in experiences. This should make reference to all the unit content of learning aim C2, for children aged from birth up to 2 years and for children aged 2 up to 8 years.

For 3C.M3, learners could build on 3C1.P4 and 3C2.P5, using examples and observations, to analyse how organisation and planning of the early years setting and adult involvement can encourage creative behaviours in children aged from birth up to 2 years and in children aged 2 up to 8 years.

3C.D2 relates to learning aims C1 and C2. Learners are expected to synthesise their knowledge to show understanding of the unit content for C1 and C2 to provide their answer. To achieve 3C.D2, learners could use evidence from case studies, observations and further reading to make reasoned judgements to evaluate the role of the adult in providing effective environments to support creativity, 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 27: Supporting the Development of English For Children With Another Home Language

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

How would you manage if you were in an environment where nobody spoke a language with which you were familiar? This is the experience for many children joining a setting who have grown up learning another language. Home language is very important to identity and self-esteem, but being able to access learning opportunities fully requires children to develop the ability to communicate in English. It is recognised that being able to speak more than one language helps problem-solving skills as well as development of positive attitudes to language learning.

In this unit, you will learn how to value children's home languages and support them to develop English, enabling them to become bilingual. You will also examine ways to work with families, encouraging them to maintain their home language with their children, as this is beneficial to their children's developing skills in English. You will examine how to create an environment, resources and experiences to support children developing English. How adults can communicate with children to help their understanding and support them to use English is an important part of this unit.

Learning aims

In this unit you will:

- A understand the importance of home languages for children developing English
- B understand how to work with families to support the development of English for children who have another home language
- C understand how to support the development of English for children who have another home language.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the importance of home languages for children developing English</p> <ul style="list-style-type: none"> ● The importance of strong foundations in the home language, as this will support children’s language acquisition and how to use language in a social context. ● The fact that home language skills are transferable to new languages and strengthen children’s understanding of language use. ● The importance of accepting and valuing how home language shapes values, beliefs and relationships and that it is essential to children’s identity and positive self-esteem. ● The importance of home languages for social and personal development, including to maintain positive family connections and interactions with community members. ● The advantages of bilingualism, including cognitive flexibility, increased problem-solving and positive attitudes to language learning.
<p>Learning aim B: Understand how to work with families to support the development of English for children who have another home language</p> <ul style="list-style-type: none"> ● Why it is important to value, respect and include families with other home languages as this will have positive benefits for children’s self-esteem and ability to access the learning opportunities in the setting. ● How to create an inclusive environment for parents and families who have other home languages, to include ensuring they have access to services, have opportunities to participate and feel a sense of belonging. ● How to work in partnership with parents and families to share information about all aspects of children’s development, to include their abilities in their home language and their care needs. ● How to encourage parents’ participation in the setting by ensuring provision is inclusive and welcoming, using bilingual speakers or translators to share observations of children, inviting parents to read or record stories in the home language. ● The importance of reassuring families that maintaining their home language will benefit children’s developing skills in English and has advantages for their cognitive development, as this will encourage parents to continue using their home language. ● Ways to establish two-way communication between the home and the setting including interpreters, written translation and the internet.

Unit content**Learning aim C: Understand how to support the development of English for children who have another home language**

- How to create a learning environment to support linguistic diversity, to include providing books, puzzles, labels and displays in languages used by children in the setting, role play equipment with food packets in community language.
- The stages of acquisition of a second language, including continuation of use of home language in the second-language situation, a non-verbal period when information about the new language is collected, use of individual words and phrases in the new language and development of productive use of the second language.
- The importance of interaction with adults and peers in meaningful contexts for language acquisition, including in routines, games and in outdoor play.
- The advantages of a 'one person, one language' approach (OPOL) as this prevents confusion and ensures that the children are encouraged to make use of each language.
- The role of the adult in using English to model language in order to introduce the new language and sentence structures, including careful enunciation, recasting, repetition, giving a commentary on actions, use of open-ended questions and use of gesture and expression.
- How to encourage use of the home language in the setting, to include learning songs and games, playing with peers who use the home language, bilingual staff and involvement of parents and families.
- The importance of responding to children's non-verbal communication, giving children time to respond and not pressuring children to speak English, as children's understanding is always in advance of spoken language, and positive, sensitive encouragement to help children to develop confidence in using English.
- The importance of giving cognitive challenge appropriate to individual needs to promote children's cognitive development while they are developing English.
- How to support the development of English, including in daily routines, games, music, puppets, story books and rhymes, ICT, role play and drama.
- The role of observation in supporting children who have another home language, including recognising how to understand and plan for individual development, care and learning needs.
- How to access support, to include translators and bilingual teachers.

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 home languages for children developing English		
3A.P1 Explain why a child's home language should be valued.	3A.M1 Analyse the extent to which respecting and valuing the home language of children could impact on development and learning.	
3A.P2 Explain the benefits to children of bilingualism.		
Learning aim B: Understand how to work with families to support the development of English for children who have another home language		
3B.P3 Explain how adults work in partnership with families to enable the creation of an inclusive environment to support children who have another home language.	3B.M2 Analyse the effectiveness of different ways of working with families to support the development of English for children who speak another language at home.	3B.D1 Evaluate partnership work with families in supporting the development of English for children who have another home language.

Pass	Merit	Distinction
<p>Learning aim C: Understand how to support the development of English for children who have another home language</p>		
<p>3C.P4 Describe the stages of second language development. #</p> <p>3C.P5 Explain how to create a learning environment to support linguistic diversity.</p> <p>3C.P6 Explain the role of observation in work with children who have another home language.</p> <p>3C.P7 Explain how adults use routines and activities in early years settings to support the development of English for children aged from four years up to eight years.</p>	<p>3C.M3 Analyse how the stages of second language development inform routines and activities for children who have another home language.</p>	<p>3C.D2 Evaluate the effectiveness of routines and activities used to support English acquisition, making recommendations for improvement.</p>

= 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.M2 and 3B.D1.

Assignment 3: 3C.P4, 3C.P5, 3C.P6, 3C.P7, 3C.M3 and 3C.D2.

Assignment 1

Learners could prepare a presentation for an open evening for parents about the importance of home languages for children developing English, to achieve 3A.P1 and 3A.P2. Copies of PowerPoint presentation notes printed on A4, or presentation slides/OHPs with development notes, should be provided.

For 3A.P1, case studies or examples from settings could be used by learners to explain why a child's home language should be valued; reference to the unit content, for example the benefits for children's self-esteem, must be included.

To achieve 3A.P2, learners could use case studies to explain the benefits to children of bilingualism. This needs to include reference to benefits for social, personal and cognitive development, as given in the unit content.

For 3A.M1, learners could build on 3A.P1 and 3A.P2 to analyse the extent to which respecting and valuing the home language of children could impact on development and learning, with reference to outcomes for children.

Assignment 2

Learners could prepare materials for staff training for the assessment of learning aim B.

To achieve 3B.P3, learners could use examples from settings, observations or case studies to explain how adults work in partnership with families to enable the creation of an inclusive environment to support children who have another home language. Reference needs to be made to all the unit content of learning aim B.

For 3B.M2, learners could use case studies or examples from settings to analyse the effectiveness of different ways of working with families to support the development of English for children who speak another language at home. Examples from different settings/age ranges will enhance the learner evidence.

To achieve 3B.D1, learners could use case studies, examples or observations from settings and further reading to evaluate partnership work with families in supporting the development of English for children who have another home language, with reference to accepted best early years practice.

Assignment 3

Learners could produce a practice guide for a setting for the assessment of learning aim C.

To achieve 3C.P4, learners could use case studies to describe the stages of second language development. Reference to the unit content, for example a non-verbal period, will need to be included.

For 3C.P5, learners could use examples from settings to explain how to create a learning environment to support linguistic diversity, relevant for children aged from birth up to 2 years and children aged from 2 up to 8 years.

For 3C.P6, learners could use examples of observations of children or case studies to explain the role of observation in work with children who have another home language, in relation to understanding and planning to meet children's individual development, care and learning needs. Evidence must cover children aged from birth up to 2 years and children aged from 2 up to 8 years.

To achieve 3C.P7, learners could use examples from different early years settings to explain how adults use routines and activities in early years settings to support the development of English for children aged from 4 years up to 8 years. Reference to the unit content, for example puppets and ICT, must be included.

For 3C.M3, learners could build on 3C.P4, 3C.P6 and 3C.P7 to analyse how the stages of second language development inform routines and activities for children who have another home language, in response to children's individual needs.

To achieve 3C.D2, learners could use an example of a routine from a setting, observations of a child involved in activities, and further reading to make reasoned judgements about the effectiveness of the routine and activities in supporting the child's English acquisition. Recommendations for improvement must be made 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 28: Promoting Children's Development Outdoors

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Children love playing outdoors and are eager to be outside whatever the weather. You may remember the joy of splashing in puddles and the feeling of freedom when running freely and playing noisily outside. Children are spending less time outdoors and leading more sedentary lives, which has a negative effect on their health and development. For some children the setting may provide the only opportunity for safe, free play outside. The outdoor environment builds on play and development experiences offered indoors, and gives opportunities which cannot be found indoors. It is essential, therefore, to know how to create an effective outdoor environment, resources and experiences. Importantly, children need adults who are positive, enthusiastic and well informed about how to support them to develop their ideas and skills outdoors.

By the time you have completed this unit, you will have a good understanding of the value of the outdoors to children's development. You will explore how effective outdoor environments can be organised and what resources can be provided to support children's development. You will need to know how the adult can support children's development and learning to enable them to gain the maximum benefit from the outdoors.

Learning aims

In this unit you will:

- A understand the importance of the outdoors to development and learning
- B1 understand the features of effective outdoor provision
- B2 understand the role of the adult in promoting development outdoors.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the importance of the outdoors to development and learning</p> <ul style="list-style-type: none"> ● The positive impact on wellbeing, including effect on self-worth and resilience. ● How healthy lifestyles are encouraged, including the development of positive lifelong attitudes towards being outside, movement and nature. ● How physical development is supported, including locomotive skills, balance and coordination, through play opportunities outdoors. ● The benefits to social and emotional development, including self-confidence, by giving challenges, encouraging cooperation and negotiation, giving opportunities for excited and noisy play and having freedom to explore. ● Approaches to outdoor play and learning in curricula/frameworks relevant to the placement/work setting. ● Other approaches to outdoor play and learning, including Forest Schools, Froebel and Steiner Waldorf education. ● How opportunities for cognitive development can be given, including for creativity, problem solving and understanding the natural world and scientific concepts. ● How the outdoors offers real-world, first-hand experiences and suits children who learn best through activity or movement. ● That the indoor and outdoor environments are of equal value to learning and development in early years provision. ● The role of outdoor provision in complementing and extending indoor provision and supporting all types of play in the early years. ● The importance of free access to outdoor provision from provision indoors to enable children to develop ideas without interruption.

Unit content**Learning aim B1: Understand the features of effective outdoor provision**

- Integrated indoor–outdoor early years provision available simultaneously, where possible, for free access and movement.
- The importance of provision of shade and shelter in order to provide all-weather opportunities.
- The importance of a variety of surfaces and levels if possible to support children's exploration of textures and to provide challenge.
- Storage that allows children to have independent access to resources, including sheds, storage boxes.
- The importance of appropriate clothing and protection for all-year-round access to the outdoors, including rain ponchos, all in ones, sun hats.
- Offering children what is not available indoors by making use of the special features of the outdoors, including space and the weather.
- Flexible and versatile provision, including open-ended resources and to support inclusion.
- Resources, including natural materials, water, materials for construction and den play, flexible resources for movement and physical play, resources for creative and imaginative play and resources to experience the living world.
- The importance of resources to support real-world experiences, including buckets, brooms, garden tools, in order that children can gain new skills.

Learning aim B2: Understand the role of the adult in promoting development outdoors

- The importance of adults having a positive attitude to the value of outdoors.
- The need for risk assessment to enable children's experiences.
- The importance of having behavioural boundaries balancing safety with freedom.
- How to support child-initiated experiences.
- Organisation of the outdoor space and resources to enable freedom to explore.
- How to support development and learning using naturally occurring, spontaneous features available outdoors including seasonal changes and the weather.
- The need to enable children to return to projects until they have finished with them, to support assimilation.
- How to actively involve children in decisions about outdoor provision.
- How to use parks and public spaces to extend and support outdoor learning.
- The importance of observation for assessment, including to support inclusion and to ensure sufficient challenge.

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 the outdoors to development and learning		
3A.P1 Explain the benefits of outdoor play to children's learning and development. # §	3A.M1 Analyse how outdoor provision supports the needs of children in an early years setting.	3A.D1 Evaluate the extent to which outdoor learning environments in early years settings could impact on outcomes for children.
3A.P2 Describe how approaches to outdoor learning and play are applied in practice.		
3A.P3 Explain the relationship between indoor and outdoor environments in promoting children's learning and development.		

Pass	Merit	Distinction
<p>Learning aim B1: Understand the features of effective outdoor provision Learning aim B2: Understand the role of the adult in promoting development outdoors</p>		
<p>3B1.P4 Describe the physical features of effective early years outdoor provision. 3B1.P5 Explain the importance of flexible resources in outdoor provision in an early years setting. 3B1.P6 Research resources for outdoor provision in an early years setting that will encourage children's creativity and imagination.</p>	<p>3B1.M2 Analyse how effective outdoor provision can contribute to children's development and learning.</p>	<p>3B1.D2 Evaluate the extent to which adults in early years settings contribute to children's learning and development outdoors.</p>
<p>3B2.P7 Explain why it is important for adults in an early years setting to have positive attitudes to outdoor learning. 3B2.P8 Explain how to support child-initiated experiences outdoors in an early years setting. 3B2.P9 Describe how the weather and seasons can be used to support learning and development outdoors in an early years setting.</p>	<p>3B2.M3 Discuss, using examples, how adults can best promote the development of children of different ages outdoors.</p>	

= English functional skills signposting

§ = Information and Communication Technology skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A.P1, 3A.P2, 3A.P3, 3A.M1 and 3A.D1.

Assignment 2: 3B1.P4, 3B1.P5, 3B1.P6, 3B2.P7, 3B2.P8, 3B2.P9, 3B1.M2, 3B2.M3 and 3B.D2.

Assignment 1

The assessment for learning aim A could be met by one assignment to meet 3A.P1, 3A.P2, 3A.P3, 3A.M1 and 3A.D1. This could involve presenting information to a management team who are developing a new early years setting about the importance of the outdoors to children's learning and development.

To achieve 3A.P1, learners could use case studies or examples from settings to describe the benefits of outdoor play to children's learning and development. Reference must be made to benefits to children's social, emotional and cognitive development.

For 3A.P2, learners could use case studies or observations from settings to describe how approaches to outdoor learning and play are applied in practice with reference to free access, complementing indoor provision and relevant curricula/framework guidance.

To achieve 3A.P3, learners could use examples from settings or case studies to explain how outdoor environments can promote children's learning and development in relation to their social, emotional and cognitive development.

For 3A.M1, learners could build on 3A.P1, 3A.P2 and 3A.P3, using the case studies and examples to explain how the relationship between indoor and outdoor provision supports the learning and development needs of children in an early years setting.

To achieve 3A.D1, learners need to evaluate, based on evidence from case studies or observations and further reading, the extent to which outdoor learning environments in early years settings could impact on outcomes for children, with reference to short- and long-term outcomes.

Assignment 2

Learners could create materials for staff training about the features of outdoor provision and the role of the adult for the assessment of learning aims B1 and B2.

To achieve 3B1.P4, learners could present plans for an outdoor area which describes how indoor-outdoor provision has been integrated, resources stored, and how different surfaces and levels, and provision for all weather, has been provided.

For 3B1.P5, learners could use case studies to explain the importance of flexible resources in outdoor provision in an early years setting including the use of open-ended resources and supporting inclusion.

To achieve 3B1.P6, learners need to provide examples of resources for outdoor provision and assess whether they will encourage children's creativity and imagination.

For 3B1.M2, learners could build on 3B1.P4, 3B1.P5 and 3B1.P6, using the plans, examples and case studies to analyse how effective outdoor provision can contribute to children's development and learning.

To achieve 3B2.P7, learners could use case studies to explain why it is important for adults in early years settings to have positive attitudes to outdoor learning. The effect of both positive and negative attitudes of adults to outdoor learning needs to be included.

For 3B2.P8, learners could use examples from settings or observations to explain how to support child-initiated experiences outdoors in an early years setting. Reference to observation, ways to involve children in decision making, balancing freedom with safety and enabling children to return to projects will need to be included.

To achieve 3B2.P9, learners could use examples or observations from settings to describe how the weather and seasons can be used to support learning and development outdoors in an early years setting. This must include reference to weather experienced in all seasons.

For 3B2.M3, learners could build on 3B2.P7, 3B2.P8 and 3B2.P9 using examples from settings or case studies to discuss how adults can best promote the development of children of different ages outdoors, with reference to children aged from birth up to two years, children from two years up to four years, and children from four years up to eight years.

3B.D2 relates to learning aims B1 and B2. Learners are expected to synthesise their knowledge to show understanding of the unit content for B1 and B2 to provide their evidence. To achieve 3B.D2, learners could use case studies or observations, and further reading, to make reasoned judgements about the extent to which adults in an early years setting can contribute to children's learning and development outdoors, highlighting any differences across the age ranges.

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 29: An Introduction to Working in a Montessori Setting

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Did you know that there are some 700 Montessori schools around the UK? What is the Montessori approach and what makes it so different from other approaches to children's development?

It is an approach to early education based on the work of Dr Maria Montessori, which has influenced mainstream education. Dr Montessori developed an educational approach based on the understanding that children learn best through choosing, trying and doing for themselves. Through the Montessori approach, children are able to develop at their own pace, build confidence, solve problems, concentrate and develop self-discipline. This approach values each child as a unique individual and lays the foundations for future learning.

In this unit you will learn about the basic principles underpinning the Montessori approach and Maria Montessori's view of children's development. You will explore how Montessori learning environments are organised and how adults observe, plan and support children's learning. You will also look at ways to apply Montessori principles to your own early years practice after having observed Montessori education in action.

Learning aims

In this unit you will:

- A1 understand the basic principles underpinning the Montessori approach
- A2 understand Montessori's view of children's development
- B1 understand the organisation of the learning environment in a Montessori early years setting
- B2 understand the role of the adult in supporting children in Montessori early years settings
- C understand how to apply the principles of the Montessori approach to own early years practice.

Learning aims and unit content

Unit content
<p>Learning aim A1: Understand the basic principles underpinning the Montessori approach</p> <ul style="list-style-type: none"> ● The Montessori approach was first introduced at the beginning of the 20th century as a contribution to our understanding of early childhood practice. ● The key fundamentals which underpin the effectiveness of the Montessori approach, to include supporting the child as an active learner, respecting the inner life of the child, trusting the child's inner motivation, providing freedom within limits and encouraging the child's inner discipline. ● The pedagogical principles which scaffold the fundamentals, including vertical grouping, the work-cycle, the favourable environment and an empathetic practitioner.
<p>Learning aim A2: Understand Montessori's view of children's development</p> <ul style="list-style-type: none"> ● Children develop in stages organised into three distinctive periods of six years each. ● The first stage, the Absorbent Mind (birth to age six), is considered to be fundamental to children's optimum development. ● Sensitive periods are noticeable during the stage of the Absorbent Mind and are evident in children's acute interest in various aspects of their environment. ● Sensitive periods are the optimum time for developing new skills, acquiring knowledge and getting to know the environment and people around them. ● Children have an innate drive towards independence, concentration, resilience, self-discipline and social awareness, which needs to be fostered.

Unit content**Learning aim B1: Understand the organisation of the learning environment in a Montessori early years setting**

- How a favourable environment is prepared to support a child's learning, to include providing freedom of movement, structure and order, an attractive, warm and inviting environment, materials for active learning, vertical grouping, and closeness to nature and the natural world.
- How a favourable environment is organised into distinct areas of learning, including activities and materials specifically designed by Montessori to facilitate optimum development.
- How learning is organised into two-and-a-half to three-hour uninterrupted periods referred to as 'the work-cycle', including a wide range of activities for children to engage with indoors and outdoors and for play alone or with friends.
- The organisation of resources to enable children to have access to the full range of activities and engage with them according to their natural rhythm and interests, to include arranging self-contained activities on open low shelves which are accessible, complete and ready for use.
- The responsibility of the child to return each piece of material/equipment/game back to the shelf, ready for another child to use, referred to as 'a cycle of activity'.
- How children are grouped in three-year age spans based on periods of development, to facilitate learning from each other and growing social awareness.
- How adults act as role models and encourage positive and socially acceptable behaviour, encouraging children to take care of themselves, each other and the environment.
- The role of adults to observe the child's engagement with the environment and ensure that the environment provides what the child needs.

Learning aim B2: Understand the role of the adult in supporting children in Montessori early years settings

- How adults ensure that the environment meets a child's changing individual needs by observing, recording and reflecting on the child's learning and progress.
- How to plan appropriate activities that are child-sized and set up for success to develop and extend a child's spontaneous learning, including practical life activities.
- The importance of adults having a thorough understanding of Montessori philosophy and pedagogy to prepare the environment and support a child by observing their actions, following them and being non-directive.
- How adults' knowledge and understanding of the sensitive periods guides their work with young children by recognising when a child is ready to learn and when to introduce appropriate items to children.
- How to share knowledge about each individual child with colleagues and parents using observations.
- Promotion of a harmonious environment, including respectful relationships within the setting and the wider community.
- How to value each child as a unique individual by identifying the developmental needs of each child and by giving all children the opportunity to develop their own innate abilities to their full potential.

Unit content**Learning aim C: Understand how to apply the principles of the Montessori approach to own early years practice**

- Ways to provide a favourable environment, to include providing freedom of movement, structure and order, an attractive, warm and inviting environment, materials for active learning, vertical grouping, and closeness to nature and the natural world.
- How to support active learning, to include enabling children to make free choices and interact and discover the materials independently.
- How to organise resources to enable children to have access to the full range of activities, including arrangement of resources to enable free choice and independence.
- How to encourage children to return materials/activities ready for others to use to help children to respect materials, the environment and others by providing structure and order.
- Ways to facilitate children to learn from one another by encouraging older children to help younger 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
<p>Learning aim A1: Understand the basic principles underpinning the Montessori approach</p> <p>Learning aim A2: Understand Montessori's view of children's development</p>		
<p>3A1.P1 Describe the philosophy of the Montessori approach. §</p> <p>3A1.P2 Explain how the Montessori pedagogical principles are supported by:</p> <ul style="list-style-type: none"> • vertical grouping • the 'work-cycle' • the favourable environment • an empathetic practitioner. § 	<p>3A1.M1 Analyse the impact of the Montessori approach on children's development and learning.</p>	<p>3A.D1 Evaluate the potential impact on children's development and learning of application of Montessori principles.</p>
<p>3A2.P3 Describe the Absorbent Mind stage of development.</p> <p>3A2.P4 Explain the importance of children's sensitive periods.</p>	<p>3A2.M2 Discuss the implication of sensitive periods for children's learning.</p>	

Pass	Merit	Distinction
<p>Learning aim B1: Understand the organisation of the learning environment in a Montessori early years setting</p> <p>Learning aim B2: Understand the role of the adult in supporting children in Montessori early years settings</p>		
<p>3B1.P5 Explain how a favourable environment is prepared in a Montessori early years setting to support children’s learning. #</p> <p>3B1.P6 Describe how the ‘work-cycle’ is organised.</p>	<p>3B1.M3 Analyse the extent to which organisation of the environment in an early years setting enables the implementation of the Montessori approach.</p>	<p>3B.D2 Evaluate the extent to which adults support children’s learning and development in a Montessori early years setting.</p>
<p>3B2.P7 Explain how adults ensure an environment meets the changing needs of children in a Montessori early years setting.</p> <p>3B2.P8 Describe how to plan activities in a Montessori early years setting to develop and extend children’s learning.</p>	<p>3B2.M4 Analyse the role of the adult in a Montessori early years setting in the organisation, planning and maintenance of the environment, using examples.</p>	
<p>Learning aim C: Understand how to apply the principles of the Montessori approach to own early years practice</p>		
<p>3C.P9 Explain how to apply the principles of the Montessori approach to own early years practice, with examples.</p>	<p>3C.M5 Analyse the potential impact on own practice in a Montessori setting of application of Montessori principles.</p>	<p>3C.D3 Evaluate the extent to which the Montessori approach contributes to current early years practice.</p>

= English functional skills signposting

§ = Information and Communication Technology skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

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

Assignment 2: 3B1.P5, 3B1.P6, 3B2.P7, 3B2.P8, 3B1.M3, 3B2.M4 and 3B.D2

Assignment 3: 3C.P9, 3C.M5 and 3C.D3.

Assignment 1

The assignment for learning aims A1 and A2 could involve preparing a presentation for early years students about the principles of the Montessori approach, the Montessori view of child development and how these contribute to current early years practice. Alternatively, learners could present an article for an early years journal.

To achieve 3A1.P1, learners need to describe the key fundamentals of the Montessori approach. Reference to the unit content, for example supporting the child as an active learner, must be included.

To achieve 3A1.P2, learners could use case studies, observations or examples from Montessori practice to explain how the Montessori approach is supported by vertical grouping, the work-cycle, the favourable environment and an empathetic practitioner.

To achieve 3A1.M1, learners could build on 3A1.P2 to analyse the impact of the Montessori approach on children's development and learning. This needs to include reference to the influence of vertical grouping, the work-cycle, the favourable environment and an empathetic practitioner on children's learning and development.

To achieve 3A2.P3, learners could use case studies to describe the Absorbent Mind stage of development. Reference to the age range and the features of the stage as given in the unit content need to be included.

For 3A2.P4, learners could use case studies to explain the importance of recognising sensitive periods, with reference to children's learning and development.

To achieve 3A2.M2, learners could build on 3A2.P4, using case studies or observations from Montessori practice to discuss the significance of sensitive periods for children's learning. Evidence must cover the implications for children of developing new skills and acquiring knowledge.

3A.D1 relates to learning aims A1 and A2. Learners need to reach conclusions, using reasoned judgements based on evidence from observations of Montessori practice in early years settings and further reading, about the potential impact on children's learning and development of the application of Montessori principles. Reference needs to be made to all of the unit content of learning aim A. Learners are expected to synthesise their knowledge to show understanding of the unit content for A1 and A2 to provide their answer.

Assignment 2

The assignment for learning aims B1 and B2 could involve producing guidance for staff to help them organise a learning environment in a Montessori early years setting and understand the role of the adult in supporting children.

To achieve 3B1.P5, learners could use case studies or examples from Montessori settings to explain how a favourable environment is prepared to support children's learning. Reference to organisation of the environment and resources and organisation into areas of learning must be included.

For 3B1.P6, learners could use case studies or observations from Montessori settings to describe how the work-cycle is organised; reference must be made to activities indoors and outdoors and organisation for play alone or with friends.

To achieve 3B1.M3, learners could build on 3B1.P5 and 3B1.P6 to analyse the extent to which organisation of the environment enables the implementation of the Montessori approach, with reference to supporting children's learning and development.

For 3B2.P7, learners could use case studies or observations from Montessori settings to explain how adults ensure the environment meets the changing needs of children in a Montessori early years setting. Reference to the role of observing, recording and reflecting must be included.

For 3B2.P8, learners could use examples of planning used in Montessori settings to describe how to plan activities to develop and extend children's learning. Reference to the unit content, for example practical life activities set up for success, recognising when a child is ready to learn and valuing each child as an individual, must be included.

To achieve 3B2.M4, learners could build on 3B2.P7 and 3B2.P8, using examples from case studies or observations from Montessori settings to analyse the role of the adult in organisation, planning and maintenance of the environment in supporting the Montessori approach and meeting children's individual learning needs.

3B.D2 relates to learning aims B1 and B2. Learners are expected to synthesise their knowledge to show understanding of the unit content for B1 and B2 to provide their answer. Learners could use evidence from case studies or observations and further reading to make reasoned judgements to evaluate the extent to which adults support children's learning and development in a Montessori early years setting, with reference to Montessori philosophy and pedagogy.

Assignment 3

To achieve 3C.P9, learners need to explain how to apply the principles of the Montessori approach to their own early years practice. Examples must be given in the answer and these may include plans to develop their own practice or examples of ways the Montessori approach could be applied in a work placement. Reference to the unit content for learning aim C must be included, for example ways to provide a favourable environment, support active learning and organise resources.

For 3C.M5, learners could build on 3C.P9 to analyse the potential impact on their own practice in an early years setting of application of Montessori principles.

To achieve 3C.D3, learners could build on 3C.P9. To achieve 3C.D3, learners could use case studies or observations and further reading to draw conclusions about the extent to which the Montessori approach contributes to current early years practice, with reference to practice in different types of early years settings.

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 the need for a work placement in a Montessori early years setting or an opportunity to observe Montessori early years practice.

Unit 30: An Introduction to Working in a Steiner Waldorf Setting

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

What is Steiner Waldorf education practice and what makes it different? It is an approach to education based on the work of Dr Rudolf Steiner and takes account of the needs of the whole child. Artistic activity and the development of the imagination are seen as essential to learning in Steiner Waldorf settings. The approach nurtures children in a creative, secure and unhurried environment, which enables them to develop socially, emotionally and physically.

In this unit you will learn about the principles underpinning Steiner Waldorf education practice and how the environment is organised to uphold the principles. You will explore the role of the adult in supporting play and enabling child-centred learning. You will also examine ways to apply Steiner Waldorf principles to your own early years practice after having observed Steiner Waldorf education in action.

Learning aims

In this unit you will:

- A understand the principles underpinning Steiner Waldorf education
- B1 understand how the environment is organised to support Steiner Waldorf principles
- B2 understand the role of the adult in Steiner Waldorf education practice
- C understand how to apply principles of Steiner Waldorf education to early years practice.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the principles underpinning Steiner Waldorf education</p> <ul style="list-style-type: none"> • The Steiner Waldorf approach is founded on the work of the Austrian philosopher and educationalist Rudolf Steiner. • Steiner’s theory of child development, including the key principles of the three stages. • Steiner’s early education principles, to include the notion that everything surrounding the child has an impact, education takes account of the whole child, and children’s learning flourishes in a sensory-based, calm and predictable environment.
<p>Learning aim B1: Understand how the environment is organised to support Steiner Waldorf principles</p> <ul style="list-style-type: none"> • The importance of the arts and involvement in domestic activity, as Steiner practitioners believe that both of these are vital for the child’s overall development. • Provision of artistic activities, including storytelling, painting, music, singing, poetry, movement, puppetry, drawing and creative craft activities, linking to the principle that children learn through a sensory environment and can develop their own imagination. • Provision of domestic life arts, including cleaning, cooking and baking, and mending, linking to the principle of providing children with a calm, predictable environment. • Steiner child-initiated play as a support to physical, emotional and social development, to include open-ended toys and equipment. • Types of open-ended toys and equipment for imaginative and multi-purpose use that enhance sensory development, including simple figures and dolls, logs, shells and other natural materials. • Types of play, including solitary, social, creative, active, peaceful, which links to the principle of taking account of the needs of the whole child. • How an enabling environment is organised to support child-initiated play, including time, space and access to open-ended equipment that stimulates children’s imagination and creativity. • The importance of protecting the senses in Steiner education, so as to ensure that children learn through authentic and first-hand experiences, which links to Steiner’s principle that everything surrounding the child has an impact. • How an environment to protect the senses is provided by focusing on natural materials, calm, plain colour, and not including television, computers and electronically produced music. • The role of rhythm, repetition and routine in constructing a healthy environment, in establishing continuity, in supporting development and in changing lifestyles. • How to vary pace, and balance times of activity with times of rest, as this provides a predictable environment, including providing a daily, weekly, seasonal and yearly rhythm. • How the day is structured to include activity time, ring time, snack time, outdoor time, story time.

Unit content**Learning aim B2: Understand the role of the adult in Steiner Waldorf education practice**

- How adults support play, including not planning for play and enabling child-centred learning without formal teaching.
- The role of the adult in creating relationships with both children and their parents, including building trust through listening, sensitive observation of the child which is shared with parents.
- The importance of the adult as a model worthy of imitation including tone of voice, use of gesture, the mood that is created by the adult's attitude to the activity.
- The importance of working with joy and wonder in order to foster the child's own joy and wonder with the world, as this maintains a child's enthusiasm for learning.
- The importance of observation, including observing play, transitions and school readiness in order to build the adult's capacity to respond appropriately to the child in the moment and make long-term plans for the child's learning.
- Types of observation, including formative and summative assessment, Steiner observation and child study.
- The importance of work with families to enable and support the child between home and school, including building bridges to allow the child to flourish away from home and family.
- The importance of work with other adults in the setting in order to provide a good model for the child of teamwork and to share observations about the child which will support planning.
- The importance of self-development, including self-reflection, artistic activity, being a role model and developing creative relationships.
- The role of the kindergarten in the local community requiring the adult to develop links, including sharing of festivals and other events.

Unit content**Learning aim C: Understand how to apply principles of Steiner Waldorf education to early years practice**

- How to enable child-centred learning, including the adult being aware of what individual children and groups of children need, adapting the rhythm, toys and resources according to observations made.
- How to tell stories, including choice of story appropriate to age, repetition, tone of voice, creating a mood which allows children to listen.
- How to use puppets to tell everyday stories and fairy stories, including the importance of making own puppet, moving puppets appropriately, involving children in their use.
- How to organise 'ring time' to put together movement, song, poetry and story into a movement journey which the children learn through imitation, including polarities of fast and slow, loud and soft, repetition.
- How to develop the environment to protect the senses, including provision of natural materials, making own toys, making own dolls, the decoration of the room to promote a calm atmosphere and to reflect the seasons.
- How to provide a nature table, including following the seasons, flora, using colours that reflect the season, choosing items that reflect the elements of earth, water, air and fire.
- How to provide creative activities, including painting, drawing, modelling and making of toys and decorations.
- How to provide practical life skills activities, including the involvement of children in food preparation, laundry, care of the room and garden.

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 principles underpinning Steiner Waldorf education		
3A.P1 Explain Steiner's education principles. # §	3A.M1 Analyse the impact of Steiner's education principles on children's development and learning in the early years.	

Pass	Merit	Distinction
<p>Learning aim B</p> <p>1: Understand how the environment is organised to support Steiner Waldorf principles</p> <p>2: Understand the role of the adult in Steiner Waldorf education practice</p>		
<p>3B1.P2 Describe the types of play and provision the Steiner approach promotes to support children’s development and learning.</p> <p>3B1.P3 Explain the importance of creating an enabling environment to support the Steiner approach.</p> <p>3B1.P4 Describe how open-ended toys and equipment can be used to enhance sensory development.</p> <p>3B1.P5 Describe how to develop routines following the Steiner approach.</p>	<p>3B1.M2 Discuss how organisation of the environment supports the Steiner Waldorf principles.</p>	<p>3B.D1 Evaluate the ways in which adults contribute to applying Steiner Waldorf education to practice.</p>
<p>3B2.P6 Describe how observation is used to support child-centred learning in Steiner Waldorf education practice.</p> <p>3B2.P7 Explain how adults support Steiner Waldorf education practice through relationships inside and outside the kindergarten.</p> <p>3B2.P8 Explain how self-reflection promotes good practice in Steiner Waldorf education.</p>	<p>3B2.M3 Analyse the role of the adult in supporting play in Steiner Waldorf education practice, using examples.</p>	

Pass	Merit		Distinction
Learning aim C: Understand how to apply principles of Steiner Waldorf education to early years practice			
3C.P9 Explain, with examples, how to apply principles of Steiner Waldorf education to early years practice.	3C.M4 Analyse how the learning environment can be developed to promote the Steiner Waldorf approach.	3C.D2 Evaluate the potential impact, in an early years setting, of the application of Steiner Waldorf education principles.	

= English functional skills signposting

§ = Information and Communication Technology skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

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

Assignment 2: 3B1.P2, 3B1.P3, 3B1.P4, 3B1.P5, 3B2.P6, 3B2.P7, 3B2.P8, 3B1.M2, 3B2.M3 and 3B.D1.

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

Assignment 1

The assignment for learning aim A could involve preparing a presentation for early years learners about the principles underpinning Steiner Waldorf education. Copies of PowerPoint presentation notes printed on A4 or presentation slides/OHPs with development notes should be submitted as evidence.

To achieve 3A.P1, learners need to explain Steiner's education principles with reference to the unit content, for example taking account of the whole child.

To achieve 3A.M1, learners could build on 3A.P1 to analyse the impact of Steiner's education principles on children's development and learning in the early years.

Assignment 2

The assignment for learning aims B1 and B2 could involve producing guidance for staff to help them understand how to organise an environment to support Steiner Waldorf principles and the role of the adult.

To achieve 3B1.P2, learners could use examples from settings or case studies to describe the types of play and provision the Steiner approach promotes to support children's development and learning. Reference to the types of play as given in the unit content, for example Steiner child-initiated play, artistic activities and domestic life arts, will need to be made.

For 3B1.P3, learners could use case studies or observations to explain the importance of creating an enabling environment to support the Steiner approach with reference to stimulating children's imagination and creativity and protecting the senses.

To achieve 3B1.P4, learners could use observations or examples from settings to describe how open-ended toys and equipment can be used to enhance sensory development. Reference to the unit content, for example the use of natural materials, must be included.

For 3B1.P5, learners could provide evidence based on examples observed in Steiner Waldorf early years settings that describes how to develop routines following the Steiner approach. Routines which vary pace, balance activity with rest, and include the structure as given in the unit content must be described.

To achieve 3B1.M2, learners could refer to the examples, observations and case studies used in 3B1.P2, 3B1.P3, 3B1.P4 and 3B1.P5 to discuss how organisation of the environment supports the Steiner Waldorf principles, with reference to the content of learning aim B1.

For 3B2.P6, learners could use examples from Steiner Waldorf early years settings to describe how observation is used to support child-centred learning. The different types of observation listed in the unit content must be included, and how they are used to support play, respond appropriately to children in the moment and make long-term plans.

To achieve 3B2.P7, learners could use case studies or examples from Steiner Waldorf early years settings to explain how adults support Steiner Waldorf education practice through relationships inside and outside the kindergarten. Reference needs to be made to relationships with children and to working with families, other adults in the setting and the local community.

For 3B2.P8, learners could use case studies to explain how self-reflection promotes good practice in Steiner Waldorf education with reference to its role in self-development.

To achieve 3B2.M3, learners could use examples from Steiner Waldorf early years settings, case studies and observations to analyse the role of the adult in supporting play in Steiner Waldorf education practice, with reference to the content of learning aim B2.

3B.D1 relates to learning aims B1 and B2. Learners, in giving their answer, are expected to synthesise their knowledge to show understanding of the unit content for B1 and B2. Learners could use evidence from case studies, or observations and further reading, to evaluate the ways in which adults contribute to applying Steiner Waldorf education to practice.

Assignment 3

To achieve 3C.P9, learners need to explain how to apply the principles of Steiner Waldorf education to early years practice. Examples must be given in the answer and these may include ways that Steiner Waldorf education could be applied in a work placement. Reference to the unit content for learning aim C must be included, for example ways to develop the environment to protect the senses and provide practical life skills.

For 3C.M4, learners could build on 3C.P9 to analyse how the learning environment can be developed to promote the Steiner Waldorf approach.

To achieve 3C.D2, learners need to reach conclusions, using reasoned judgements, based on evidence from observations of Steiner Waldorf education and further reading, and the potential impact, in an early years setting, of application of Steiner Waldorf education principles. Reference needs to be made to all of the unit content of learning aim C.

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 for a work placement in a Steiner Waldorf early years setting or to observe Steiner Waldorf early years practice.

Unit 31: An Introduction to Work as a Community Nursery Nurse

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Did you know that Community Nursery Nurses work closely under the supervision of health visitors to improve the health and wellbeing of families with children under eight? Health promotion involves preventing ill health and early detection of health difficulties. Promoting children's health includes immunisation and developmental screening programmes. It also involves advising and supporting parents to prevent accidents in the home and provide a healthy diet for their children.

The knowledge and skills you have developed about work with young children complement the work of the health visiting service. Health visitors have a primary role in promoting child health and Community Nursery Nurses support the work of the health visiting team in this.

In this unit you will learn about the roles and responsibilities of Community Nursery Nurses. You will learn about child health promotion and the skills required by Community Nursery Nurses to be effective in promoting child health by encouraging participation through the development of trusting, respectful relationships with families.

Learning aims

In this unit you will:

- A understand the roles and responsibilities of a Community Nursery Nurse
- B understand the range and scope of child health promotion in the community
- C understand the skills needed to work as a Community Nursery Nurse.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the roles and responsibilities of a Community Nursery Nurse</p> <ul style="list-style-type: none"> ● The role of a Community Nursery Nurse (CNN), including services aimed at improving the health and wellbeing of families with children up to the age of eight. ● The range of work as a CNN, to include undertaking child development assessments, health promotion, child protection and work with individual families and parenting groups, encouraging play, promoting positive behaviour and giving advice on infant feeding and nutrition, hygiene and safety and accident prevention in the home. ● The context for work as a CNN, including child health clinics and visiting families in their own homes. ● How the CNN works as part of a skill-mix team to promote child health, including health visitors, CNNs, qualified nurses and administrative support workers. ● The importance of understanding the roles and responsibilities of other members of the team in relation to the health of children and families, to ensure effective partnership working in order to make sure clients get the best service. ● Why it is important to understand that the CNN is accountable to the Nursing and Midwifery Council registrant or delegating professional, and only undertakes activities which are delegated. ● The importance of following agreed policies and procedures for confidentiality, complete and accurate record keeping and lines of reporting, to ensure consistency of care for the child and the child's carer.
<p>Learning aim B: Understand the range and scope of child health promotion in the community</p> <ul style="list-style-type: none"> ● That health promotion is a process to enable people to increase control over, and to improve, their health. ● The principle that health promotion is not something that is done on or to people, but is done by, with and for people, either as individuals or as groups. ● That primary prevention involves the prevention of diseases and conditions before their onset, including making the environment safe, maintaining a safe water and food supply, and immunising against infectious diseases. ● That secondary prevention involves measures for early detection of departures from good health and for prompt and effective corrective actions. ● Factors that affect child health, including pre- and post-natal factors, biological factors, environmental factors and emotional factors. ● The current immunisation programme for children and young people. ● The importance of immunisation programmes in preventing infections and how information about these may be given to parents, including in child health records, in leaflets and verbally.

Unit content

- The role of health surveillance programmes in promoting child health, including growth monitoring, and physical and developmental screening.
- Current advice given to parents about feeding and nutrition programmes which follow national recommendations, including those for breastfeeding, weaning and healthy eating.
- The advice given to parents to reduce accidents in the home, including safety precautions in relation to developmental stages and safety equipment.
- The advice and support given to parents to reduce the risk of Sudden Infant Death, including preventing overheating, placing babies on their back with their feet touching the end of the cot and risks when babies are exposed to cigarette smoke.
- How adult health and lifestyle issues impact on the health of children, to include smoking, post-natal depression, disability, substance misuse and domestic violence.
- How child health is promoted in work with families, to include parenting programmes, support groups for mothers with post-natal depression and smoking cessation support.

Learning aim C: Understand the skills needed to work as a Community Nursery Nurse

- The importance of developing trusting, respectful relationships with families when offering help and guidance for effective child health promotion.
- The skills needed to promote health, to include involving people and encouraging participation, understanding, being supportive and non-judgemental, excellent communication and negotiation skills, caring and empathising.
- The importance of reflecting the culture, attitudes and values of an individual and the community in which they live in health promotion, to ensure help and advice given is sensitive and appropriate for individuals.
- Why it is important to be well informed and accurate when giving information to promote child health, as families need accurate, current information to make informed decisions and inaccurate information leads to loss of trust.
- When to refer directly to health professionals, including child protection concerns.
- How to signpost to services, including having accurate information about available services, providing information in appropriate formats for families to access.

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 roles and responsibilities of a Community Nursery Nurse		
3A.P1 Describe the work of a Community Nursery Nurse.	3A.M1 Analyse the scope of the Community Nursery Nurse role as a member of a skill-mix team.	
3A.P2 Explain the responsibilities of a Community Nursery Nurse as a member of a skill-mix team.		
Learning aim B: Understand the range and scope of child health promotion in the community		
3B.P3 Describe factors which affect the health of children.	3B.M2 Discuss, using examples, the range of responsibilities of the Community Nursery Nurse in immunisation and developmental screening programmes.	3B.D1 Evaluate, giving examples, the effectiveness of the contribution of the Community Nursery Nurse to child health promotion.
3B.P4 Explain how child health is promoted through: <ul style="list-style-type: none"> • immunisation programmes • physical and developmental screening programmes. # 	3B.M3 Analyse how health promotion programmes support child health.	
3B.P5 Explain, using examples, how the Community Nursery Nurse works with parents to prevent accidents to children in the home.		
3B.P6 Describe ways in which the Community Nursery Nurse promotes child health through supporting parents with adult health and lifestyle issues.		

Pass	Merit	Distinction
Learning aim C: Understand the skills needed to work as a Community Nursery Nurse		
<p>3C.P7 Review the importance of communication skills for effective child health promotion.</p> <p>3C.P8 Explain, using examples, why accuracy of information is important in child health promotion.</p>	<p>3C.M4 Analyse the importance of maintaining a professional approach in supporting children and families.</p>	<p>3C.D2 Assess the challenges that face the Community Nursery Nurse when working with children and families in health promotion.</p>

= 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.P5, 3B.P6, 3B.M2, 3B.M3 and 3B.D1.

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

Assignment 1

Learners could prepare information about the roles and responsibilities of a Community Nursery Nurse to be included in a careers advice pack for early years learners for the assessment of learning aim A.

To achieve 3A.P1, learners could use case studies to describe the work of a Community Nursery Nurse. Reference needs to be made to the role, range and context of the work as given in the unit content.

For 3A.P2, learners could use examples to explain the responsibilities of a Community Nursery Nurse as a member of a skill-mix team, to include members of the team, accountability, lines of reporting and confidentiality.

To achieve 3A.M1, learners could use the case studies used for 3A.P1 to assess the effectiveness of the Community Nursery Nurse as a member of a skill-mix team, with reference to the responsibilities explained for 3A.P2.

Assignment 2

Learners could produce guidance for induction of Community Nursery Nurses for this assignment for 3B.P3, 3B.P4, 3B.P5, 3B.P6, 3B.M2, 3B.M3 and 3B.D1.

To achieve 3B.P3, learners could use case studies to describe factors which affect the health of children. Reference to the unit content, for example pre- and post-natal factors, must be included.

For 3B.P4, learners could refer to National Health websites and information provided by health visitors at baby clinics and General Practice surgeries to explain how child health is promoted through immunisation programmes and physical and developmental screening programmes. The current immunisation programme, growth monitoring and physical and developmental screening programme must be included and the difference between primary and secondary prevention explained.

To achieve 3B.M2, learners could build on 3B.P4 and use case studies as examples to discuss the effectiveness of the Community Nursery Nurse in immunisation and developmental screening programmes, including their role in informing parents.

To achieve 3B.P5, learners could use case studies as examples to explain how the Community Nursery Nurse works with parents to prevent accidents to children in the home, with reference to advice about preventing Sudden Infant Death, safety precautions in relation to developmental stages and appropriate equipment.

For 3B.P6, learners could use case studies to describe ways in which the Community Nursery Nurse promotes child health through supporting parents with adult health and lifestyle issues. Reference to the unit content, for example support groups for mothers with post-natal depression, must be included.

To achieve 3B.M3, learners could use case studies to analyse how health promotion programmes support child health, with reference to immunisation and physical developmental screening programmes, working with parents to prevent accidents in the home, and supporting parents with adult health issues.

For 3B.D1, learners need to use examples and make reasoned judgements, based on evidence from further reading, to evaluate the effectiveness of the contribution of the Community Nursery Nurse to child health promotion. Reference needs to be made to all of the unit content of learning aim B.

Assignment 3

Learners could develop a presentation about the skills needed to work as a Community Nursery Nurse, as outlined in the unit content, to achieve 3C.P7. Copies of PowerPoint presentation notes printed on A4, or presentation slides/OHPs with development notes, should be submitted as evidence.

For 3C.P8, learners could use case studies as examples to explain why accuracy of information is important in child health promotion; reference to the unit content, for example enabling families to make informed decisions, must be included.

To achieve 3C.M4, learners could use case studies to analyse the importance of maintaining a professional approach in supporting children and families with reference to promoting child health.

For 3C.D2, learners could use case studies and further reading to make reasoned judgements to assess the challenges that face the Community Nursery Nurse when working with children and families, in relation to effective health promotion.

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 32: Meeting the Needs of Children Who May Have An Autism Spectrum Disorder

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Autism is much more common than people think. Did you know that there are over half a million people in the UK with autism? That's around one in 100 people. This means that in your work you can expect to meet people with autism. Autism is a lifelong condition which affects both children and adults. It affects how a person communicates with, and relates to, other people and the world around them. It is a spectrum condition, which means that, while all autistic people share certain areas of difficulty, their condition will affect them in different ways. If children with autism are diagnosed early and given appropriate support, it will make a huge difference to their lives and the lives of their families.

By the time you have completed this unit, you should have a good understanding of the types of autism that form the spectrum. You will learn why it is important to recognise children who have, or who may have, an Autism Spectrum Disorder and how to recognise development which may indicate the need for referral. Parents need support during the referral process and you will examine ways to work with families to share information and allay their anxieties. Although children with autism share common problems affecting social interaction, communication, imagination and repetitive behaviour, it is important to realise that each child with autism is different from the next. You will discover how children with autism may feel and behave when they have difficulty understanding what others are saying. During this unit, you will learn how to help children with autism to feel safe and secure in response to their individual needs. This is important because you will be able to reduce their stress, which will help them to develop social relationships and will promote their learning.

Learning aims

In this unit you will:

- A understand Autism Spectrum Disorders
- B understand the importance of early recognition of Autism Spectrum Disorders
- C1 understand the needs of children who have, or who may have, an Autism Spectrum Disorder
- C2 understand the role of the adult in supporting children who have, or who may have, an Autism Spectrum Disorder.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand Autism Spectrum Disorders</p> <ul style="list-style-type: none"> • That autism is a lifelong neurodevelopment disorder affecting how a person communicates and interacts with others. • That autism is described as a spectrum condition because people with autism share certain difficulties but their condition will affect them in different ways. • The types of autism that form the spectrum, including classical autism, atypical autism and Asperger’s syndrome or high-functioning autism. • The contribution of Hans Asperger, Lorna Wing and Leo Kanner to understanding of the Autism Spectrum Disorder (ASD). • Lack of public understanding of ASD, including suggestions that the measles, mumps and rubella (MMR) vaccine or poor parenting is the cause. • Ongoing research into causes of autism, including genetic/environmental links, reasons for increasing prevalence, gender difference, better diagnosis and improved knowledge by professionals. • Why it is important to raise awareness of ASD and recognise the contribution of people with ASD to a diverse society, to ensure the rights and needs of children and their families are understood and met.
<p>Learning aim B: Understand the importance of early recognition of Autism Spectrum Disorders</p> <ul style="list-style-type: none"> • Why it is important to recognise children who have issues with social communication, to include meeting children’s needs, more favourable outcomes and supporting families. • The Triad model of impairments (social communication, social interaction and imagination) and how this might support early recognition of ASD. • Additional behaviour which children may demonstrate, including heightened/lowered sensitivity to stimuli, repetitive/obsessive interests, echolalia, flapping with hands, ritualistic behaviour, difficulties with motor coordination and mouthing objects. • Why it is important to work closely with parents in the process of early recognition, including sharing information about the child in the context of their family and supporting parents’ anxieties. • How professionals may be involved in the referral process, including health workers, nurses, general practitioners, speech and language therapists, clinical/educational psychologists, occupational therapists and child development centres.

Unit content**Learning aim C1: Understand the needs of children who have, or who may have, an Autism Spectrum Disorder**

- How confusion with understanding what is being said and meant, and difficulties in communicating with others, can lead to underlying emotions that may act as a prompt to feelings of anxiety, frustration, confusion, anger or fear.
- How sensory sensitivity may affect emotional responses as children may have difficulty processing everyday sensory information, which may result in over- or under-sensitivity, and as a result they may become stressed or anxious when under- or over-exposed to sensory stimuli.
- Active behaviours that a child may show as a result of underlying emotions, to include screaming, tantrums, pushing and running away.
- Passive behaviours that a child may show, including withdrawal, hiding and cowering under an item or object.
- Why small changes to a child's environment and routines may affect active and passive behaviours as they may not have understood what is said to them and they feel secure in familiar routines.
- Why it is important to recognise that each child is unique, including their responses, sensitivities and behaviours, and that a child's behaviours may change from day to day and over time.

Learning aim C2: Understand the role of the adult in supporting children who have, or who may have, an Autism Spectrum Disorder

- How to provide a supportive environment, including ways of adapting an environment, creating a structured environment, sequencing routines, adult behaviours and ways of talking, use of calm concrete speech, simple language and positive approach.
- How to lessen a child's anxiety, including routines, warnings of change, creating a safe area and use of visual supports such as real objects, photos of objects, visual symbols and picture timetables.
- How to support children if there are changes to the child's environment, including use of visual supports, structured, organised classrooms, safe areas and comforters.
- Why it is important to recognise what motivates an individual child as a child's particular interest can be used to extend their learning and as an incentive or reward to encourage them to engage in an activity.
- How to use motivators to support a child's learning and social development, including by using their interest to extend an activity and as a focus for developing two-way conversations.
- How to use observations, to include gaining awareness of a child's responses in a range of different situations and recognising unusual behaviour as a way a child communicates or deals with a stressful situation.
- How to support social skills, including adult-directed activities, taking turns, using verbal and non-verbal communication, acting as a play partner, scaffolding and desensitising.
- The role of external agencies in providing information, support and guidance to parents, settings and professionals, including The National Autistic Society, Earlybird and Autism Education Trust.

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 Autism Spectrum Disorders		
3A.P1 Describe the different types of autism that form the spectrum.	3A.M1 Discuss, using examples, how ongoing research into the causes of autism could impact on children and families.	
3A.P2 Summarise ongoing research into the causes of autism. # §		
3A.P3 Explain how public perceptions of Autism Spectrum Disorders may impact on outcomes for children.		
Learning aim B: Understand the importance of early recognition of Autism Spectrum Disorders		
3B.P4 Explain why Autism Spectrum Disorders should be recognised early.	3B.M2 Discuss, using examples, how early recognition and referral of Autism Spectrum Disorders can support children and families.	3B.D1 Evaluate the extent to which early recognition of Autism Spectrum Disorder contributes to more favourable outcomes for children and supports families.
3B.P5 Describe developments which may indicate the need for a child to be referred for assessment for an Autism Spectrum Disorder.		
3B.P6 Explain reasons for working in partnership with parents in the referral process for children who have, or who may have, an Autism Spectrum Disorder.		

Pass	Merit	Distinction
<p>Learning aim C1: Understand the needs of children who have, or who may have, an Autism Spectrum Disorder</p> <p>Learning aim C2: Understand the role of the adult in supporting children who have, or who may have, an Autism Spectrum Disorder</p>		
<p>3C1.P7 Describe active and passive behaviours that children who have an Autism Spectrum Disorder may show.</p> <p>3C1.P8 Explain factors that may trigger the active and passive behaviours that children who have an Autism Spectrum Disorder may show.</p>	<p>3C1.M3 Discuss the importance of recognising the uniqueness of each child who has an Autism Spectrum Disorder and responding to their individual needs.</p>	<p>3C.D2 Evaluate the role of the adult in an early years setting in supporting the needs of individual children who have, or may have, an Autism Spectrum Disorder.</p>
<p>3C2.P9 Explain, using examples, how to provide a supportive environment in an early years setting for children who have an Autism Spectrum Disorder.</p> <p>3C2.P10 Select, with reasons, approaches to supporting the development of social skills in children with an Autism Spectrum Disorder in an early years setting.</p> <p>3C2.P11 Describe, using examples, how motivators contribute to supporting learning and social development in children with an Autism Spectrum Disorder.</p>	<p>3C2.M4 Analyse the role played by the adult in motivating and supporting children who have, or may have, an Autism Spectrum Disorder.</p>	

= English functional skills signposting

§ = Information and Communication Technology 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.P3, 3B.P4, 3B.P5, 3B.P6, 3B.M2 and 3B.D1.

Assignment 3: 3C1.P7, 3C1.P8, 3C2.P9, 3C2.P10, 3C2.P11, 3C1.M3, 3C2.M4 and 3C.D2.

Assignment 1

For the assessment of learning aim A, learners could write the first of two articles for an early years journal about Autism Spectrum Disorders.

To achieve 3A.P1, learners could use case studies to describe the different types of autism that form the spectrum. Reference must be made to classical autism, atypical autism and Asperger's syndrome.

For 3A.P2, learners could use websites to summarise ongoing research into the causes and perceptions of autism; reference to the unit content, for example genetic/environmental links, must be made.

For 3A.P3, learners could focus on ways in which perceptions of Autistic Spectrum Disorders among the general public can affect outcomes for children.

To achieve 3A.M1, learners could build on 3A.P2 and use case studies as examples to discuss how ongoing research into the causes of autism could impact on children and families, with reference to public perceptions of Autism Spectrum Disorder.

Assignment 2

For 3B.P4, 3B.P5, 3B.P6, 3B.M2 and 3B.D1, learners could write a second article for the early years journal about the importance of early recognition of Autism Spectrum Disorders.

To achieve 3B.P4, learners could use case studies to review reasons for early recognition of children who may have an Autism Spectrum Disorder; reference to the unit content, for example meeting children's needs, must be included.

For 3B.P5, learners could use case studies or observations to describe developments which may indicate the need for a child to be referred for assessment for an Autism Spectrum Disorder. Reference must be made to the Triad model of impairments and additional behaviour which children may demonstrate, as given in the unit content.

To achieve 3B.P6, learners could use case studies to explain reasons for working in partnership with parents in the referral process for children who have, or who may have, an Autism Spectrum Disorder. Reference must be included to supporting parents' anxieties and sharing information with other professionals who may be involved.

To achieve 3B.M2, learners could use case studies as examples to analyse how early recognition and referral of Autism Spectrum Disorders can support children and families, with reference to how children's needs may be met and help for families enabled.

To achieve 3B.D1, learners need to make reasoned judgements based on evidence from case studies or observations and further reading, to evaluate the extent to which early recognition of Autism Spectrum Disorder contributes to more favourable outcomes for children and secures support for families.

Assignment 3

The assignment for learning aims C1 and C2 could be to develop guidance for staff in early years settings who are working with children who have, or who may have, an Autism Spectrum Disorder.

To achieve 3C1.P7, learners could use case studies or observations to describe active and passive behaviours that children who have an Autism Spectrum Disorder may show. Both types of behaviour must be covered.

For 3C1.P8, learners could use examples of observations or case studies to explain factors that may trigger the active and passive behaviours that children who have an Autism Spectrum Disorder may show, including how sensory sensitivity and changes to the environment and routines may affect responses.

To achieve 3C1.M3, learners could build on 3C1.P8, using the examples of observations to discuss the importance of recognising the uniqueness of each child who has an Autism Spectrum Disorder and responding to their individual needs, with reference to how behaviours may change from day to day and over time.

For 3C2.P9, learners could use case studies as examples to explain how to provide a supportive environment in an early years setting for children who have an Autism Spectrum Disorder. Reference to the unit content must be included, for example adapting the environment, using routines and supporting children if there are changes to the environment.

For 3C2.P10, learners could use case studies or observations to select, with reasons, approaches to supporting the development of social skills in children with an Autism Spectrum Disorder in an early years setting, including the role of the adult as given in the unit content.

To achieve 3C2.P11, learners could use case studies as examples to describe how motivators contribute to supporting learning and social development in children with an Autism Spectrum Disorder, including how they are used to extend learning, as an incentive or reward, and as a focus for two-way conversations.

For 3C2.M4, learners could build on to 3C2.P9, 3C2.P10 and 3C2.P11, using the case studies and observations used to analyse the role played by the adult in motivating and supporting children who have, or who may have, an Autism Spectrum Disorder.

3C.D2 relates to learning aims C1 and C2. Learners are expected to synthesise their knowledge to show understanding of the unit content for C1 and C2 to provide their evidence. To achieve 3C.D2, 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 supporting the needs of individual children who have, or who may have, an Autism Spectrum Disorder, recognising that each child is unique.

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 33: Career Development in Early Years

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

It is essential for those working with children to continue with their professional development to ensure the highest-quality provision. It is the professional responsibility of those working with children to keep up to date with changes to legislation and approaches to practice. Professional development may include further qualifications or developing a specialism – for example, learning signing as a result of working with a child with hearing difficulties. Reflecting on practice is essential in helping to inform development needs. Also, there are many opportunities across the wider children's workforce and exploring these options will make you aware of the different career pathways available. Effective career development requires careful self-assessment and planning of goals that are manageable, realistic and motivating.

In this unit you will consider the benefits of career development and how this may be achieved. Different career pathways are explored and you will learn how to carry out self-assessment to plan your own career.

Learning aims

In this unit you will:

- A understand the purpose of career development in early years
- B1 understand career pathways
- B2 be able to plan personal career development.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the purpose of career development in early years</p> <ul style="list-style-type: none"> ● The benefits of career development to children to include improving outcomes as practitioners gain more confidence, skills and knowledge. ● The purpose of career development for individuals, including professional responsibility to keep up to date with current legislation and research, motivation, to develop practice in early years, to follow a specialist career path, to develop leadership and management skills and for promotion. ● The benefits of career development to settings to include improving the quality of provision and to lead and inspire others. ● The role of reflection in influencing and informing career development. ● How career development links to appraisal, including the identification of areas of strengths and weakness, opportunities for feedback. ● Ways to develop a career to include continuing professional development (CPD) activities, reading, action research in the setting, mentoring and coaching, attending in-service training and gaining qualifications.
<p>Learning aim B1: Understand career pathways</p> <ul style="list-style-type: none"> ● The importance of researching the range of opportunities, job roles and responsibilities of career options across the wider children's workforce. ● How to develop a career as a practitioner, including Higher Nationals, foundation degrees and developing a role as a Special Educational Needs Coordinator. ● The pathway to management of day care settings and children's centres and the importance of visiting a range of settings ● What is required to progress into teaching in schools to include the teaching assistant role, Qualified Teacher Status (QTS) and Montessori teaching qualifications. ● How to develop a career working with children in home-based settings to include becoming a registered childminder. ● How to develop a career as a teacher or trainer of early years qualifications, including Qualified Teacher in Further Education status (QTFE) for teaching in further education and assessor qualifications. ● Careers in social work, including residential childcare qualifications. ● Health-related pathways to include nursing, midwifery, community nursery nurse and hospital play specialist. ● How to gain qualifications to work as a playworker and the importance of finding out about qualifications from sources such as Sector Skills Councils, local colleges.

Unit content**Learning aim B2: Be able to plan personal career development**

- The importance of self-assessment of own skills to make realistic plans to avoid setting unrealistic goals.
- The importance of using reflections and feedback from others to gain a more accurate picture of one's strengths and weaknesses.
- How to use self-assessment tools to identify skills gaps and recognise strengths, interests and achievements, including SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) and career diagnostic tests.
- How settings may support career development to gain a more accurate picture of one's strengths and weaknesses.
- Where to seek advice to help development of career pathways, including talking to managers, websites and professional journals.
- How to formulate a career development plan to include setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound), short-term goals, long-term goals, priorities and contingencies.
- The importance of reviewing career development plans.

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 career development in early years		
<p>3A.P1 Explain the benefits of career development in early years to:</p> <ul style="list-style-type: none"> • the individual • children’s outcomes • effective practice within the setting. <p>3A.P2 Explain the value of a range of activities that support career development in early years.</p>	<p>3A.M1 Analyse the part played by continuing professional development for those working in early years, using examples.</p>	<p>3A.D1 Evaluate the role of reflection in career development.</p>

Pass	Merit	Distinction
<p>Learning aim B1: Understand career pathways Learning aim B2: Be able to plan personal career development</p>		
<p>3B1.P3 Explain the key considerations when planning a career within a chosen career pathway within the children’s workforce.</p>	<p>3B1.M2 Discuss the potential for career development within a selected career pathway.</p>	<p>3B.D2 Evaluate the contribution of effective planning to career development.</p>
<p>3B2.P4 Present the results of a SWOT analysis of own skills for career development, to include:</p> <ul style="list-style-type: none"> • strengths • achievements • interests • skills gaps. § <p>3B2.P5 Develop SMART plans for own career development plan based on self-assessment, to include:</p> <ul style="list-style-type: none"> • realistic short-term goals • long-term goals • contingencies. # 	<p>3B2.M3 Analyse the role of self-assessment in the development of a career plan.</p>	

= English functional skills signposting

§ = Information and Communication Technology skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

Assignment 1: 3A.P1, 3A.P2, 3A.M1 and 3A.D1.

Assignment 2: 3B1.P3, 3B2.P4, 3B2.P5, 3B1.M2, 3B2.M3 and 3B.D2.

Assignment 1

The assignment for learning aim A could involve producing guidance for staff to help them understand the purpose of carer development in early years.

To achieve 3A.P1, learners could use case studies or examples to explain how the individual, children's outcomes and practice in the setting benefit from career development in early years. Reference to the unit content, for example developing leadership and management skills, improving outcomes for children, and improving the quality of provision, must be included.

For 3A.P2, learners could use case studies to explain the value of a range of activities that support career development in early years, with reference to reflection, appraisal and continuing professional development activities.

To achieve 3A.M1, learners could use the case studies used in 3A.P2 to analyse the part played by continuing professional development for those working in early years, with reference to the benefits for the individual, children and the setting.

For 3A.D1, learners could use case studies or their own reflections and further reading to draw conclusions to evaluate the role of reflection in influencing and informing career development.

Assignment 2

The assessment for learning aims B1 and B2 may be combined into one assignment to cover 3B1.P3, 3B2.P4, 3B2.P5, 3B1.M2, 3B2.M3 and 3B.D2, in which learners provide evidence of personal career development in a file which includes self-assessment and career plans.

To achieve 3B1.P3, learners need to identify a chosen career pathway within the children's workforce and could use websites and careers literature to describe the key considerations when planning a career within the chosen career pathway. This needs to include the job role and responsibilities, pathway options and what is required to progress and develop the career.

For 3B1.M2, learners could build on 3B1.P3 to discuss the potential for career development within the selected career pathway.

To achieve 3B2.P4, learners could use self-assessment tools (SWOT), reflections and feedback from others to present the results of an analysis of their own skills for career development. This must include strengths, achievements, interests and skills gaps.

For 3B2.P5, learners need to create a career development plan based on the self-assessment provided for 3B2.P4. Learners must include realistic short-term goals, long-term goals and contingencies based on SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).

To achieve 3B2.M3, learners could build on 3B2.P4 and 3B2.P5 to analyse the role of self-assessment in the development of their own career plan.

For 3B.D2 (which draws on learning aims B1 and B2), learners need to make reasoned judgements based on evidence from case studies, own self-assessment, career plans and further reading to evaluate the contribution of effective planning to career development.

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.

Annexe A

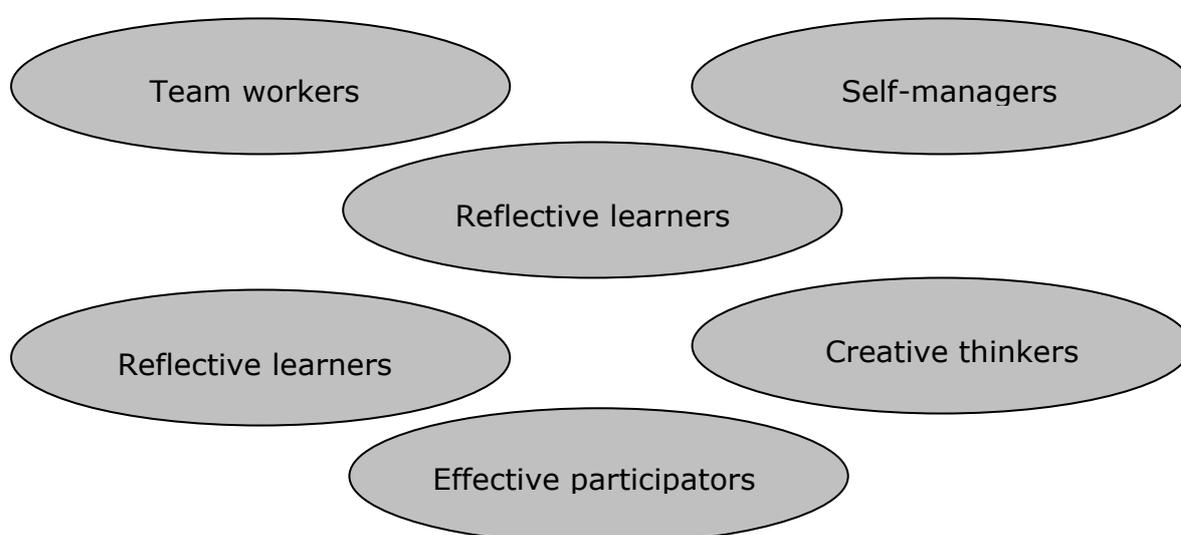
Personal, learning and thinking skills

Source – QCDA

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

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 feeling 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	✓	✓	✓	✓	✓	
12	✓	✓	✓		✓	
13	✓	✓				✓
14	✓	✓				
15	✓	✓			✓	
16	✓	✓				
17	✓	✓				
18	✓	✓				✓
19	✓	✓				
20	✓	✓				
21	✓	✓	✓			
22	✓	✓	✓		✓	
23	✓	✓	✓		✓	✓
24	✓	✓				

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
25	✓	✓	✓		✓	
26	✓	✓				
27	✓	✓				
28	✓	✓				
29	✓	✓				
30	✓	✓				
31	✓	✓				✓
32	✓	✓				
33	✓	✓	✓		✓	

Annexe B

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, Physical Care 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 Settings	A1	3A1.P1	2A – where learners read a range of relevant legislative texts to gather information and ideas
Unit 5: Collaboration with Parents, Colleagues and Other professionals in Early Years	A2	3A2.P4	1A – where learners engage in discussion describing ways to work effectively with parents
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 and explaining the importance of following them
Unit 9: Observation, Assessment and Planning for Play and Development	D	3D.P8	1A – where learners present information and ideas clearly and persuasively to others

Unit no. and title	Learning aim	Assessment criterion reference	Functional skills criteria (details of the criteria can be found below)
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
Unit 12: Research Skills	B	3B.P7	3A – where learners present their research report clearly and concisely
Unit 13: Health, Education and Social Services for Children and Their Families	B	3B.P4	3A – where learners present information on inspection clearly and concisely
Unit 14: Food and Mealtimes in the Early Years	A2	3A2.P3	1A – where learners give a presentation of information and ideas about children’s attitudes to food
Unit 15: Working With Children Under Three years	A	3A.P3	3A – where learners present information clearly and concisely
Unit 16: Working with Children in Home-based Care	E	3E.P8	2A – where learners select and use texts relating to two different agencies, utilising relevant information
Unit 17 Managing a Home-based Childcare Business	A	3A.P1	2A – where learners select and use texts relating to registration requirements
Unit 18: Working With Children With Additional Needs	A	3A.P1	3A – where learners present information on definitions of additional needs concisely, logically and persuasively
Unit 19: Promoting Mathematical Development in Children Aged From Four up to Eight Years	C1	3C1.P7	1A – where learners present information and ideas about three activities to support mathematical development
Unit 20: Promoting Literacy in Children Aged From Four up to Eight Years	B2	3B2.P8	1A – where learners present information and ideas about three activities to encourage writing

Unit no. and title	Learning aim	Assessment criterion reference	Functional skills criteria (details of the criteria can be found below)
Unit 21: An Introduction to Playwork Principles	A	3A.P2	3A – where learners present information on the relationship of play to playwork principles concisely, logically and persuasively
Unit 22: Implementing the Early Years Foundation Stage in England	A2	3A2.P5	2A – where learners select and use information from early years foundation stage documentation to explain the key principles
Unit 23: Implementing the Foundation Phase in Wales	B	3B.P11	3A – where learners write about a range of areas of learning
Unit 24: Supporting Children's Imaginative Play	B1	3B1.P4	1A – where learners present and demonstrate information on how to organise resources to support play
Unit 25: Cooking Activities with Children	B2	3B2.P6	1A – where learners present plans for cooking activities with children
Unit 26: Supporting Children's Creativity	A	3A.P2	3A – where learners write about the role of play in creativity concisely, logically and persuasively
Unit 27: Supporting the Development of English for Children with Another Home Language	C	3C.P4	3A – where learners write about the stages of second language development concisely, logically and persuasively
Unit 28: Promoting Children's Development Outdoors	A	3A.P1	3A – where learners write about how the outdoors supports children's emotional and social development concisely, logically and persuasively
Unit 29: An Introduction to Working in a Montessori Setting	B1	3B1.P5	1A – where learners present information on how to organise learning and resources to support children
Unit 30: An Introduction to Working in a Steiner Waldorf Setting	A	3A.P1	2A – where learners read and summarise text that describes Steiner's education principles

Unit no. and title	Learning aim	Assessment criterion reference	Functional skills criteria (details of the criteria can be found below)
Unit 31: An Introduction to Work as a Community Nursery Nurse	B	3B.P4	3A – where learners write about child health promotion concisely, logically and persuasively
Unit 32: Meeting the Needs of Children Who May Have An Autism Spectrum Disorder	A	3A.P2	2A – where learners read and summarise a range of text related to research into autism
Unit 33: Career Development in Early Years	B2	3B2.P5	3A – where learners write information and ideas for own development concisely, logically and persuasively

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	3A/B – where learners interpret research information using mathematics
Unit 12: Research Skills	B	3B.P6	3B – where learners use diagrams and/or tables to present their primary research findings
Unit 19: Promoting Mathematical Development in Children Aged From Four up to Eight Years	C2	3C2.P10	1B/3A/3B – where learners use mathematics to record and represent children's achievement

It is strongly recommended that during this qualification learners are given opportunities to continue to develop their mathematical skills. Where appropriate during the delivery of units, tutors should look for opportunities to help learners understand concepts such as percentages, for example in statistics about children, and use of measurement when dealing with quantities in such areas as cooking.

Mathematics functional skills 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 Settings	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.P4	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	D	3D.P8	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/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
Unit 12: Research Skills	A/B	3A.P2/P3 3B.P6	1A/1B/2A/2B/3A/3B/3D – where learners plan own research, use internet search facilities and use software to present outcomes
Unit 15: Working With Children Under Three Years	A	3A.P1/P3	1A/2A/3A/3B – where learners use ICT to investigate nutritional needs and plan menus

Unit no. and title	Learning aim	Assessment criterion reference	Functional skills criteria (details of the criteria can be found below)
Unit 16: Working with Children in Home-based Care	E	3E.P8/P9	2A/3A – where learners use ICT to research agencies and present information
Unit 17 Managing a Home-based Childcare Business	A	3A.P2	3A/3B/3D – where learners use software to advertise and promote a childcare business
Unit 18: Working With Children With Additional Needs	B	3B.P5	2A – where learners investigate the processes involved in a special educational needs statutory assessment
Unit 19: Promoting Mathematical Development in Children Aged From Four up to Eight Years	C2	3C2.P9	1A/3A/3B – where learners prepare an ICT supported presentation on checking children’s mathematical understanding
Unit 20: Promoting Literacy in Children Aged From Four up to Eight Years	B1	3B1.P4	2A/3A – where learners use ICT to select information and present their findings
Unit 22: Implementing the Early Years Foundation Stage in England	C	3C.P11/P12	1A/2A/3A/3B – where learners use ICT to plan, research and present their plans
Unit 23: Implementing the Foundation Phase in Wales	C	3C.P12	1A/3A/3B – where learners use ICT to plan and present
Unit 24: Supporting Children’s Imaginative Play	A	3A.P2	2A – where learners use ICT to research the benefits of play
Unit 25: Cooking Activities With Children	B2	3B2.P5	1A/3A/3B – where learners use ICT to plan and present their plans
Unit 26: Supporting Children’s Creativity	B	3A.P2	2A – where learners use ICT searching to investigate the role of play in creativity
Unit 28: Promoting Children’s Development Outdoors	A	3A.P1	2A - where learners use ICT searching to explain how the outdoors supports children’s emotional and social development

Unit no. and title	Learning aim	Assessment criterion reference	Functional skills criteria (details of the criteria can be found below)
Unit 29: An Introduction to Working in a Montessori Setting	A1	3A1.P1/P2	2A – where learners use ICT searching to explain the Montessori approach
Unit 30: An Introduction to Working in a Steiner Waldorf Setting	A	3A.P1	2A – where learners use ICT searching to find out about Steiner’s education principles
Unit 32: Meeting the Needs of Children Who May Have An Autism Spectrum Disorder	A	3A.P2	2A/3A/3B – where learners use ICT to find out about research into autism and present their findings
Unit 33: Career Development in Early Years	B2	3B2.P4	2A/3A/3B – where learners use ICT research to select a career pathway and present findings

Information and Communication Technology functional skills 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 Level 3 course in Children's Care, Learning and Development (specification end date 31/12/2013) and new NQF versions of the BTEC Level 3 National qualifications in Children's Play, Learning and Development (specification start date 01/09/2012) – the Level 3 BTEC Diploma in Children's Play, Learning and Development.

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	P																	
Unit 9			P	P			P					P											
Unit 10						P	P					P											
Unit 11	P			P																			
Unit 12								F															
Unit 13						P							P										
Unit 14									P														
Unit 15	P	P	P				P			P	P			P									

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 16	P	P	P		P	P	P		P	P	P			P									
Unit 17																							
Unit 18							P				P												
Unit 19			P				P										P						
Unit 20			P				P											P					
Unit 21																							
Unit 22			P	P			P										P	P	P				
Unit 23			P				P																
Unit 24			P				P																
Unit 25			P				P																
Unit 26																							
Unit 27			P				P																
Unit 28																							
Unit 29																							
Unit 30									P														
Unit 31																							
Unit 32				P																			
Unit 33			P	P			P										P	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
Unit 12															
Unit 13															
Unit 14															
Unit 15												P			
Unit 16															
Unit 17															
Unit 18															
Unit 19															
Unit 20															

Old units	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
New units															
Unit 21							P	P							
Unit 22															
Unit 23															
Unit 24															
Unit 25															
Unit 26															
Unit 27															
Unit 28															
Unit 29															
Unit 30															
Unit 31															
Unit 32				P											
Unit 33															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 age 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 is 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 from the course tutor or a member of 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: _____

The 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
14	*prepare and serve hot food	Unit 4, 14
15	interact with children at snack/mealtimes	Unit 1, 3, 6, 14
16	clear away after snack/mealtimes	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 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 (corn flour 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	organising 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, 14

The learner can:		BTEC CPLD
60	give a bottle to a baby	Unit 3, 14
61	spoon feed a baby	Unit 3, 14
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/mealtime, making it enjoyable and interactive	Unit 3, 14
68	support children's independence at snack/mealtimes	Unit 7, 14
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 years	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 6
96	set up and maintain areas for writing	Unit 6
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 8. 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 Create appropriate 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	

Annexe H

Unit 12: Research Skills

Set Assignment

Instructions for tutor-assessors

Assessment

This assignment is initially assessed by the centre's tutor-assessor. Where assessment for this assignment is carried out by more than one assessor in the centre, there must be a process of internal standardisation in order to ensure that there is consistent application of the assessment criteria presented in the unit.

Grades awarded by the centre will be subject to Edexcel's quality assurance processes. In order to ensure consistency with national standards, a sample of research projects will be checked by an external Edexcel Standards Verifier.

Evidence for assessment

Learners may produce any type of evidence that is relevant to the topic in any appropriate format, such as written text, notes, journals, slides, CDs, videos or DVDs of activities, audio tapes or photographs. The evidence requirements are included in the unit grading criteria.

The following must be submitted for assessment:

- a research proposal for a small-scale research project
- a report on the primary and secondary research findings, including an evaluation of the methodology involved in the research and a bibliography of the literature review
- appendices –
 - A: a tutorial record (in any format) evidencing your discussion and agreement of the research topic and plan
 - B: permission letters
 - C: consent forms
 - D: primary research questions and findings
 - E: assignment checklist.

The role of the tutor-assessor

- Learners may need guidance in their choice of topic for their research project. Initially there could be a whole class session to consider a range of research ideas that might act as a stimulus for learners who have yet to firmly decide on their topic for research.
- It is likely that this unit will be assessed in year 2 of the programme. Learners who have completed this assignment could present their findings to first year learners. This gives the first year group time to think about their research projects and it can be a positive experience for the second year learners, enabling them to receive peer feedback on their work.
- Guest speakers could be invited to talk about their own research to the group. They could, for example, present a piece of research they have undertaken and discuss its methodology, findings and implications, thereby enabling learners to gain insight into the research process in an early years context.
- Learners need to be aware that their choice of topic should enable them to fulfil the requirements of the assessment criteria in the time available. The scope of their proposed research is an important factor for learners to consider when choosing a particular focus. It may be necessary for tutors to help learners reduce the breadth of their research topic to a more realistic size. You may wish to refer to Clough and Nutbrown's 'Russian Doll and Goldilocks' principle¹ to help learners to refine their research questions.
- It is important that learners are familiar with research terminology and are clear about how their research project should be structured. Matching and sorting activities could be used to match definitions with research terms.
- Reading critically is something learners find challenging. You could provide learners with a selection of relevant articles from journals and, in groups, ask them to create a poster identifying the key points from the research, the effectiveness of the methods used, and how the research may impact on practice. They can then share this with the whole class or smaller seminar groups.
- Learners need to understand the variety of methods used in different types of research and will need time to become familiar with approaches used in primary research and the appropriateness of different methods in relation to different research questions. You could provide learners with a range of questionnaires from magazines and articles to show them the different question types. When learners produce their own questionnaires related to their research topic, they should pilot the questionnaires with members of the class to check the questions for accuracy, clarity and validity. There are many free online survey tools available and it would be worth looking at these tools for ideas about question types. Additionally, learners could practise interviewing each other or assessing their observation skills in small group scenarios.
- Ethical issues should be discussed both in general terms with the whole class and also with each learner in terms of specific issues related to their choice of research topic. In particular, learners need to be made aware of the importance of avoiding over-intrusive questioning of potentially vulnerable service users and the need to respect confidentiality.

¹ Clough, P. and Nutbrown, C. (2012) *A Student's Guide to Methodology* (3rd ed.) London: Sage, p.43.

- Once the tutor-assessor is in agreement with the learner, a summary of the research focus, including the research question, should be completed by the learner, signed by the tutor-assessor and given back to the learner to enable work to begin on the project.
- When reviewing drafts of learners' work, tutor-assessors should ensure they use their professional judgement and do not give excessive guidance.
- Learners should be given opportunities to practise handling research results prior to embarking on their own projects. Giving learners samples of completed questionnaires and interview transcripts is an effective way to do this. In groups ask learners to analyse and present their results, and consider any ethical issues in relation to their findings.

Milestones and interim feedback

Tutors should meet regularly with the learner to monitor the project, to ensure it is moving in an appropriate direction and progressing at a pace that will enable the learner to meet the assessment requirements in the time available. Interim reviews should be held as necessary and they should be documented. This will help the tutor-assessor to authenticate the work as the learner's own. Learners will perform best if some time is allocated within the normal centre timetable for working on the project.

Examples of appropriate milestones for monitoring progress are as follows:

- a) Completing the literature review.
- b) Outlining and agreeing a research focus.
- c) Producing a research proposal, including a research question, objectives with reasons, methodology, target group, sample, rationale, timescales, action plan.
- d) Completing primary data collection methods (approve methods before they are used with participants).
- e) Analysing the data and producing a first draft of findings.
- f) Draft conclusions.
- g) Production of finalised research report and evaluation.

A weekly planner is useful for setting targets that learners should complete at each stage of the project.

At each milestone, the tutor-assessor should liaise with the learner to check whether the task has been achieved. They may need to redirect the learner if necessary.

Authentication of a project

Centres must provide confirmation of the authenticity of a project. Each learner must sign a declaration on the Learner Assessment Submission and Declaration form, found in Section 8 of this specification.

Helping learners to use resources correctly and avoid plagiarism

- It is important that learners are made aware of the issue of plagiarism. They are required to sign the Learner Assessment Submission and Declaration form stating that the work they are submitting is their own. Project reports must not contain material that has been taken, without acknowledgement, from websites, textbooks or any other sources. Learners should be made aware of the serious consequences of submitting work that has been plagiarised from other sources as their own. Each case of malpractice will be considered and judged on an individual basis in the light of all available information. The outcome will be commensurate with the gravity of the malpractice as determined by the awarding organisation. Edexcel may withhold certification in cases of plagiarism.
- Learners should be taught how to make proper use of published material in support of their arguments. It is expected that all use of source materials will be properly referenced and that transcribed material from books or websites is only used in the form of explicit quotations.
- For up to date advice on malpractice and plagiarism, refer to the Joint Council for Qualifications website at www.jcq.org.uk

Submission and assessment procedures

- For information on assessment procedures and how to submit marks and grades, refer to annual instructions on the Edexcel website.

Research Skills

Set Assignment

Introduction for learners

For the assessment of this unit you will undertake a research project that must relate to work with young children. It is important to choose a topic that interests you. For ideas, reflect on your placement or consider what you are going to do on completion of your BTEC course. For example, your research project could focus on:

- children's literacy
- the role of the key person
- nutrition and obesity in young children
- additional needs (you could consider researching a child's particular need or condition)
- the role of the early years professional
- professional development for early years practitioners.

When you have carried out your literature review, your tutor will be able to help you choose the topic of your research and refine your research question. Remember that the research question has to be achievable and should focus on one idea.

The assignment tasks below outline the activities you should complete to satisfy the requirements of the assessment criteria. You will plan your research and use particular research methods to collect data. You will then analyse the data collected and write a report of your findings.

The report should be between 2000 and 3000 words and this should include information relating to all of the tasks outlined below. The research evidence that you use to support responses to the tasks will need to be included in an appendix. (This appendix will not be included in the word count.)

Assignment task

Research for Work with Young Children

Complete a research project on a topic that interests you. To achieve this unit you will need to demonstrate your understanding of the key elements of research methodologies, discuss the role of research in the sector by carrying out primary and secondary research, and be able to complete a research project.

You should carry out the research project as follows.

- a Begin by identifying an early years topic of your choice and carry out a literature review of studies carried out in that field.
- b Agree your title with your tutor before commencing your research project.
- c Complete primary data collection methods (methods must be approved by your tutor before they are used with participants).
- d Analyse the data and produce and present your findings.

- e Produce a coherent argument and conclusions from your findings.
- f Produce a report on your research project, including an evaluation.

The evidence that you produce for assessment will be:

- 1 A full research proposal
- 2 A report on your research project

You should write up the report of your research project using the following structure:

1 Title page

2 Abstract: This is to inform the reader about the main argument or theme of the research project and to give some indication of its context and conclusions. (This is placed at the start of your project but is written last!)

3 Contents list

4 Introduction: In this first section you will set out your research proposal, justify it and explain how your research question is related to working with young children. You should include an explanation of the role of the selected area of research in informing policy or practice, extending own knowledge and understanding, improving outcomes for children and aiding reflection. You must include a discussion of the ethical issues related to your chosen topic.

(3A.P1 Explain the role of selected research relating to work with young children in early years settings.)

(3A.P3 Describe the objectives of the selected research proposal, giving reasons.)

5 Literature review: In this section you will read about your chosen subject, using secondary sources such as the internet, journals, printed media and books to find research related to your chosen subject. You will then summarise, synthesise and analyse what others have to say on the subject, noting the similarities and differences between what they say. This task will clarify how your research will fit in to the subject area and add to other work on the subject. This is not the only section where you will refer to the literature. Where relevant, you should be referring to the literature and relating it to what you are doing or what you are discussing at any particular point.

(3A.P2 Summarise reviewed research to inform the research proposal.)

6 Produce a research proposal: Including a research question, objectives with reasons, methodology, target group, sample, rationale, timescales, action plan.

(3A.P5 Create a realistic research proposal.)

7 Methodology and methods: In this section you will outline your methodology and discuss the primary data collection methods you have chosen. You will justify your choice of methods by analysing the features of primary research instruments (e.g. questionnaires, interviews, case studies, scientific experiment, checklists and observations) and consider their suitability with reference to ethical issues. In order to support your choice of approach and methods, you should refer to a selection of secondary sources on research methods and methodology.

(3A.P4 Explain the suitability of the selected research methods for the research proposal, including related ethical issues.)

(3A.M1 Analyse how the literature review informed and shaped the research proposal and choice of research methods.)

(3A.D1 Discuss research objectives in terms of feasibility and application to practice.)

8 Findings and analysis: Explain how you made sense of your data (i.e. explain your strategies for analysis). Present your findings using a variety of appropriate formats (e.g. graphs, charts and computer software). Analyse your findings by discussing the relationship of your results to current research (the literature review you have undertaken).

(3B.P6 Collect and record research findings relevant to the project objectives.)

(3B.P7 Present research findings in a relevant format.)

(3B.M2 Produce a coherent argument and relevant conclusions based on the research findings.)

9 Conclusion and evaluation: In this section you will restate your research question and summarise your main findings and argument, including the limitations of the study. You should also make suggestions for future research or provide ideas about how the research could be extended. You should evaluate the effectiveness of your research in answering the original research question and evaluate the research process. You should think about:

- What went well, and why?
- What would you do differently, and why?
- How might the suggested changes improve the outcome of the research?

(3C.P8 Describe how the research findings relate to the original research question.)

(3C.P9 Explain the possible implications of the research findings for current practice.)

(3C.M3 Review the chosen research methods in relation to the results obtained, any sources of bias or error and ethical considerations.)

(3C.M4 Recommend possible improvements to the research, referring to any relevant implications and ethical issues.)

(3C.D2 Evaluate the extent to which the findings from the research undertaken can be implemented.)

11 References and bibliography – Harvard system

12 Appendices to include:

- a a tutorial record (in any format) evidencing your discussion and agreement of your research topic and plan
- b permission letter(s)
- c consent form(s)
- d interview questions and interview transcripts
- e observations
- f blank questionnaires
- g completed questionnaires and/or surveys
- h the assignment checklist.

Completed assignment checklist (to be included in Appendix H of report)

Responses to tasks are within the word count of 2000–3000 words.	
Number of words (excluding bibliography and appendices) _____	
Supporting evidence has been provided in an appendix (tick all that are included)	
• Details of reviewed literature (Bibliography)	
• Permission letter(s)	
• Consent form(s)	
• Interview questions and interview transcripts	
• Observations	
• Blank questionnaires	
• Completed questionnaires and/or surveys	
• Assignment checklist	

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