



Pearson
BTEC



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Pearson BTEC
Level 3 Technical Occupational Entry for
**Early Years Educator
(Diploma)**

Specification

First teaching from August 2025

First certification from 2026

Issue 2

Qualification Number: 610/3956/1

Pearson BTEC Level 3 Technical Occupational Entry for Early Years Educator (Diploma)

Specification

BTEC Technical Occupational Entry qualification

First registration August 2025

Issue 2

About Pearson

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

This specification is Issue 2. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Recent data has shown that 1 in 5 adults of working age in the UK has a BTEC qualification.

Why choose BTEC Level 3 Technical Qualifications?

BTEC Technical Qualifications enable students to develop a purposeful and coherent combination of knowledge, skills and behaviours to confidently enter or progress into employment in occupations that are recognised and demanded by employers.

The qualification, which is based on the occupational standards published by the Institute for Apprenticeships and Technical Education (IfATE), embody a fundamentally student-centred approach to the curriculum, with a flexible, unit-based structure and an approach to learning and assessment that:

- provides students with meaningful and occupationally relevant learning experiences
- engages and motivates students to achieve as assessments can be focused on individual student needs and can be achieved as they progress through the qualifications
- promotes self-directed learning through the clarity and transparency of the standards to be achieved
- makes the qualifications accessible to a wider range of students, including part time and adult students.

In developing these qualifications, we have collaborated with employers to ensure that the qualifications meet the current and emerging needs of industry. We have also worked with colleges and training providers to ensure that the qualifications meet their needs and those of their students.

We are providing a range of support to ensure that students and their tutors have the best possible experience during their course. Further information is provided on the qualification pages of our website.

A word to students

This qualification will require commitment and hard work. You will have to complete the learning for the required range of units, be organised and complete your assessments, which may include practical work-based activities, projects and vocational assignments. But you can feel proud to achieve a BTEC Level 3 Technical Occupational Entry qualification as you can be confident in your readiness to advance your career in your chosen occupation.

Good Luck and we hope you enjoy your course.

Summary of changes to Pearson BTEC Level 3 Technical Occupational Entry for Early Years Educator (Diploma) specification Issue 1

Summary of changes made between previous issue and this issue	Page number
'Annexe B – Assessment Principles' signposted.	7
Information about AABs and the Placement Experience Assessment Workbook updated.	9
'Annexe B – Assessment Principles' signposted.	10
Assessment criteria 2.1, 2.2, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.	15
This is a knowledge-based unit. Evidence from workplace performance is not required.	20, 49, 96
Assessment criteria 2.2, 2.4, 6.1 and 6.2 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.	37
Assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 4.1, 5.2, 5.3, 6.1, 6.2 and 6.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.	43
Assessment criteria 3.3, 3.4, 3.5 and 4.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.	66
Assessment criteria 3.1, 3.2 and 3.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.	71
Assessment criteria 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4 and 5.5 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.	76

Summary of changes made between previous issue and this issue	Page number
Assessment criteria 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and 4.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.	81
Assessment criteria 1.3, 3.1, 3.2 and 3.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.	87
Assessment criteria 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.	92
Assessment criteria 4.2, 5.1, 5.2, 6.2 and 6.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.	111
Assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 4.3, 4.4, 5.2, 5.3, 6.1, 6.2 and 6.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.	115
Unnecessary information about AABs removed.	33, 62, 107
'Annexe B – Assessment Principles' added.	128

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

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1 Introducing the qualification

What are Level 3 Technical occupational-entry Qualifications?

Level 3 Technical Occupational Entry Qualifications are qualifications that are at Level 3 on the Regulated Qualifications Framework (RQF) and are designed to deliver the skills needed to enter or progress in the workplace. They can be delivered through a combination of classroom and work-based learning and assessment.

These qualifications are based on occupational standards designed by employers and published by the Institute for Apprenticeships and Technical Education (IfATE), who also approve the qualifications. IfATE has specified different categories under which Level 3 Technical Qualifications can be approved based on their scope and purpose. Detailed information about these categories can be found on IfATE's website.

Qualification purpose

The Pearson BTEC Level 3 Technical Occupational Entry for Early Years Educator (Diploma) enables students to develop a purposeful combination of knowledge, skills and behaviours to enter employment as an Early Years Educator and allows them to achieve occupational competence.

The qualification, which is mapped to the Early Years Educator standard, is designed to meet the needs of adult students (19+) and provides a clear line of sight to employment in an occupation that is recognised and demanded by employers

The qualification aims to:

- develop students' ability and confidence to apply the knowledge, skills and behaviours in carrying out the relevant occupational duties and functions to meet entry level competence.
- develop transferable skills and professional behaviours such as compassion, teamwork and communication that are essential to personal effectiveness in the stated occupation
- develop knowledge and understanding of best practices and core values such as understanding children's development, use of pedagogies and the importance of promoting diversity that are important for meeting professional requirements and inclusion and diversity in the early years sector.

- provide opportunities for students to achieve a nationally recognised qualification to support them in taking the next step in their career journey.
- provide employers with reliable evidence of students' attainment against the early years occupational standard and their readiness to enter employment in the related occupation

The qualification can be taken on a part time or full time basis to meet the needs of adult students. This qualification must include 300 hours of work placement in an education setting. We strongly advise that the placement is undertaken in an establishment rated good or above by Ofsted.

Employer engagement and recognition

In developing the Pearson BTEC Level 3 Technical Occupational Entry for Early Years Educator (Diploma), we have worked closely with a dedicated panel of 9 employers from a range of different types of organisations, who have:

- validated the demand for the qualification and confirmed that it is occupationally relevant and meets the current and emerging needs of industry.
- confirmed that students will have an appropriate combination of knowledge, skills and behaviours relevant to the occupational standard that attests to their readiness to enter into employment in the related occupation.

This qualification is supported by the following employers: Early Years Alliance, Early Education, Little Elms pre-school, Springwood Nursery, Next Steps Nursery, YMCA Lincolnshire, The Priory Learning Trust and Wolds Childcare Ltd.

Progression

Students who achieve the Pearson BTEC Level 3 Technical Occupational Entry for Early Years Educator (Diploma) can progress to employment as an Early Years Educator.

Relationship with other Pearson qualifications

This qualification shares content and assessment with the Pearson Edexcel Level 3 Diploma in Children's Learning and Development (Early Years Educator) (QN 601/2963/3). Information about how the units relate to each other is given in *Annexe A*.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Technical Occupational Entry for Early Years Educator (Diploma)
Qualification Number (QN)	610/3956/1
Regulation start date	19/03/2024
Operational start date	01/08/2025
Approved age ranges	19+
Total qualification time (TQT)	510 hours
Guided learning hours (GLH)	424
Assessment	Internal assessment.
Grading information	The units within the qualification are graded Pass/Fail. To pass the qualification, students must achieve a Pass in all 14 units.
Delivery requirements	This qualification must include 300 hours of work placement.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before students register for this qualification. N:B In order to work as an Early Years Educator students will need a Level 2 qualification In English and Maths (e.g. GCSE grade C/4 or above or Functional Skills).
Funding	This qualification is eligible for 19+ funding as a Technical Occupational Entry qualification. Information about funding can be found on the Find a learning aim database .

3 Qualification structure

Pearson BTEC Level Technical Occupational Entry for Early Years Educator (Diploma)

The requirements outlined in the table below must be met for Pearson to award the qualification.

All 14 units must be achieved

Unit number	Mandatory units	Level	Guided learning hours
1	Working in Partnership in Early Years Settings	3	16
2	Promote the Health, Safety and Well-being of Children in Early Years Setting	3	20
3	Safeguarding of Children in Early Years Settings	3	31
4	Plan and Provide Effective Teaching and Learning in Early Years Settings	3	26
5	Children's Development	3	43
6	Implementing Early Years Foundation Stage	3	26
7	Working Within a Social Pedagogic Framework With Children	3	35
8	Make Accurate and Productive Use of Assessment in Early Years Settings	3	23
9	Supporting Children with Special Educational Needs and Disability (SEND)	3	45
10	Develop Own Role Practice and Development	3	13
11	Diversity, Equality and Inclusion and Effective Practice in Early Years Settings	3	23

Unit number	Mandatory units	Level	Guided learning hours
12	Understand How to Promote Play and Learning in Early Years	3	60
13	Support Children at Snack or Meal Times	3	18
14	Care for the Physical and Nutritional Needs of Babies and Young Children	3	45

4 Delivery

Occupational entry level competence

This qualification is designed to be delivered in post 16 learning contexts. Delivery should focus on student's ability to use knowledge, skills and appropriate behaviours in the workplace. Links with the workplace should be encouraged throughout.

Work-placement requirements

The aim of the work placement is to give students opportunities to gain skills, apply their knowledge and to produce the required evidence to meet the assessment requirements of Units that support learners to develop practical skills.

To meet the requirements of the qualification, students must undertake a supervised early years work placement of a minimum of 300 hours.

To ensure that students can meet all the assessment requirements, they might need to attend more than one setting.

Students can complete the Placement Experience Assessment Workbook (available on our website), which will serve as a record of work-placement attendance and completion, and as a portfolio of assessment evidence. If other sources of evidence are used, they must mirror the requirements set out in the workbook.

Workplace mentor

We strongly encourage employers to support students with a workplace mentor who can support their introduction to the workplace and their understanding of work practice. The workplace mentor should not have a formal assessment role but should be available to support the student informally, supporting understanding of workplace best practice.

5 Assessment requirements

The table below gives a summary of the assessment methods used in the qualification:

The units within the qualification are graded Pass/Fail.

To pass the qualification, students must achieve a Pass in all 14 units.

Units	Assessment method
All units	This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the student's work. All units that assess competence MUST be assessed in the workplace. This excludes units 2, 5 and 12, which assess knowledge.

Assessment principles

The assessment principles document for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. They have been developed by awarding organisations offering the Teaching Assistant qualifications.

Language of assessment

Students must use English only during the assessment of this qualification. A student taking the qualification(s) may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. Further information on the use of language in qualifications is available in our Use of languages in qualifications policy, available on our website, qualifications.pearson.com.

Internal assessment

Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, drawing on mandatory evidence requirements and support that Pearson provides.

To pass each internally assessed unit, students must: achieve all the specified learning outcomes

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion

- complete the reflective journal in relation to work placement or real work environment activities
- meet any prescribed evidence requirements for a unit i.e., units may mandate practical demonstration of skills in a workplace or simulated environment
- prove that the evidence is their own.

Centres must ensure:

- assessment is carried out by tutors with relevant expertise in both the occupational area and assessment. For the occupational area, this can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than this qualification. Assessment expertise can be evidenced by qualification in teaching or assessing and/or internal quality assurance or current (within three years) experience of assessing or internal verification
- internal verification systems are in place to ensure the quality and authenticity of students' work, as well as the accuracy and consistency of a range of assessment. These must include processes for detecting and reporting student malpractice such as plagiarism (including AI misuse), copying and collusion.

Students who do not successfully pass an assessment are allowed to resubmit evidence for the assessment.

Levels of control in internal assessment

Task setting

Centres are able to design tasks that address the assessment criteria within a unit. Restrictions on task setting such as mandatory forms of evidence requirement, or restrictions surrounding the context of assessment will be stated within the qualification unit and any accompanying Authorised Assignment Brief(s). Although task setting is characterised as low control, Pearson applies quality assurance methodology to ensure that centre systems are in place to develop and assure high quality assessments for students. The Authorised Assignment Brief serves as a model for the expected presentation of a unit assessment. Centres are strongly advised to use the provided *Placement Experience Assessment Workbook* or to duplicate its requirements in digital e portfolio software or equivalents. Further guidance and references are provided in *Section 9 Quality assurance of centres*.

Task taking

Centres must be able to authenticate the student response to the assessment. Supervision may not always be appropriate, if for example a student is gathering evidence for an assessment that is then prepared in a classroom environment. However, centres must be assured that students produce their own response to assessment criteria. This may require supervision of students in writing up outcomes to ensure they do not use text generative AI software.

Task marking

Centre assessors and tutors will mark the student assessment response, using Pearson BTEC assessment/grading criteria and the guidance we provide in the specification and surrounding process, and training we provide supporting our quality assurance process. Pearson will quality assure the processes that centres use to ensure the standard of marking outcome. We operate a risk-based quality assurance process ensuring that new centres, centres with large cohorts and centres with other risk factors get the support they need to ensure students achieve the outcome they have worked for.

Authorised Assignment Briefs

Knowledge-based assessment criteria will have Authorised Assignment Briefs (AABs). The AABs that are provided for these criteria are a recommended assessment approach and sets out suitable sources of evidence for the learning outcomes. They also give information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria. Centres are free to amend the AAB or create their own assignment if they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes. The AABs for this qualification are compiled in the Knowledge AAB Workbook, available on our website.

Placement Experience Assessment Workbook

Assessment criteria that assess competency have a requirement to be assessed in the workplace. These criteria will have a Placement Experience Assessment Workbook that Pearson will provide. Centres may use the Placement Experience Assessment Workbook to collate workplace evidence to meet competency assessment criteria.

A copy of each of these documents can be downloaded from the qualification page on our website.

6 Centre recognition and approval

Centres must have approval prior to delivering any of the units in this qualification.

Centres that have not previously offered BTEC Technical Qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification:

- appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- suitable staff for delivering and assessing the qualification (see *Section 5 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualification
- health and safety policies that relate to the use of equipment by students
- internal verification systems and procedures (see *Section 5 Assessment requirements*)
- any unit-specific resources stated in individual units
- any specific human and physical resource requirements outlined in the assessment principles in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment principles for the sector.

7 Access to qualifications

Access to qualifications for students with disabilities or specific needs.

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all students to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student.

We are committed to making sure that:

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

For students with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual students. Any reasonable adjustment must reflect the normal learning or working practice of a student in a centre or a student working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

8 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a student can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise students' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

9 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of students
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson Work-based Learning Centre Guide to Quality Assurance*
- *Pearson Work-based Learning Delivery Guidance & Quality Assurance Requirements.*
- Support is also available on our work based learning quality assurance webpages [Quality Assurance – Work-based Learning \(WBL\) | Pearson qualifications](#)

10 Units

This specification contains the units that form the assessment for the qualification.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Content warning

Some of the units may contain themes that learners may find difficult, for example, safeguarding.

All units that assess competence **MUST** be assessed in the workplace. This excludes units 2, 5 and 12, which assess knowledge.

For the Units that assess skills/ competence, wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit 1: Working in Partnership in Early Years Settings

Level: 3

Guided learning hours: 16

Unit aim

The aim of this unit is to enable students to understand the importance and value of co-operative and integrated working in early years settings. The unit also looks at the importance of working in partnership with parents and how to do this effectively.

Unit assessment and grading information

Assessment criteria 2.1, 2.2, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

Students should use the Placement Experience Assessment Workbook provided to document their evidence for this unit using evidence gathered during their placement.

To achieve this unit, students will need to complete a series of short tasks for learning outcome 1, which gives the student scope to show their understanding of partnership working in the Early Years setting by reviewing their workplace policies and procedures relating to partnership working. They will consider the roles and responsibilities of others in the setting, ensuring they cover all the colleagues for assessment criterion 1.4 as stated later in this *Unit assessment and grading information* section.

Students will give a clear account of the setting's policies and procedures and current guidance relating to partnership working, with reasons for why the policies, procedures and guidance is in place, and examples of when it is implemented.

Students must give a clear account of the roles of the colleagues listed above and how the responsibilities of early years professionals interrelate when working in partnership with clear and relevant examples. They will need to consider the impact of parental views, rights and experiences on partnership work and explain the difficulties partnership working can cause with clear examples. Students will draw on this information to reach a judgement about how integrated working practices deliver better outcomes for children and families.

Evidence for learning outcome 2 will be assessed in the workplace. Students may gather witness statements showing how they have worked with colleagues and other professionals in the early years setting or they may be directly observed in practice working with others.

Students must demonstrate how they have followed relevant legislation and the setting's work practices when working in partnership with colleagues and other professionals. Students may attend meetings and have input noted in meeting minutes or on the agenda, which could be developed as evidence for this learning outcome. Students should aim over the life of the course to work with as many different colleagues and professionals as possible to show and develop their partnership working skills. There should be a minimum of three different colleagues/partnership working contacts. The student should briefly review how they followed legislation and codes of practice relating to confidentiality when working in partnership. This could be a short written or recorded paragraph to support their witness statements.

Evidence for learning outcome 3 will be assessed in the workplace. Students will work with parents and carers to support their children in the setting. Students will need to be observed or gather witness testimony to show how the student has provided guidance to parents/carers on their child's play. Students will need to be observed or gather witness statements on how the student has helped parents/carers recognise and value their own contributions to a child's health, well-being, learning, and development. The student may want to deliver a short presentation/talk to a group of parents to help parents/carers understand their role and how the early years setting can help and support them. This would enable them to demonstrate their communication skills, review their own performance in giving advice to parents/carers, and develop an action plan on improving how they give advice to parents/carers. Students must be observed communicating in a professional and appropriate manner with parents/carers using appropriate language and terminology.

For assessment criterion 1.4, **colleagues** in early years settings must include:

- special educational needs coordinator (SENCO)
- key person
- early years teachers
- early years professional
- teachers

- social workers
- police liaison
- family support workers
- health visitors
- speech and language therapists
- dieticians
- educational psychologist
- child psychiatrists
- counsellors.

Learning outcomes and assessment criteria

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand how to work in partnership in early years settings	1.1	Explain the policies, procedures and current guidance of the setting relating to partnership working
		1.2	Evaluate how integrated working practices deliver better outcomes for children and families
		1.3	Analyse the responsibilities of early years professionals to work in partnership
		1.4	Explain the roles and responsibilities of colleagues in early years settings
		1.5	Explain why partnership working may be difficult in a multidisciplinary team
		1.6	Analyse the impact of parental rights on partnership work
		1.7	Analyse the impact of parental views and experiences on partnership work
2	Be able to work in partnership in early years settings	2.1	Work in partnership with colleagues and other professionals in early years settings
		2.2	Follow legislation and codes of practice relating to confidentiality when working in partnership

Learning outcomes		Assessment criteria	
3	Be able to work with parents and/or carers in early years settings	3.1	Provide guidance to parents and/or carers to enable them to take an active role in the child's: <ul style="list-style-type: none"> • play • learning • development
		3.2	Provide support to parents and/or carers to help them to recognise and value the contributions they make to the child's: <ul style="list-style-type: none"> • health • well-being • learning • development
		3.3	Communicate effectively with parents and/or carers to share information about children's needs and development
		3.4	Review own performance in giving advice to parents and/or carers
		3.5	Develop an action plan for improvement in giving advice to parents and/or carers

Unit 2: Promote the Health, Safety and Well-being of Children in Early Years Settings

Level: 3

Guided learning hours: 20

Unit aim

This unit looks at how to create safe environments that still allow children to explore and take risks. The unit also looks at recognising hazards and undertaking risk assessments in the work setting.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

This is a knowledge-based unit. Evidence from workplace performance is not required.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

For assessment criterion 4.1, **role of practitioners** includes in relation to:

- ensuring there is adequate supervision
- keeping up-to-date registers
- role-modelling safe behaviour
- selecting resources and equipment appropriate to children's age/stage of development
- understanding the principles of first aid in response to an accident

- knowing how to carry out an emergency evacuation
- knowing how and when to call for emergency help in medical and fire emergencies
- staying calm and reassuring children.

For assessment criterion 6.1, **prevention and control of infection** must include:

- hand washing
- food hygiene
- dealing with spillages safely
- safe disposal of waste
- using correct personal protective equipment
- knowledge of common childhood illnesses and immunisation
- exclusion periods for infectious diseases.

For assessment criterion 7.1, **the risk assessment process** must include:

- identifying hazards
- deciding who may be harmed and how
- evaluating the risk
- deciding on precautions
- recording findings and implementing them
- reviewing assessment and updating.

For assessment criterion 7.3, **infection and safety risks** must include:

- in indoor and outdoor play and learning experiences
- in personal care routines
- in provision of food
- in cleaning and maintaining the environment, equipment and toys
- when taking children on outings from the setting.

For assessment criterion 8.2, **records and reports** must include:

- medication requirements
- special dietary needs
- planning
- observation and assessment
- health, safety and security
- accidents
- daily registers.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand health and safety legislation and regulations	1.1	Explain how health and safety legislation and regulations are implemented in own work setting	<ul style="list-style-type: none"> • Legislation: Health and Safety at Work etc. Act 1974, Control of Substances Hazardous to Health 2002; European Standard for fixed play equipment; duty of care; agreed ways of working; Children Act 1989 amended 2004 Children and Families Act 2014; the Childcare Act 2006; the Regulatory Reform (Fire Safety) Order 2005; the GDPR 2018 ; Health and Social Care Act 2022; Health and Social Care Act 2012: Code of Practice on the prevention and control of infection • How the legislation is implemented: roles and responsibilities; maintenance/provision of equipment; incident reporting; risk assessment review; training; dissemination of findings; dealing with accidents, injuries and emergency situations; administering basic first aid if trained to do so; moving and handling procedures; food handling and preparation; procedures for disposing of clinical waste • Regulations: The Management of Health and Safety at Work Regulations 1999; The Manual Handling Operations Regulations 1992 (as amended in 2002), the Lifting Operations and Lifting Equipment Regulations 1998; Workplace (Health, Safety and Welfare) Regulations 1992; Personal Protective Equipment at Work Regulations 2002; Health and Safety (First Aid) Regulations 1981; the Health and Safety Information for Employees Regulations 1989;

Learning outcomes		Assessment criteria		Unit amplification
				<p>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 (as amended); Control of Substances Hazardous to Health Regulations 2002 (COSHH); Motor Vehicles (Wearing of Seat Belts) (Amendment) Regulations 2006; Smoking Ban (From 01/07/2007) EYFS legal requirement; Food Hygiene Legislation 2006; Food Hygiene (England) Regulations 2005; Health Protection (Local Authority Powers) Regulations 2010</p> <ul style="list-style-type: none"> How the regulations are implemented: guidance; control measures; training; supervision; operating, reporting and recording procedures; first-aid situations; hygiene procedures; working conditions and the working environment; use of equipment; regulations for using mechanical or electrical equipment; health care procedures; procedures for administering personal care; food hygiene regulations; infection control and dealing with hazardous substances; security and personal safety; procedures for personal security and safeguarding personal property
		1.2	Identify sources of current guidance for planning healthy and safe environments	<ul style="list-style-type: none"> Work-based training; Health and Safety Executive; British Safety Council; European Commission; Department of Health; Ofsted; Public Health England

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to carry out physical care routines	2.1	Identify the physical care routines which may be carried out	<ul style="list-style-type: none"> Nappy changing routines; supporting children in the use of the toilet; hand-washing; skin care; hair care; use of toiletries; sun safety; development and care of teeth; application of prescribed creams; administration of medication; dressing and undressing
		2.2	Describe how to plan and carry out physical care routines suitable to the age, stage and needs of the child	<ul style="list-style-type: none"> Consistency in children's development; consistent routines for children; choice; assessment of needs; care plan; review; participation; use of personal protective equipment; privacy; dignity; consent; reporting; recording changes Suitable: support required; level of personal care; use of toileting facilities appropriate to age, cultural and ethnic needs, stage and needs; encouraging face/hand washing; awareness of routines/ timings of activities; independence with teeth/hair/skin care
		2.3	Explain potential dilemmas between the rights and choices of children and health and safety requirements	<ul style="list-style-type: none"> Rights: dignity; preferences; confidentiality; safety; guidance; risk assessment; safeguarding; privacy Choices: not wanting to wash hands/face/teeth; choosing play with risk attached; play/actions leading to injury from burns, choking, falling Dilemmas: using risk assessment procedures, regulations and relevant health and safety legislation to justify compliance for specific procedures or actions; encouraging hand washing to minimise the spread of infection but child chooses not to carry this out; acceptable and unacceptable risk; child chooses to use their freedom and choice and to take actions with risk involved

Learning outcomes		Assessment criteria		Unit amplification
3	Understand why health and well-being is important for babies and children	3.1	Analyse the importance of health and well-being for babies and children	<ul style="list-style-type: none"> • Healthy development; progression; self-esteem; self-actualisation; socialisation; interaction; independence; mobility; learning; co-ordination; achievement • Ill health: slow/poor achievement and development; risk; lack of independence; reliance on others; practitioner/ specialist intervention; impact on mobility/socialisation
		3.2	Describe ways of promoting healthy lifestyles for babies and children	<ul style="list-style-type: none"> • Implementing policies and procedures; safe ways of working; role modelling; active participation; play; creativity; planning; assessment; use of resources; partnership working; healthy options; promotion of breast feeding of babies
4	Understand how to keep children safe and secure in early years settings	4.1	Analyse the role of practitioners in keeping children safe and secure	<ul style="list-style-type: none"> • Security of information; balancing protection/safety/risk/challenge; risk assessment; safe working practices; reporting; recording; safeguarding; role modelling; encourage children to keep themselves safe; supervision; support; safety awareness; training; monitoring; observing; confidentiality; security of setting; policies and procedures; safe ways of working; duty of care; whistle blowing; reporting; recording; reassurance; roles and responsibilities; boundaries

Learning outcomes		Assessment criteria	Unit amplification
		4.2 Identify own responsibilities in relation to health and safety	<ul style="list-style-type: none"> The individual duty to take care of own health and safety and that of others; understanding and applying relevant legislation and agreed ways of working; responsibility to undertake relevant training and updating as required; cooperating with others on health and safety; use of protective clothing; use of equipment and specialised equipment; certain tasks should not be carried out without special training; first aid responsibilities; administering medication; health care procedures; food handling and preparation; duty of care; reporting; recording
		4.3 Explain how health and safety is monitored and maintained	<ul style="list-style-type: none"> Monitored: procedures; codes of practice; policies; roles/responsibilities; observation Maintained: feedback; review; evaluation; reporting; inspection; training
		4.4 Describe how people in own work setting are made aware of risks and hazards and encouraged to work safely	<ul style="list-style-type: none"> Awareness of risks and hazards: training; supervision; monitoring; reporting; recording; policies; procedures; codes of practice Working safely: training; supervision; feedback; codes of practice; role modelling; observation; responsibility; shadowing; mentoring

Learning outcomes		Assessment criteria		Unit amplification
5	Understand how to respond to accidents and emergency situations	5.1	Identify accidents and emergency situations which may occur in an early years setting	<ul style="list-style-type: none"> Accidents: trips; falls; injuries; choking; burns Emergency situations: missing child; intruder; fire; flood; gas leak; illness; terror alert
		5.2	Explain how to respond to accidents and emergency situations	<ul style="list-style-type: none"> Immediately: clearing the area; remaining calm; sending for help; calling emergency services; assessing the individual for injuries; administer basic first aid if necessary and if trained; stay with the person until help arrives; observe and note any changes in condition; provide a full verbal report; implementing policies, procedures; agreed ways of working; knowing when to ask for assistance After the incident: Complete written report; relevant documentation; identifying intruder; partnership working; informing parents/carers
		5.3	Explain how to avoid injuries in early years settings	<ul style="list-style-type: none"> Safe ways of working; risk assessment; maintenance; use of safe resources; harm reduction training; roles and responsibilities
		5.4	Describe the procedures for recording and reporting accidents and other emergencies in own setting	<ul style="list-style-type: none"> Correct forms; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) guidelines; date and time of the incident; nature of the event; who was affected; what action was taken; if it was reported to the police; parents/carers informed; follow up action

Learning outcomes		Assessment criteria		Unit amplification
6	Understand prevention and control of infection in early years settings	6.1	Explain how to prevent the spread of infection in early years settings	<ul style="list-style-type: none"> Hand washing; food hygiene; dealing with spillages safely; safe disposal of waste; using correct personal protective equipment; knowledge of common childhood illnesses and immunisation; exclusion periods for infectious diseases
		6.2	Identify childhood infections	<ul style="list-style-type: none"> Measles; chicken pox; flu; pneumonia; ear infection; urine infection; cold; cold sores; fungal infection; mumps; sore throat; whooping cough
		6.3	Describe how infection may be spread in early years settings	<ul style="list-style-type: none"> Poor hygiene; child/others are infectious; direct contact; the environment; unsafe practice; poor food handling; lack of reporting; incorrect disposal of waste; droplet spread direct contact; faecal route; blood/body fluid transmission
		6.4	Describe legislation, regulations and guidance that apply to infection prevention and control in early years settings	<ul style="list-style-type: none"> Legislation: Health and Safety At Work etc Act 1974; Health and Social Care Act 2008; Control of Substances Hazardous to Health (COSHH); Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) Regulations: Food Hygiene (England) Regulations 2013; Health Protection (Local Authority Powers) Regulations 2010 Guidance: Public Health England; National Day Nurseries Association guidance; Ofsted standards; Infection Prevention Society; Department of Health; Health and Social Care Act 2012 Code of Practice on the prevention and control of infections

Learning outcomes		Assessment criteria		Unit amplification
		6.5	Explain the immunisation programme for children and its role in infection control	<ul style="list-style-type: none"> Public Health England immunisation programme; the NHS vaccination schedule; harm reduction; safety; good practice; surveillance; monitoring
7	Understand how to assess health and safety risks in early years settings	7.1	Explain the risk assessment process	<ul style="list-style-type: none"> Identify the hazards; decide who might be harmed and how; evaluate the risks and decide on precaution; record findings and implement them; review the assessment and update as necessary
		7.2	Describe how to carry out a risk assessment and risk management in line with policies and procedures	<ul style="list-style-type: none"> Roles/responsibilities; policies and procedures of own setting; competence; identify the hazard; decide who might be harmed; evaluate the risk from the hazards and decide what should be done to control the risk; record findings; disseminate findings; review the assessment and revise it if necessary
		7.3	Explain how to assess infection and safety risks	<ul style="list-style-type: none"> Infection and safety risks to include: <ul style="list-style-type: none"> in indoor and outdoor play and learning experiences in personal care routines in provision of food in cleaning and maintaining the environment, equipment and toys when taking children on outings from the setting Hazard; risk; who will be affected; severity; harm reduction; impact; harm reduction measures; review procedures; practice; practitioner competence; resources

Learning outcomes		Assessment criteria		Unit amplification
8	Understand how to maintain records and reports	8.1	Explain the importance of maintaining accurate and coherent records and reports	<ul style="list-style-type: none"> Contact details; medical information; personal information; legal documents; necessary safeguards and appropriate uses of personal information; issues relating to human rights; duty of care; accuracy; retention; availability and disposal of information
		8.2	Explain how to maintain records and reports	<ul style="list-style-type: none"> Recording; encoding; legibility; currency; signed/dated; safe storage; complete and up to date; accurate recording and passing on information about needs and preferences; reporting accurate and sufficient information to the appropriate people; share information with individuals to enable understanding of what has been reported and recorded and why; ensure the security of access to records and reports according to legal and organisational procedures; ethical codes; professional standards
		8.3	Explain the importance of maintaining the confidentiality of records	<ul style="list-style-type: none"> Safety of information; accessibility; safeguarding; confidence in service; trust; barrier to access of information; protection; harm reduction; anonymity; privacy; legal right; ethical; good practice; duty of care; issues relating to secure recording of information; systems of manual recording, security of electronic recording; issues relating to secure storage of information

Information for tutors

Delivery

This unit should be delivered in a way that develops student knowledge and understanding of health and safety in early years settings. It is suggested that students will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Students will develop knowledge and understanding of the importance of health and safety on the effective delivery of services in early years settings, as well as the effect that safe working practice can have on service provision.

Students should be encouraged to engage with employers and other employees to gain knowledge and understanding of the provision for personal development in their organisation.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 8.

Learning outcome 1 could include a taught session on health and safety legislation and regulations. This could contain input on how health and safety legislation and regulations are implemented in early years settings; identifying where students can get guidance when planning healthy and safe environments.

Learning outcome 2 could consist of group work where students research how to carry out physical care routines. Students should also explore how they would plan and carry out identified physical care routines suitable to the age, stage and needs of the child.

Linked to this is the requirement to explain the dilemmas students may encounter between the rights and choices of children and health and safety requirements. Case studies could be provided for students to work through in their groups.

Learning outcome 3 could be delivered by a guest speaker talking about the importance of health and well-being for babies and children. This could include how students can promote healthy lifestyles for babies and children.

Learning outcome 4 could include a taught session relating to approaches to keeping children safe and secure in early years settings. In their groups students should carry out an analysis of the role of practitioners in keeping children safe and secure, identifying their own specific responsibilities in relation to this.

The taught session should include how health and safety is monitored and maintained in early years settings and approaches to making people aware of risks and hazards and how people are encouraged to work safely.

Learning outcome 5 could be presented by a guest speaker on how to respond to accidents and emergency situations in the early years setting, exploring the procedures for recording and reporting accidents and other emergencies. Students could be asked to use group work to state how injuries can be avoided in the setting.

Learning outcome 6 could comprise of case study material to enable students to understand the importance of and approaches to the prevention and control of infection in early years settings. Students could be asked to identify childhood infections and to describe how infection may be spread in early years settings.

In their groups students should be asked to explore the legislation, regulations and guidance that apply to infection prevention and control in early years settings.

Finally in this learning outcome students explore the immunisation programme for children and its role in infection control.

Learning outcome 7 asks students to understand how to assess health and safety risks in early years settings, explaining the risk assessment process. Risk assessment pro-formas could be used in group work to deliver this learning outcome. Students are also required to describe the risk assessment and risk management process in line with policies and procedures. Students are also asked to explain the process of assessing infection and safety risks and could show this through the completion of the risk assessment forms provided.

Learning outcome 8 could be delivered through a taught session using prepared exemplar material to enable students to explore how records and reports are maintained. The session should also highlight the importance of confidentiality and the significance of maintaining accurate and coherent records and reports.

Assessment

Witness testimony, questioning, professional discussion and written evidence are all sources of evidence which can be used.

For learning outcome 1, students should name key health and safety legislation and regulations and explain how these are implemented in the setting with examples. Students should include where information and guidance can be accessed when planning healthy and safe environments and identify the source of this information. Using notes from the taught session, evidence could be presented in the form of an information sheet/table detailing the relevant health and safety legislation and regulations and how they are implemented in the early years setting.

For learning outcome 2, students must list the physical care routines that may be carried out in their setting. They must then select three routines from their list and give a clear account of how to plan for and carry out each routine. They must include details of the child's age, when to carry out the routine and how often as well as details of how to carry out the routine itself. Students should also consider any dilemmas a practitioner could be faced with in relation to the rights and choices of children and health and safety requirements, giving examples of situations when this could occur, and suggesting solutions to overcome the dilemmas.

Evidence could be presented in a slides presentation to deliver to new staff at the setting explaining how to plan and carry out physical care routines suitable to the age, stage and needs of the child. Notes from group work could be used to support this.

For learning outcome 3, students must analyse the importance of promoting healthy lifestyles to develop the health and wellbeing of babies and children by considering the how healthy lifestyles contributes to the child's healthy development. They should include examples of how healthy lifestyles interact with children's wellbeing.

They should give a clear account of how early years practitioners promote healthy lifestyles for babies and young children including implementing of policies and procedures, promoting and modelling safe ways of working and planning safe activities and routines.

Evidence could be provided in the form of a report analysing the importance of health and well-being for babies and children. The report should include methods of promoting healthy lifestyles for babies and children.

For learning outcome 4, students must analyse the role of the practitioner in keeping children safe and secure. They must consider each of the different aspects of the pre practitioner's role listed in the *Unit assessment requirements/evidence requirements* section. They should include approaches used to monitor and maintain health and safety and how people in the setting are informed of risks and hazards and encouraged to work safely at all times. They should then clearly identify their own individual responsibilities in relation to health and safety.

Evidence could be in the form of an article for the setting's newsletter explaining a practitioners' role and responsibilities in keeping children safe and secure.

For learning outcome 5, students must identify the accidents and emergency situations that could occur in an early years setting. For each they then need to explain how an early years practitioner should respond and how the response would help avoid injuries. They should give a clear account of the processes for how they should record and report each accident or emergency situation in their setting, including reference to documentation and guidelines.

Evidence could be in the form of student responses to a case study involving accidents and emergencies and a flowchart showing how to respond to accidents and emergency situations and the procedures for recording and reporting accidents and emergencies. Students could also prepare a presentation explaining how injuries can be avoided in the early years setting.

For learning outcome 6, students must identify childhood infections. For each infection identified they must describe how it is spread and explain how to prevent it spreading in the setting with relevant examples. Students must cover all the ways to prevent and control the infections listed in the *Unit assessment requirements/evidence requirements* section.

They must give a clear account of the key points of relevant legislation and guidance including immunisation for children. They should give relevant reasons for the immunisation programme and its role in infection control.

Using the outcomes of the case study activity, evidence could be in the form of a booklet for new members of staff starting with an overview of legislation, regulations and guidance that apply to infection prevention and control in early years settings and leading on to the importance of infection prevention and control. The booklet should include what childhood infections are and how infection is spread in the setting. Finally, there should be an explanation of immunisation programmes and the role they play in infection control for children.

For learning outcome 7, students must give a clear account of the process for carrying out a risk assessment in the setting, and how policies and procedures are implemented to manage risks. They should explain how infection and safety risks are assessed with clear examples. Students must complete at least six risk assessments for each of the areas listed in the *Unit assessment requirements/evidence requirements* section. They must clearly record details of hazards, precautions, roles and responsibilities in line with the setting's procedures.

Using the outcomes of the group work activity, evidence could be in the form of case study produced detailing key issues and approaches used to assess health and safety risks in early years settings, explaining the risk assessment and management process for infection and safety risks. Exemplar risk assessment forms could be produced for students to complete using a range of scenarios.

Students must explain how to maintain accurate and coherent records covering each of the areas listed in the *Unit assessment requirements/evidence requirements* section. Students will clearly set out the information to be included, legal requirements in relation to use of personal information, the need for accuracy, how records should be retained and disposed of. They will aspects such as the need for legibility, accuracy, completeness and ensuring the records are up to date. They will consider the use of personal information including who to share with, how to store, how log and retain and how to dispose of it. They must explain the importance of confidentiality with examples and consideration of the consequences of not doing so. using their findings from the taught session evidence could be in the form of a training session to deliver to staff, which explains the systems and structures in place to support the maintenance of records and reports. The session should include the importance of maintaining accurate and coherent records and reports.

Suggested resource

Textbooks

Lindon, J – *Safeguarding Children and Young People 0-18* (Hodder Education)
ISBN 9780340947401

Parker, L – *The Early Years Health and Safety Handbook* Taylor & Francis Ltd 2017;
ISBN 9781138418417

Child's books – *Safe Adventures: Exploring Playgrounds Securely: Safe Playgrounds: Ensuring Child Safety in Play Areas* Paperback – 2023 – ISBN 9798396925700

by [Childs Books](#)

Journals and/or magazines

Early Years Educator www.earlyyearseducator.co.uk/

Nursery World www.nurseryworld.co.uk/

Play Right www.ipaworld.org

Websites

www.4children.org.uk – 4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19.

www.barnardos.org.uk – Barnardo's works to transform the lives of vulnerable children and young people.

www.kids.org.uk – KIDS provides opportunities and support to disabled children, young people and their families.

www.ncb.org.uk – The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people.

www.nspcc.org.uk – The NSPCC's vision is to end cruelty to children in the UK.NSPCC.

www.hse.gov.uk – The Health and Safety Executive is the national independent watchdog for work-related health, safety and illness.

www.playengland.org.uk/resources/managing-risk-in-play-provision-implementation-guide.aspx – Play England – Managing Risk in Play Provision.

www.playengland.org.uk/charter – Play England Charter for Children's Play.

Unit 3: Safeguarding of Children in Early Years Settings

Level: 3

Credit value: 5

Guided learning hours: 31

Unit aim

In this unit students will consider the concept of safeguarding and investigate the main legislation, guidelines, policies and procedures that support this, including data protection and information handling.

Students will investigate how to respond to evidence or concerns that a child has been abused or harmed. Students will also consider the role that risk assessment plays in keeping children safe and secure.

Unit assessment and grading information

Assessment criteria 2..2, 2.4, 6.1 and 6.2 must be assessed in the workplace.

Direct assessor observation would be a suitable assessment method.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

Students should use the Placement Experience Assessment Workbook provided to document their evidence for this unit using evidence gathered during their placement.

Students will develop their skills and knowledge of safeguarding children in the early years settings through both knowledge and competency tasks. To achieve learning outcome 1, students will analyse the legal requirements and guidance relating to safeguarding by considering each of the key requirements. They will evaluate the legal requirements reaching a judgement on how each impacts on their own role and explain the children's rights to be safe, reviewing and exploring the UNCRC, the duty of care, safe recruitment, and the EYFS.

Learning outcome 2 is both a knowledge and skills learning outcome. Students will explain their responsibilities in maintaining confidential information safeguarding and promoting the welfare of children with relevant reasons. They will explain how to protect themselves and others in the setting giving reasons for why this is necessary. They will demonstrate through witness testimony or direct observation how they are able to maintain accurate records relating to the child's overall welfare; this may include updating allergy and food records, rest and physical development, or toileting routines or the child's journal in the setting. Students will explain why it is important to ensure children are protected from harm in the work setting and may give examples of the consequences if they are not protected. Students will demonstrate active listening, engaging with the children, and valuing their ideas, contributions, and opinions. This could be demonstrated within a circle time activity, resolving a conflict situation between two or more children, or listening from the children to suggestions within the free play of how to extend or alter an activity. This will be collected by witness statement or through direct observation.

Learning outcome 3 is a knowledge outcome. NB. This learning outcome may be difficult for some students, and support for students should be available. Students will explain the different types of abuse and the indicators of the types of abuse, ensuring they cover all the detailed points referenced in the Unit assessment requirements/evidence requirements. Students will explain the importance of observing and reflecting on changes in children's behaviour giving reasons for why this could help identify indicators of abuse. The students will explore how abuse can occur by a range of people who may have contact with children and explain their own settings procedure for passing on concerns about the practice of others. The students will show an understanding of how abuse can impact the welfare of children and why it is important to work with children to help develop strategies for them to protect themselves, giving examples of strategies that could be used in different situations. Evidence of this may include links with the personal, social and emotional development section of the EYFS curriculum. Students may include planning documentation highlighting strategies they develop with young children on safeguarding.

Learning outcome 4 is a knowledge outcome, and students will clearly describe the procedures to be followed when responding to concerns from colleagues, parents, and or carers that a child has been abused or harmed. The students may use templates or forms they have completed to highlight the recording of incidents and explain why it is important to believe a child and avoid making any judgments. Students will research and use information to explain how agencies work together to develop policies and procedures for safeguarding, ensuring they cover all the points as highlighted in the unit assessment requirements/evidence requirements. Students will give a clear account of the role and responsibilities of the organisations that may be involved when a child is abused or harmed. Students may look at serious case reviews to support this learning outcome and reflect on the serious case review content and outcome.

Learning outcome 5 is a competency outcome. Students will investigate data protection legislation, policies, and procedures and will give a clear account of the processes in place in the setting to ensure compliance with data protection and handling information. Students will need to show understanding of the reasons for these processes. They will reflect on the sensitivity of information and explain when information can be shared in relation to safeguarding. Students will review GDPR and may reflect on the consequences of sharing information with unknowns outside the setting.

Learning outcome 6 is a competency and knowledge outcome. Students will carry out risk assessments in line with the setting's policies and procedures and show how they have implemented the policies and procedures to ensure the children are kept safe. A detailed completed risk assessment document will show how hazards and risks have been identified and reported. The risk assessment will form part of the identification of the setting's reporting procedures for safety concerns, and the student will further develop this written section to include how they would report a concern of poor practice. Students will explain how children's resilience and well-being are supported in their settings. Students may want to refer to planning documentation or specific activities they have completed with the children, for example, supporting a child who loses at snakes and ladders or a child who must wait for a turn on the tricycles in outdoor play. Students may wish to draw upon work completed for *Unit 2: Promote the Health, Safety and Well-being of Children in Early Years Settings* outcome 7 to support them in completing this unit.

Students will gather witness statements or be directly observed in practice undertaking risk identification, assessment, and reporting procedures. They will have the opportunity to carry out activities following safety requirements and organisational policies and procedures. Students should show they are aware of their own setting's reporting procedure for poor practice or safety concerns.

For assessment criteria 3.1 and 3.2, **types of abuse** include:

- domestic
- neglect
- physical
- emotional
- sexual abuse
- bullying
- cyber bullying

For assessment criterion 4.4, **policies and procedures** include:

- policies to protect children
- safe working practices
- e-policy
- whistle-blowing
- information sharing
- data protection.

Learning outcomes and assessment criteria

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the legal requirements and guidance on safeguarding in early years settings	1.1	Analyse legal requirements and guidance relating to the safeguarding of children
		1.2	Evaluate the impact of legal requirements and guidance on own role
		1.3	Explain children's right to be safe, with reference to: <ul style="list-style-type: none"> the United Nations Convention on the Rights of the Child duty of care safe recruitment Early Years Foundation Stage (EYFS)
2	Be able to carry out own responsibilities in relation to safeguarding	2.1	Explain own responsibilities in relation to: <ul style="list-style-type: none"> confidentiality of information safeguarding promoting the welfare of children protection of self and others
		2.2	Maintain accurate records relating to children's overall welfare
		2.3	Explain why it is important to ensure children are protected from harm within the work setting
		2.4	Listen actively to children and value their contributions, opinions and ideas

Learning outcomes		Assessment criteria	
3	Understand types and indicators of child abuse	3.1	Explain the different types of abuse
		3.2	Explain indicators of types of abuse
		3.3	Explain the importance of observing and reflecting on changes in children's behaviour
		3.4	Explain own setting's procedure for passing on concerns about the practice of others that may impact on the welfare of children
		3.5	Explain how abuse can take place by a range of people who have contact with children
		3.6	Explain why it is important to work with children to ensure they have strategies to protect themselves
4	Understand how to respond to allegations that a child has been abused or harmed	4.1	Describe how to respond to concerns from colleagues, parents and/or carers that a child has been abused or harmed
		4.2	Explain why it is important to believe a child and avoid judgements
		4.3	Describe the roles and responsibilities of the organisations that may be involved when a child has been abused or harmed
		4.4	Explain how agencies work together to develop policies and procedures for safeguarding
5	Be able to maintain confidentiality of information	5.1	Explain the processes used by own setting to comply with data protection and information handling legislation
		5.2	Explain when information can be shared in relation to safeguarding
6	Be able to maintain the safety and security of children in own work setting	6.1	Carry out a risk assessment in line with organisational policies and procedures
		6.2	Implement policies and procedures for keeping children safe in own work setting
		6.3	Explain how children's resilience and well-being are supported in own work setting
		6.4	Identify own setting's reporting procedure for poor practice or safety concerns

Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings

Level: 3

Guided learning hours: 26

Unit aim

The aim of this unit is to give students the knowledge, understanding and skills to support teaching and learning activities. The unit looks at the planning and implementation involved in delivering purposeful play and educational programmes.

Unit assessment and grading information

Assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 4.1, 5.2, 5.3, 6.1, 6.2 and 6.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Students should use the Placement Experience Assessment Workbook provided to document their evidence for this unit using evidence gathered during their placement.

This unit is a competency and knowledge unit. Students will complete various activities, including written tasks, collecting witness statements, and direct observation of their skills in practice to complete the learning outcome requirements.

For learning outcome 1, students will be required to carry out a minimum of seven planned activities covering each learning and developmental area of the early years education curriculum. Students will apply the principles and themes of the earliest foundation stage curriculum to their own practice. By leading the planned activities,

the students will show how they are implementing strategies to develop and extend children's learning and thinking through sustained shared thinking. Students may develop planning documentation or may use the planning documentation of their setting to support their assessment. Plans will need to be signed by the line manager to show they have been implemented correctly within the setting. The student plans must cover the stated criteria 1.3 and 1.4 requirements as documented later in this *Unit assessment and grading information* section.

Learning outcome 2 is a competency outcome. Students will prepare the environment to support and extend children's learning and development, they will consider the aspects of the environment to evaluate and reach a judgement on the effectiveness of the environment in extending the children's learning and development and will give relevant reasons and examples to explain how the environment has met the individual needs of the children. Students may like to use and reflect upon the planned activities from learning outcome 1 to help them with this learning outcome.

Learning outcome 3 is a continuation of the planning of activities. Students are required to plan two more activities, one to support group learning and one for socialisation. The students will need to implement both their activities and ensure their line manager signs their plans to show they have been correctly implemented. Students can develop their own planning documentation or use the setting's planning documents.

Learning outcome 4 is a competency outcome. Students are required to show they have differentiated and supported the children's individual learning and development needs; this may have been incorporated into the planning documentation used in learning outcomes 1/2/3. Detailed activity plans would allow students to identify how they were differentiating to support children's individual learning and development needs. When differentiation has not been shown in the students' plans, students will need to plan further activities that identify how differentiation is used to support children's individual learning and development needs. Students will need to evaluate their planned activities and documentation to ensure they reflect the children's age, stage of development, individual circumstances, and group needs. A well-formulated activity plan would naturally cover the four areas required, and the student's evaluation of the plan after the implementation would enable the evaluative recommendations to be logged and reflected on for next step development.

For learning outcome 5, students will give clear reasons for the importance of modelling and promoting positive behaviour in children. Students may consider how they role model the standards of behaviour expected of the children within their setting to apply boundaries and rules for children's behaviour in accordance with the policies and procedures of the setting. Students will be required to gather witness statements or be directly observed applying boundaries and rules for children's behaviour and role modelling the standards of behaviour expected by the children in their setting.

Learning outcome 6, students will be required to gather witness statements or be directly observed, providing realistic, consistent, and supportive responses to children's behaviour, applying the skills and techniques to encourage children's positive behaviour

and supporting them to manage their own behaviour in relation to others. This management of children's behaviour will be explicit throughout the placement activities and should develop over time as the student becomes more familiar with the setting's standards of expected behaviour.

Learning outcome 7 is a knowledge outcome. Students will give a clear account of the indicators of a child being in need of additional support and they will explain how to adapt resources and approaches to provide additional support with clear examples. Students will show how they have developed strategies for working in partnership with parents and/or carers and others with children with additional needs and will give reasons for the strategies selected. Students may wish to draw on some of the evidence they have used in *Unit 1: Working in Partnership in Early Years Settings*, to support their response in partnership working and developing strategies for children with additional needs. Students must show they meet the requirements detailed later in this *Unit assessment and grading information* section.

For assessment criteria 1.3 and 1.4, students must cover all of The Early Years Foundation Stage **learning and development areas** in their plans:

- Communication and language (e.g. extending vocabulary, language structure and dialogue)
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

For assessment criterion 7.3, **others** may include, but is not limited to:

- carers
- foster carers
- residential workers
- social workers
- psychologists
- doctors
- support workers
- police
- youth justice
- speech and language therapists

- colleagues
- key person.

Learning outcomes and assessment criteria

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Be able to implement purposeful play opportunities, experiences and educational programmes	1.1	Apply the principles and themes of the Early Years Foundation Stage (EYFS) to own practice
		1.2	Implement strategies to develop and extend children's learning and thinking, including sustained shared thinking
		1.3	Plan activities that include the learning and development areas of current early education curriculum requirements
		1.4	Lead activities that include the learning and development areas of current early education curriculum requirements
2	Be able to provide environments that support children's learning	2.1	Prepare the environment within own setting to support and extend children's learning and development
		2.2	Evaluate how effective the environment within own setting has been in extending children's learning and development
		2.3	Explain how the environment in own setting meets the needs of individual children
3	Be able to support children's group learning and socialisation	3.1	Plan activities which support children's group learning and socialisation
		3.2	Implement activities which facilitate children's group learning and socialisation
4	Be able to support children's individual learning and development	4.1	Plan activities that show differentiation to support children's individual learning and development needs
		4.2	Evaluate plans to ensure they reflect children's: <ul style="list-style-type: none"> • age • stage of development • individual circumstances • group needs

Learning outcomes		Assessment criteria	
5	Be able to promote positive behaviours expected of children	5.1	Describe the importance of modelling and promoting positive behaviours for children
		5.2	Apply boundaries and rules for children's behaviour in accordance with the policies and procedures of the setting
		5.3	Role model the standards of behaviour expected of children within the setting
6	Be able to support children to manage their own behaviour	6.1	Provide realistic, consistent and supportive responses to children's behaviour
		6.2	Apply skills and techniques for supporting and encouraging children's positive behaviour
		6.3	Apply skills and techniques for supporting children to manage their own behaviour in relation to others
7	Understand when a child is in need of additional support	7.1	Describe the indicators of a child being in need of additional support
		7.2	Explain how to adapt resources and approaches to provide additional support
		7.3	Develop strategies for working in partnership with parents and/or carers and others with children with additional needs

Unit 5: Children's Development

Level: 3

Guided learning hours: 43

Unit aim

This unit is aimed at students who work in Early Years. This unit provides knowledge and understanding of how children from birth **up to 8 years** develop*, including underpinning theoretical perspectives. The unit also includes actions taken when differences in development are identified and the potential effects of transitions on children's development. It also includes how to support children through transitions in their lives.

This unit contains the underpinning knowledge for several of the mandatory units. As such, Pearson recommends that this unit should be delivered first.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

This is a knowledge-based unit. Evidence from workplace performance is not required.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

* **Up to 8 years** is defined as up until, but not including the child's eighth birthday.

For assessment criteria 1.1 and 1.2, **children's development** must include the following:

- cognitive
- speech, language and communication
- literacy and numeracy
- physical
- emotional
- social
- neurological and brain.

For assessment criterion 1.3, **holistic development** must include the following:

- speech, language and communication
- personal, social and emotional
- physical.

For assessment criteria 5.1, 5.2 and 5.3, **transitions and significant events** must include the following:

- moving to school
- starting and moving through day care
- birth of a sibling
- moving home
- living outside of the home
- family breakdown
- loss of significant people
- moving between settings and carers.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand patterns of children's development from birth up to 8 years	1.1	Explain expected children's development from birth to 5 years	<ul style="list-style-type: none">• Cognitive, neurological and brain development: makes simple associations, memory, categorising objects• Speech, language and communication: recognition, listening, responding, making noises, responding to own name• Literacy and numeracy: putting words together, using sentences, picture recognition, interest in stories and rhymes, making marks, counting, recognising numbers• Physical: mobility, movement, coordination, balance, gross/fine motor skills, developing drawing/painting skills, using a knife and fork, growth, strength, use space safely• Emotional: attachment, developing likes/dislikes, understand feelings/emotions• Social: social skills developing, personal identity, confidence increasing

Learning outcomes		Assessment criteria		Unit amplification
		1.2	Explain expected children's development from 5 up to 8 years	<ul style="list-style-type: none"> • Cognitive, neurological and brain development: categorise and sort objects according to multiple features, understand rules, understand point of view • Speech, language and communication: thinking; able to follow instructions; can use language in different ways; speech is easily understood; knows left and right; understands concepts such as tomorrow, yesterday; can distinguish between fantasy and reality • Literacy and numeracy: can count; uses well-formed sentences; can tell the time/count money; can read on their own; can write simple sentences Physical: growth speeds up; developed fine motor skills; muscle coordination; permanent teeth appear; can copy complex shapes • Emotional: confidence; personal identity; perception; independence; self-concept; regulate own behaviour; aware of own feelings and those of others • Social: can play cooperatively; competitive spirit; longer attention span; forming a sense of humour

Learning outcomes		Assessment criteria		Unit amplification
		1.3	<p>Explain the importance to children's holistic development of:</p> <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development 	<ul style="list-style-type: none"> • Areas interlinked; co-dependent; milestones; independence; self-esteem; educational needs; preparation for future; growth • Speech, language and communication: listening; attention; understanding; speaking; socialisation; expression of needs; preferences; feedback; praise; achievement • Personal, social and emotional development: independence, confidence; self-esteem; self-worth; self-regulation; personal care; hygiene; oral health; interaction; friendships; peers; encouragement; guidance; feelings; emotions; know right from wrong • Physical development: fine motor skills; gross motor skills; mobility; balance; coordination; movements; exercise; health; well-being; negotiate space and obstacles safely

Learning outcomes		Assessment criteria	Unit amplification
		1.4 Analyse how children's learning and development can be affected by: <ul style="list-style-type: none"> personal factors external factors 	Personal factors: <ul style="list-style-type: none"> Causes: encouragement; limited resources; ineffective role models; lowered expectations, trauma, effect regression Effects: attention seeking; positive/negative impact of experiences; need for reassurance; anxiety; attachment; loss; impact on social skills; stress; separation anxiety; insecurity; poor attention span; poor self-concept; behaviour; motivation External factors: <ul style="list-style-type: none"> Causes: decreased access to resources/services; ill health; limited support; limited opportunities; less choice; influence of others; lack of consistency in education; development not monitored effectively Effects: slowing up of development; poor communication skills; low self-image; loss of independence; failure to grow, thrive and develop; loss of socialisation; dependence
		1.5 Describe how atypical development may impact on areas of development	<ul style="list-style-type: none"> Physical development: impact of one area of development on others; health status; services accessed; slower/faster rate of development Communication development: social exclusion; support needs; one area developing more quickly than others; anxiety; behaviour; rate of development

Learning outcomes		Assessment criteria		Unit amplification
		1.6	Analyse how children's learning and development can be affected by their stage of development	<ul style="list-style-type: none"> Rate of development; milestones reached; impact on other areas of development; sequence; bonding; attachment; personal identity; self-concept
		1.7	Evaluate how interventions can promote positive development	<ul style="list-style-type: none"> Assessment; observation; referral; service provision; monitoring; achievement; stage/milestones reached; specialist support; gain confidence; progress with appropriate support in place; communication development; self-concept; motivation; opportunities
2	Understand evidence based approaches to child development	2.1	Explain how babies and children learn and develop	<ul style="list-style-type: none"> Use of senses; continuous interaction; observation; communication; exploration; resources; activities; play; relationships; socialisation; support; guidance; attachment; modelling

Learning outcomes		Assessment criteria	Unit amplification
		2.2 Evaluate theories and models of child development	<ul style="list-style-type: none"> • Sigmund Freud: the importance of childhood events and experiences • Erik Erikson: a stage theory of development, encompassing human growth throughout the entire lifespan • John Bowlby proposed that early relationships with carers play a major role in child development and continue to influence social relationships throughout life • Jean Piaget: identified that children think differently to adults and proposed a stage theory of cognitive development • Albert Bandura proposed the 'modelling' or social learning theory • Lev Vygotsky believed that children learn actively and through hands-on experiences: sociocultural cognitive theory • BF Skinner believed that children learn through experience or conditioning. A child will learn if they are rewarded for their behaviour • Ivan Pavlov: classical conditioning • Urie Bronfenbrenner: ecological systems theory • Howard Gardner: multiple intelligences theory • Information-processing theory • The Reggio Emilia Approach: a progressive model of early care and education practice and curriculum

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Explain how to apply theories and models of child development to support children's development	<ul style="list-style-type: none"> Behaviour analysis; observation; assessment; structure; intervention; referral; effective communication; partnership working; evaluation; the environment; planning; consultation resources; referral, socialisation
		2.4	Evaluate how evidenced based approaches can inform own practice	<ul style="list-style-type: none"> Currency of practice; consistency; review; planning; areas for development; use of interventions/strategies; safety of practice; utilising research findings; evaluation of practice; effectiveness of interventions; risk assessment
3	Understand the significance of attachment to children's development	3.1	Explain theories of attachment	<ul style="list-style-type: none"> John Bowlby's Theory of Attachment Mary Ainsworth-attachment behaviour Hazan and Shaver: the applicability of attachment theory to adult relationships Main and Solomon's attachment style called disorganized-insecure attachment based upon their own research
		3.2	Explain why positive attachment is important for children	<ul style="list-style-type: none"> Security; confidence; self-concept; supports development; secure attachment; self-regulation; needs met; sense of competence; positive view of the world; high self-esteem
		3.3	Analyse the impact on children of not forming positive attachments	<ul style="list-style-type: none"> Anxiety; lack of self-affirmation; negative view of the world; lack of trust; low self-esteem; wary of strangers; developmental delay; future development; opportunities

Learning outcomes		Assessment criteria		Unit amplification
		3.4	Analyse strategies for promoting positive attachments	<ul style="list-style-type: none"> Effective communication; interaction; openness; being responsive to needs; nurturing; understand individuality; consistency; continuity; socialisation; contact; reliability; trust; expectations; observation; importance of key person scheme
4	Understand how to support children's speech, language and communication	4.1	Identify the communication development needs of children from: <ul style="list-style-type: none"> birth to 2 years 2 to 5 years 5 up to 8 years 	<ul style="list-style-type: none"> Birth to 2 years: interaction; talking; listening; use of soothing voice; normal language; responding; encouraging speech; use of hand gestures; board/cloth books; socialisation 2 to 5 years: reading; writing; talking; listening; interaction; books; naming objects; encouraging drawing; socialisation; feedback 5 up to 8 years: modelling; interaction; more advanced games/reading; active listening; use of questioning; guidance; socialisation; feedback
		4.2	Explain early intervention criteria	<ul style="list-style-type: none"> Stages; observations; assessment; diagnosis; reference based; standards; guidance; collaboration; specialist interaction
		4.3	Explain how multi-agency teams work together to support speech, language and communication	<ul style="list-style-type: none"> Resourcing; sharing expertise; outcomes; planning; assessment; review; monitoring; evidence-based practice
		4.4	Explain systematic synthetic phonics associated with reading	<ul style="list-style-type: none"> Goes from simple to more complex; the correspondences between sounds (phonemes) and letters; grasp of basic workings then move on to greater detail; orderly teaching framework through which children develop phonic knowledge and skills; identify and blend different letter sounds and letter combinations together to make a word; word recognition skills; fluency of reading

Learning outcomes		Assessment criteria		Unit amplification
		4.5	Evaluate strategies for developing early literacy and mathematics	<ul style="list-style-type: none"> Literacy: comprehension; writing; mark making; songs; dance; planning; preparation; activities; resources; books; drama; music; reading; role play Mathematics: counting; numbers; numerical patterns; activities; resources; games; environment; review; evaluation
		4.6	Explain how play and activities support speech, language and communication development	<ul style="list-style-type: none"> Engagement; interaction; interlinked; socialisation; learning; planning; monitoring; assessment; confidence; motivation; achievement; self-esteem; vocabulary; listening; understanding; speaking
	5 Understand how transitions and significant events affect children's lives	5.1	Analyse the potential effect that transitions and significant events have on children	<ul style="list-style-type: none"> Transitions and significant events: moving to school; starting and moving through day care; birth of a sibling; moving home; living outside of the home; family breakdown; loss of significant people; moving between settings and carers; social events that impact their lives; adverse childhood experiences and trauma Anger; crying and tearfulness; clinginess; need for affection; withdrawal; unreasonable behaviour; regression in behaviour; difficulty sleeping; loss of appetite; loss of motivation; lack of concentration; self-harming; withdrawal; avoiding social contact; low self-confidence and self-esteem; strained relationships; anxiety; confusion

Learning outcomes		Assessment criteria		Unit amplification
		5.2	Explain how to prepare and support children through transitions and significant events in their lives	<ul style="list-style-type: none"> Open communication; discuss what is happening; focus and give opportunities for communication; routines that reassure; visits that help children be familiar with places they'll be attending; encourage questions; other professionals
		5.3	Explain the effect on children of having stable relationships during periods of transition	<ul style="list-style-type: none"> Confidence; less anxiety; resilience; motivation; focus; acceptance; development; communication

Information for tutors

Delivery

This unit should be delivered in a way that develops student knowledge and understanding of what early years education and development is. It is suggested that students will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Students will develop knowledge and understanding of how children from birth up to 8 years develop, including underpinning theoretical perspectives. The unit also includes actions taken when differences in development are identified and the potential effects of transitions on children's development as well as how to support children's through transitions in their lives.

Students should be encouraged to engage with employers and other employees to gain knowledge and understanding of the provision for early years education and development.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 5.

Learning outcome 1 could be delivered through a taught session on patterns of children's development from birth up to 8 years and the importance to children's holistic development of speech, language and communication, personal, social and emotional development and physical development. Using case study material students could carry out an analysis of the impact personal and external factors can have on children's learning and development. Students could also use the material to explore how atypical development and stage of development impacts on development, evaluating how interventions can promote positive development.

Learning outcome 2 could be delivered by a guest speaker and question and answer session. This should include evidence based approaches, how babies and children learn and develop and theories and models of child development. In addition students should discuss in groups how to apply theories and models of child development to support children's development. Finally, using note from the presentation, students are required to carry out an evaluation of how evidenced based approaches can inform their practice.

Learning outcome 3 could comprise of group work using case studies to support understanding of the significance of attachment. Students should also explore theories of attachment, strategies for promoting positive attachments and why positive attachment is important for children. The impact on children of not forming positive attachments should also be discussed.

Learning outcome 4 could be delivered through a taught session relating to how to support children's speech, language and communication and the communication development needs of children from birth to 2 years, 2 to 5 years and 5 up to 8 years.

Group work could facilitate the exploration of early intervention criteria. Holistic development is important for children and students should explore how multi-agency teams work together to support speech, language and communication.

A guest speaker could be invited to talk about systematic synthetic phonics associated with reading and strategies for developing early literacy and mathematics. This should link to how play and activities support speech, language and communication development.

Learning outcome 5 could be delivered through a taught session focussing on how transitions and significant events affect children's lives. Case study material, used in group work, could be used to enable students to gain an understanding of how to prepare and support children through transitions and significant events in their lives. Lastly students should use the case study material to explore the effect on children and young people of having stable relationships during periods of transition.

Assessment

Opportunities exist for assessment to include the use of research, leaflets and presentations, as well as the potential for supporting witness statements to be provided.

For learning outcome 1, students will explain the expected patterns of behaviour of child development for children from birth to 5 years and from 5 up to 8 years. Students will be expected to include all the stated areas of development as defined in the *Unit assessment requirements/evidence requirements* section for each age group. Students will explain the importance of children's holistic development of speech, language and communication, physical development, and personal, social, and emotional development of children. This aligns with the requirements stated in the *Unit assessment requirements/evidence requirements* section. Students will need to interlink the areas of development and address each of the age ranges. Students will describe atypical development and analyse how children's learning and development can be affected by the child's stage of development. Students may like to develop a magazine article for students considering working with children, where they can highlight the patterns and holistic stages of development, atypical development, and consider how the stage of development affects learning and development. Students will analyse how children are affected by personal factors and external factors this could include encouragement, resources or opportunities, and choice. Students will then evaluate how interventions can promote positive development through early referral, service provision, and monitoring of learning.

Using notes from the taught input, evidence could be in the form of a guidance document explaining the expected patterns of children's development from birth up to 8 years and the importance to children's holistic development of speech, language and communication, personal, social and emotional development and physical development.

For learning outcome 2, students will explain how babies and children learn and develop with clear examples and then evaluate theories and models of child development. The unit amplification gives numerous theories, and students will need to research all these theories and theorists however, for their assessment, they will need to evaluate a range of theorists and theories linked to supporting children and babies' development. Students may wish to produce a set of presentation slides that could be shared with others to highlight the main points of the theory and theorist, show the links to development, and evaluate how the approaches have informed their own practice. Students will need to explain how the selected theories can be applied to support children's development with relevant examples.

Evidence could be in the form of student responses to the case study to include an explanation of how babies and children learn and develop; using theories and models of child development. Notes from the guest speaker session and question and answer session could be used to inform content. The case study could also ask students to explain how theories and models are applied to support development and how evidenced based approaches can inform their practice.

For learning outcome 3, students will need to research and explain the main theories of attachment. They will give relevant reasons and examples to explain the importance of supporting children to develop positive attachments and will consider the key points of each strategy in order to analyse how they can be used to promote these positive attachments for children. Students will then consider the impact on children who do not form a positive attachment on their learning, development, and well-being.

Notes from the case study activities could inform the preparation of a seminar to deliver to staff explaining theories of attachment, strategies for promoting positive attachments and why positive attachment is so important. To include hand-outs analysing the impact on children of not forming positive attachments.

For learning outcome 4, students will show an understanding of how to support children's speech, language, and communication. Students will identify communication needs for children from birth to two years, 2 to 5 years, and 5 to 8 years. They will give relevant reasons for early intervention criteria and give relevant reasons and examples for how multi-agency teams work together to support children's speech, language and communication. Students may wish to draw on their learning from *Unit 1: Working in Partnership in Early Years Settings* to support their work on multi-agency work.

Students will explain how systematic synthetic phonics supports reading with relevant reasons, and consider the strategies developed to support children with early literacy and mathematics reaching a judgement on their effectiveness. Students will give relevant examples of various activities and play opportunities and explain how these help support the speech and language of communication development. Students may like to draw on their work from *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings*, by supporting their work with activities.

Evidence could be in the form of an article for the company magazine that explains the communication development needs of children from birth to 8 years, supported by session notes. The article could be accompanied by a frequently asked questions section explaining the workings of multi-agency teams supporting speech, language and communication, systematic synthetic phonics associated with reading and an evaluation of strategies used for developing early literacy and mathematics and how play and activities support speech, language and communication development.

For learning outcome 5, students will analyse the potential effects of transitions and significant events may have on children by considering in detail different transitions and the effects on the child. They will explain how to prepare children and support them as they experience these events with relevant reasons. This may be the routine the students undertakes in preparing a child to move to a new nursery room or going to school or for the birth of a sibling. Students will need to cover all the transitions and significant events as detailed in the *Unit assessment requirements/evidence requirements* section for assessment criteria 7.1, 7.2 and 7.3. Students may draw on their work with secure attachments as they explain the effect on children of having a stable relationship during periods of transition from learning completed for outcome 3 of this unit.

Using notes from the taught session, evidence could be in the form of a presentation to demonstrate understanding of transitions and significant events and how they affect children's lives. Students should include an analysis of the potential effect of a transition or significant event on children and, in order to combat this, the preparation and support children might need through transitions in their lives. This will also highlight the effect of having stable relationships during periods of transition.

Suggested resource

Textbooks

Brown, S – *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul* (J P Tarcher/Penguin Putnam 2010) ISBN 978-1583333785

Else, P – *The Value of Play* (Continuum International Publishing Group Ltd. 2009) ISBN 978-0826495655

Lindon, J – *Understanding Child Development* (Hodder Education 2012) ISBN 1444167189 ISBN-13: 978-1444167184

Meggitt, C – *Child Development, an Illustrated Guide* 3rd edition with DVD (Pearson Education 2012) ISBN 0435078801

Minett, P – *Child Care and Development* (Hodder Arnold, 2005) ISBN 0340889152

Trodd, L – *Transitions in the Early Years: Working with Children and Families* (Sage 2012) ISBN 9781446249789

Journals and/or magazines

Common Threads www.commonthreads.org.uk/

Early Years Educator www.earlyyearseducator.co.uk/

Nursery World www.nurseryworld.co.uk/

Play Right www.ipaworld.org

Websites

www.gov.uk/government/publications/development-matters--2 – Department for Education – Development Matters

www.4children.org.uk – 4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19.

www.barnardos.org.uk – Barnardo's works to transform the lives of vulnerable children and young people

www.ncb.org.uk/cpis – Children's Play Information Service

www.education.gov.uk/childrenandyoungpeople – The Department of Education is committed to providing high-quality early education and support for parents, children and young people.

www.early-education.org.uk – Early Education believes every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances

www.kids.org.uk – KIDS provides opportunities and support to disabled children, young people and their families

www.ncb.org.uk – The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people.

www.nspcc.org.uk – The NSPCC's vision is to end cruelty to children in the UK.

Unit 6: Implementing Early Years Foundation Stage

Level: 3

Guided learning hours: 26

Unit aim

This unit introduces students to the Early Years Foundation Stage (EYFS), which 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

Unit assessment and grading information

Assessment criteria 3.3, 3.4, 3.5 and 4.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

Students should use the Placement Experience Assessment Workbook provided to document their evidence for this unit using evidence gathered during their placement.

This unit is both a competency and knowledge unit. Students will complete written work and collect evidence of their performance and skills from their work placement setting.

Learning outcome 1. Students will complete written work to show their knowledge of the origins of the Early Years Foundation Stage (EYFS) Framework. Students will give a clear account of the scope and legal status of the EYFS, and will explain with relevant reasons the structure, the principles and themes of the EYFS. Students will explain how the early years setting is inspected to check the delivery of the EYFS giving clear reasons for this. Students will need to describe how they will assess the children's development at different points according to EYFS requirements. Students may wish to develop a handout for parents to explain this information as the EYFS is the main curriculum taught in an early years setting, and parents/carers new to the setting may not be familiar with the background and use of EYFS.

For learning outcome 2, students will need to identify the safeguarding and welfare requirements of the EYFS. They will give reasons for the rationale behind safeguarding and welfare and consider the key requirements to evaluate the practical implications of safeguarding and welfare within the EYFS. Students may wish to add to their handout for parents produced for learning outcome 1 and add a section on safeguarding and welfare to their information for new parents/carers in the setting.

As this learning outcome is based around the safeguarding and welfare section of the EYFS, students may wish to draw on some of their research completed for unit 3, Safeguarding of Children in Early Years Settings learning outcome 3, to support their work in this unit and learning outcome.

Learning outcome 3 is a competency and knowledge mixed outcome. Students will need to give a clear account of the scope of the areas of learning as detailed in the EYFS. They will consider in detail the four specific areas of learning and reach a judgement on how these relate to the prime areas of learning as detailed later in this *Unit assessment and grading information* section.

Students will then complete a series of short observations on a given child to enable them to plan for the child's progress within the EYFS. Students may wish to link this with the planned activities in *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings*. Where they completed seven planned activities across the four specific and three prime areas of learning, students will need to ensure they have a balance of adult-led and child-initiated activities. The line manager should sign any planned activities/observations to show authentication and that they meet the requirements of the setting even if they have not been able to be implemented by the student.

Learning outcome 4 is a competency and knowledge unit. Students will need to identify the EYFS outcomes and evaluate children's progress within the EYFS in order to record on their progress. This may be using the tracking documentation of the setting they have in place for each child. Students will need to be directly observed completing documentation or gathering a witness statement to show their understanding and competency in tracking progress against EYFS standards. From work in learning outcome 3 of this unit, the observations of a child, the students will need to plan a separate adult-directed activity that identifies the child's needs and interests, links the areas of learning, is an activity that is playful, and incorporates sustained shared thinking. This plan will need to be signed by the line manager to show that it meets the demands and needs of the child and could be correctly implemented in the setting.

For assessment criterion 3.2, the **four specific** areas of learning of the EYFS:

- literacy
- mathematics
- understanding the world
- expressive arts and design.

The **three prime** areas of learning:

- communication and language
- physical development
- personal, social and emotional development.

Learning outcomes and assessment criteria

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the Early Years Foundation Stage (EYFS)	1.1	Describe the scope and legal status of the EYFS
		1.2	Explain the overall structure of the EYFS
		1.3	Explain the principles and themes of the EYFS
		1.4	Explain how early years settings are inspected to check their delivery of the EYFS
		1.5	Describe how children's development is assessed at different points
2	Understand how to apply the safeguarding and welfare requirements within the EYFS	2.1	Identify the EYFS safeguarding and welfare requirements
		2.2	Explain the rationale behind the safeguarding and welfare requirements
		2.3	Evaluate the practical implications of the safeguarding and welfare requirements within the EYFS
3	Be able to implement the education programme within the EYFS	3.1	Describe the scope of the areas of learning in the EYFS
		3.2	Evaluate how the four specific areas of learning relate to the three prime areas of the EYFS
		3.3	Facilitate play activities for a given child that allows opportunities for the prime areas of learning
		3.4	Use observations of a given child's development to plan for progress within the EYFS
		3.5	Balance adult-led and child-initiated activities

Learning outcomes		Assessment criteria	
4	Be able to support children's progress towards EYFS outcomes	4.1	Identify the EYFS outcomes
		4.2	Evaluate children's progress within the EYFS
		4.3	Plan an adult-directed activity, which takes into account: <ul style="list-style-type: none"> the identification of children's needs and interests links to the areas of learning the need for activities to be playful sustained shared thinking

Unit 7: Working Within a Social Pedagogic Framework With Children

Level: 3

Guided learning hours: 35

Unit aim

This unit is aimed at supporting students who are using social pedagogy principles as part of their work with children. This unit will provide the student with knowledge and understanding of social pedagogical principles. The student will be able to describe how they reflect on their experience and apply this in practice with children in their care.

Unit assessment and grading information

Assessment criteria 3.1, 3.2 and 3.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

Students should use the Placement Experience Assessment Workbook provided to document their evidence for this unit using evidence gathered during their placement.

This unit is a mix of competency and knowledge, students will complete a series of tasks in placement and in written work. For learning outcome 1, students will explain using relevant examples how social pedagogical principles can be applied when working with groups of children and when working with individual children. Students will explain using examples how to effectively use different aspects of pedagogy to develop relationships and how they effectively use the principles of social pedagogy in engaging children and young people. They will need to cover all aspects for assessment criterion 1.2 detailed later in this *Unit assessment and grading information* section.

Learning outcome 2 Students will explain with reasons and relevant examples how to work within a holistic approach to the well-being and happiness of a child by supporting the development of their emotional, physical, psychological, and social needs. They will explain with reasons the benefits of working with children in a group situation and as individuals. Students will explain the concept of the zone of proximal development as it applies to holistic well-being and happiness. Students should ensure they consider all the points for assessment criteria 2.1 and 2.2 as detailed later in this *Unit assessment and grading information* section.

Learning outcome 3 is a competency outcome; students will need to complete this outcome based on their developing skills in placement. Students will need to collect witness statements or be directly observed developing safe, supporting, and nurturing relationships with children. Students may wish to link this with work they completed in learning outcome 3 of *Unit 5: Children's Development*. The students will demonstrate how they have been able to use their relationship to create learning opportunities with the children. This may include supporting children in free play to extend an activity and remain focused for a little longer or to add additional resources to a child-initiated game to develop further interest and extend learning. Witness statements or direct observation will capture the student's skills. This may need to be reviewed at different points within the course as the student's relationships with the children develop. The student will plan activities that use creative skills to create learning opportunities with the children.

Students may wish to draw on some of the previous play activity plans they developed for *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings* that enable children to progress and prepare for school. Students will need to ensure they have covered all the points for assessment criterion 3.3, as detailed below.

Students will finally evaluate how their own skills and interests provide learning opportunities for children.

For assessment criterion 1.2, **aspects** must include:

- personal
- private
- professional.

For learning outcome 2, **holistic wellbeing and happiness** is defined as: the pedagogue understands all aspects of a child's physical, emotional, psychological and social needs. The focus is on the child as a whole person and support for the child's overall development.

For assessment criterion 2.2, **zone of proximal development** is defined as: the distance between what the child can do unaided and what they require adult assistance with.

For assessment criterion 3.3, **creative skills** could include:

- drama
- art
- music
- sport
- physical movement.

Learning is most successful in a social context, meaning that people learn more and develop further when they are supported by a mentor who is more advanced in a certain area and functions.

Learning outcomes and assessment criteria

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand how to apply the principles of social pedagogy	1.1	Explain how social pedagogical principles can be applied in working with children: <ul style="list-style-type: none"> • as individuals • in group settings
		1.2	Explain how to use the different aspects of pedagogy in developing relationships
		1.3	Explain how to use the principles of social pedagogy in engaging with children and young people
2	Understand the concept of holistic wellbeing and happiness of individual children	2.1	Explain how to work with a holistic approach to the wellbeing and happiness of a child by supporting the development of their: <ul style="list-style-type: none"> • emotional needs • physical needs • psychological needs • social needs
		2.2	Explain how the concept of zone of proximal development applies to holistic wellbeing and happiness
		2.3	Explain the benefits of working with children: <ul style="list-style-type: none"> • as a group • as individuals

Learning outcomes		Assessment criteria	
3	Be able to engage with children or young people to create supportive learning opportunities	3.1	Developing safe, supporting and nurturing relationships with children
		3.2	Use own relationship to create learning opportunities with children
		3.3	Plan activities that use creative skills to create learning opportunities with children
		3.4	Evaluate how own skills and interests provide learning opportunities for children

Unit 8: Make Accurate and Productive Use of Assessment in Early Years Settings

Level: 3

Guided learning hours: 23

Unit aim

This unit gives students the understanding and competence to facilitate assessment and planning with children in partnership with others. The unit also identifies the importance of children being involved in assessment and planning.

Unit assessment and grading information

Assessment criteria 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4 and 5.5 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

Students should use the Placement Experience Assessment Workbook provided to document their evidence for this unit using evidence gathered during their placement.

This unit is a mixture of competency and knowledge. Students will complete a series of tasks in the workplace and as written evidence.

For learning outcome 1, students will analyse the value of a child-centred model of assessment through considering key aspects and reaching a judgement on its effectiveness. They will give a clear account of current assessment techniques. The students will evaluate how observations and assessments are used to reach a conclusion and inform planning. The students may draw on information gathered from *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings*, and *Unit 6: Implementing Early Years Foundation Stage*, to support their responses. Students will explain with relevant reasons the importance of parental involvement in observation and assessment

and how to relate theories of play and development to the assessment showing how they interrelate. Students will be able to draw on information gathered in *Unit 6: Implementing Early Years Foundation Stage*, and *Unit 5: Child Development* and *Unit 1: Working in Partnership in Early Years Settings*

Learning outcome 2 is a competency learning outcome where students will carry out observational assessments, ensuring they correctly address issues of permission, confidentiality and participant bias. They will accurately complete assessment records for a given child and will review the effectiveness of plans and planning methods, considering how clearly they contribute to the observational assessment. Students may want to draw on information completed for *Unit 6: Implementing Early Years Foundation Stage* to support their work. Evidence will be recorded within the Observations, which must be signed by the line manager/witness for authenticity.

Learning outcome 3 is a competency outcome. Students will be observed correctly using assessment to identify the needs and interests of individual children and to identify the stages of development. Students may want to link this Learning outcome with Learning outcome 2 for this unit to help inform the effectiveness of plans and planning methods. Students may want to draw on information gathered in *Unit 5: Child Development*, to support the identification of stages of development. The witness statement or direct observation by the assessor/tutor will record evidence of this competency.

Learning outcome 4 is a mixed competency and knowledge outcome. Students will need to be observed collaborating with children and others to express their needs and aspirations. Students should show how they have clearly used this information to inform their planning. They will use both summative and formative assessments to shape learning opportunities for the children. The Students will need to ensure they cover the points of assessment criteria 4.1 as stated in the *Unit assessment requirements/evidence requirements* section

Students may gather witness statements, be directly observed by the assessor/tutor or be recorded and or minuted in meetings where planning and assessment opportunities are discussed. Students may draw upon information from *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings*, to support them with this learning outcome. Students will explain how goals and targets for a given child will support achievement and positive outcomes and explain what action to take if atypical development is identified. This can be a written explanation, or it may be recorded. Where minuted evidence from a discussion with other colleagues where assessment targets, goals and development are being discussed.

Learning outcome 5 is a competency outcome. Students will need to create a development plans with a child and others to meet their needs, to help them to achieve positive outcomes. The plan should support the child to understand and agree the goals, targets and outcomes of the development plan. The students will need to discuss the children's progress with the Key Person, colleagues, and the parents and/or carers and plan for next steps.

Students will need to review how the child has achieved goals and targets in order to track the child's progress. They will review the planning methods and evaluate the effectiveness of ensuring the progress of children's play and development. Students will need to ensure they have met requirements for assessment criteria 5.2 and 5.3 as detailed later in this *Unit assessment and grading information* section. Evidence for this outcome could be from a detailed children's development plan or from the settings development, monitoring, tracking and next steps documentation. All completed work will need to be signed by the line manager/witness to authenticate the student's work. Documentation completed only in centre will need to be confirmed via a witness statement or direct observation.

For assessment criteria 4.1, 5.2 and 5.3, **others** may include:

- carers
- foster carers
- residential workers
- social workers
- psychologists
- doctors
- support workers
- police
- youth justice
- speech and language therapists
- colleagues
- key person.

Learning outcomes and assessment criteria

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand how to assess within the early education curriculum framework	1.1	Analyse the value of a child-centred model of assessment
		1.2	Describe assessment techniques appropriate to the current early education curriculum framework
		1.3	Evaluate how observations and assessments are used to inform planning
		1.4	Explain the importance of parental involvement in observation and assessment
		1.5	Explain how to relate theories of play and development to assessment
2	Be able to carry out observational assessment	2.1	Ensure issues of permission, confidentiality and participant bias are addressed when carrying out assessment
		2.2	Carry out observational assessment
		2.3	Complete assessment records for a given child
		2.4	Review the effectiveness of plans and planning methods
3	Be able to identify the needs, interests and stages of development of individual children	3.1	Use assessment to identify the needs of individual children
		3.2	Use assessment to identify the interests of individual children
		3.3	Use assessment to identify the stages of development of individual children

Learning outcomes		Assessment criteria	
4	Be able to use assessment to plan next steps	4.1	Collaborate with children and others in expressing their needs and aspirations to inform planning
		4.2	Use formative assessment to shape learning opportunities
		4.3	Use summative assessment to shape learning opportunities
		4.4	Explain how the goals and targets for a given child will support the achievement of positive outcomes
		4.5	Explain the action to take if atypical development is identified
5	Be able to discuss children's progress and plan next stages	5.1	Discuss children's progress and plan next stages in their learning with: <ul style="list-style-type: none"> the key person colleagues parents and/or carers
		5.2	Develop a plan with a child and others to meet their needs to achieve positive outcomes
		5.3	Support children and others to understand and agree: <ul style="list-style-type: none"> the goals targets outcomes of a development plan
		5.4	Review the achievement of goals and targets to track children's progress
		5.5	Review plans and planning methods to evaluate their effectiveness in ensuring the progress of children's play and development

Unit 9: Supporting Children with Special Educational Needs and Disability (SEND)

Level: 3

Guided learning hours: 45

Unit aim

The aim of this unit is to assess competence in supporting disabled children and children with specific needs in partnership with their parents and/or carers. It includes partnership working with other agencies.

Unit assessment and grading information

Assessment criteria 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and 4.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

Students should use the Placement Experience Assessment Workbook provided to document their evidence for this unit using evidence gathered during their placement.

Learning outcome 1 is a knowledge outcome where students will research the principles of working inclusively with disabled children and children with specific requirements. Students will explain a child's legal entitlement to equality of treatment and the principles of working in an inclusive manner with children. The student will compare service-led and child-led models of provision for disabled children and critically compare the social model of disability and the medical model of disability and how each model affects provision. Students may wish to devise a table to highlight the main points of the child-led and service-led models of provisions and the medical and social model of disability before making final judgments from their highlighted points.

Students will explain the importance of advocacy for children, giving relevant reasons, and the importance of the role of the personal assistant for children with a disability. Students will need to ensure they consider all the points of assessment criterion 1.5 in their response as detailed in this *Unit assessment and grading information* section.

Students will explain the importance of encouraging the participation of disabled children in all activities and describe the impact of disability within different cultures, describing the importance of culturally sensitive practices. Students will explain why systems for monitoring, reviewing, and evaluating services for disabled children are so important.

Learning outcome 2 is a mixed outcome with some competency and some knowledge elements. Students will explain the principles of partnerships with parents and or carers of disabled children and those with specific requirements and identify the types of support and information that may be required to support the families. Students will plan strategies for partnership working with parents and/or carers of disabled children or those with specific requirements and may draw on the evidence used in Unit 1, *Working in Partnership in Early Years Settings*

For learning outcome 3, students will gather evidence from practice. The students will plan appropriate strategies for engaging with disabled children and those with specific requirements, they will work effectively in partnership with children and their parents and or carers to assess the child's learning needs, play, and leisure needs. Students will develop a plan with an individual child to support their learning needs, play, and leisure needs using appropriate strategies and the partnership working information. Students will implement a learning, play, or leisure plan considering the age, development stage and individual needs of the child and according to their own role and responsibilities. Once the plan has been developed, students will evaluate the effectiveness of the plan. Students will then consider their own practice in supporting children with disabilities and specific requirements and make a personal development plan. This may be linked with the Action plan of their own development started in unit 1, *Working in Partnership in Early Years Settings*.

For learning outcome 4, students will explain and evaluate how potential barriers that restrict children's access to learning, play and leisure activities are overcome in their setting. Students will include identification of how to apply policies and procedures that challenge discriminatory, abusive, and oppressive behaviour. Students will plan appropriate strategies linked to their action plan in learning outcome 3 of how to plan strategies to improve their own practice in overcoming barriers to inclusion.

For learning outcome 5, students will explain the role and responsibilities of other agencies involved with disabled children and those with specific requirements. They will evaluate their own practice and effectiveness in multi-agency and partnership working. Students will need to ensure they consider all the points of assessment criterion 5.1 in their response as detailed later in this *Unit assessment and grading information* section. Students may want to draw on information gathered from *Unit 1: Working in Partnership in Early Years Settings* to support this learning outcome.

For assessment criterion 1.5, **advocacy** is defined as independent help and support with understanding issues and assistance in putting forward a person's own views, feelings and ideas. It is helping people to say what they want, secure their rights and represent their interests.

For assessment criterion 5.1, **other agencies** include:

- carers
- foster carers
- residential workers
- social workers
- psychologists
- doctors
- support workers
- police
- youth justice
- speech and language therapists
- inspectors.

Learning outcomes and assessment criteria

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the principles of working inclusively with disabled children and children with specific requirements	1.1	Explain disabled children's legal entitlements for equality of treatment
		1.2	Explain the principles of working inclusively with children
		1.3	Compare service-led and child-led models of provision for disabled children
		1.4	Critically compare: <ul style="list-style-type: none"> the social model of disability the medical model of disability how each model affects provision
		1.5	Explain the importance of advocacy and facilitated advocacy for children who require it
		1.6	Explain the importance of the personal assistant role for disabled children
		1.7	Explain the importance of encouraging the participation of disabled children
		1.8	Describe the impact of disability within different cultures and the importance of culturally sensitive practice
		1.9	Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children

Learning outcomes		Assessment criteria	
2	Be able to work in partnership with parents and/or carers with disabled children and children with specific requirements	2.1	Explain the principles of partnerships with parents and/or carers of disabled children and those with specific requirements
		2.2	Identify the types of support and information parents and/or carers of disabled children or those with specific requirements may require
		2.3	Plan strategies for partnership working with parents and/or carers of disabled children or those with specific requirements
3	Be able to support age and developmentally appropriate learning, play and leisure opportunities for disabled children and children with specific requirements	3.1	Plan strategies for engaging with disabled children and those with specific requirements
		3.2	Work in partnership with children and their parents and/or carers to assess a child's: <ul style="list-style-type: none"> • learning needs • play needs • leisure needs
		3.3	Identify solutions to any barriers to learning, play or leisure according to the principles of inclusion
		3.4	Develop a plan with an individual child to support their: <ul style="list-style-type: none"> • learning needs • play needs • leisure needs
		3.5	Implement a learning, play or leisure plan according to own role and responsibilities that takes into account the child's: <ul style="list-style-type: none"> • age • developmental stage • individual needs
		3.6	Evaluate the effectiveness of a given learning, play or leisure plan
		3.7	Develop a plan for improving own practice in supporting disabled children and those with specific requirements

Learning outcomes		Assessment criteria	
4	Be able to evaluate, support and develop existing practice with disabled children and children with specific requirements	4.1	Explain how potential barriers which restrict children's access to learning, play and leisure are overcome in own setting
		4.2	Evaluate the effectiveness of measures to overcome barriers to inclusion in own setting
		4.3	Plan strategies for improving own practice in overcoming barriers to inclusion
		4.4	Identify how to apply policies and procedures to challenge discriminatory, abusive or oppressive behaviour
5	Understand how to work in partnership with other agencies to support provision for disabled children and children with specific requirements	5.1	Explain the roles and responsibilities of other agencies who are involved with disabled children and those with specific requirements
		5.2	Evaluate the effectiveness of own practice in multi-agency and partnership working

Unit 10: Develop Own Role Practice and Development

Level: 3

Guided learning hours: 13

Unit aim

This unit gives students the understanding and competence required to engage in continuing professional development in relation to practice. The unit also introduces the importance of continuous reflection and how students can apply this to their practice.

Unit assessment and grading information

Assessment criteria 1.3, 3.1, 3.2 and 3.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

Students should use the Placement Experience Assessment Workbook provided to document their evidence for this unit using evidence gathered during their placement.

For learning outcome 1, students will need to identify barriers to communication. Students will develop an action plan for areas of their own communication that may need further development. This could include both written and verbal communication skills. Students will demonstrate they are able to communicate in standard English within written documents, they may wish to use examples of documents completed within the work setting or for this criterion. For assessment criterion 1.3, students will demonstrate they can communicate effectively using standard English when speaking to parents and or carers and colleagues, as detailed in this *Unit assessment and grading information* section. Students may use information gathered from *Unit 1: Working in Partnership in Early Years Settings*, to support this learning outcome.

For learning outcome 2, students will analyse the requirements of maintaining a current and competent practice, they will explain the importance of Continued Professional Development (CPD) giving valid reasons and explain the importance of knowing their own personal limits of competency. Students will analyse the importance of reflective practice in relation to working with children, using relevant examples to illustrate its importance.

For learning outcome 3, students will use professional supervision in order to improve their practice; they will identify areas for their own professional development and produce an action plan to enable them to improve their own skills, practice, and subject knowledge. Students should be encouraged to keep a CPD log and to update this regularly. Students will need to ensure they follow the requirements of assessment criterion 3.3 as detailed later in this *Unit assessment and grading information* section. Students may draw on or add to the development plan started in *Unit 1: Working in Partnership in Early Years Settings*, and developed in *Unit 9: Supporting Children with Special Educational Needs and Disability (SEND)*, to support this learning outcome.

For learning outcome 4, students will identify relevant sources of information to access and gain awareness of their own practice. They will evaluate the effectiveness of their own early years practice and identify factors that might affect their own practice with children in the early years setting. Students may link this reflective work with the learning outcome 3 and their development plan.

For assessment criterion 1.3, **colleagues** in early years settings include:

- special educational needs coordinator (SENCO)
- key person
- early years teachers
- early years professional
- teachers
- social workers
- police liaison
- family support workers
- health visitors
- speech and language therapists
- dieticians
- educational psychologist
- child psychiatrists
- counsellors.

For assessment criterion 3.3, **subject knowledge** could be in, for example, English, mathematics, music, history, or modern foreign languages.

Students should use the Placement Experience Assessment Workbook provided to document their evidence for this unit using evidence gathered during their placement.

Learning outcomes and assessment criteria

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Use effective written and spoken communication in the workplace	1.1	Identify any barriers to communication
		1.2	Communicate using standard English in written documents
		1.3	Communicate effectively using standard English when speaking to: <ul style="list-style-type: none"> • parents and/or carers • colleagues
		1.4	Develop an action plan for improvement for areas of own communication requiring development
2	Understand the importance of continued professional development	2.1	Analyse requirements relating to maintaining current and competent practice
		2.2	Explain the importance of continued professional development to improve skills and early years practice
		2.3	Analyse the importance of reflective practice in relation to working with children
		2.4	Explain the importance of understanding the limits of personal competence
3	Be able to plan for and monitor own professional development	3.1	Use professional supervision in order to improve practice
		3.2	Identify areas for development
		3.3	Develop and implement an action plan to improve own: <ul style="list-style-type: none"> • skills • practice • subject knowledge

Learning outcomes		Assessment criteria	
4	Be able to engage in reflective practice	4.1	Identify sources of information to access to gain awareness of own practice
		4.2	Evaluate the effectiveness of own early years practice with children
		4.3	Identify factors that might affect own practice

Unit 11: Diversity, Equality and Inclusion and Effective Practice in Early Years Settings

Level: 3

Guided learning hours: 23

Unit aim

This unit is aimed at students who work in early years settings. The unit covers the importance of equality, diversity and inclusion, and how to promote these in the work setting. The unit also looks at the importance of promoting equality of opportunity and anti-discriminatory practice.

Unit assessment and grading information

Assessment criteria 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

Students should use the Placement Experience Assessment Workbook provided to document their evidence for this unit using evidence gathered during their placement.

This unit is a mixture of knowledge and competency learning outcomes. Students will complete tasks in placement and written work to achieve the requirements of the unit.

For learning outcome 1, students will define the terms 'Diversity', 'Equality', and 'Inclusion'. They will explain how legislation and codes of practice applying to equality, diversity, and inclusion apply to their own work role. Students will describe potential barriers to implementing equality in the early years setting and explain how to support others to promote diversity, equality, and inclusion. Students will describe how prejudice and discrimination may affect the child's life chances. Students may like to produce a set of presentation slides to deliver to colleagues to help them fully understand the importance of promoting equality, diversity, and inclusion in the early years setting.

For learning outcome 2, students will demonstrate in practice how they interact with others in a way that respects their beliefs, culture, values and preferences, the students will show behaviour that models inclusive practice. Students may draw on evidence gathered for *Unit 9: Supporting Children with Special Educational Needs and Disability (SEND)*, or *Unit 1: Working in Partnership in Early Years Settings*.

For learning outcome 3, in practice, students will demonstrate how they challenge discrimination in a way that supports change, apply anti-discriminatory legislation and codes of practice to their own behaviour, and reflect on the impact of legislation and codes of practice in the promotion of equality of opportunity in their setting. Students may draw upon material gathered on role modelling positive behaviours from *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings* that enables their work for this learning outcome.

For learning outcome 4, students will need to demonstrate how they apply additional needs legislation, regulations, and codes of practice to their own practice. The students will analyse how models of Disability influence their own practice, considering the key points of each model and drawing a conclusion on how these influence their practice. Students may draw on information gathered for *Unit 9: Supporting Children with Special Educational Needs and Disability (SEND)*. Students will effectively plan and lead appropriate activities that meet children's individual needs. Students may draw upon material gathered for *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings* and *Unit 9: Supporting Children with Special Educational Needs and Disability (SEND)* to help support the completion of this learning outcome. Students will need to identify who to approach when specialist expertise is required.

Learning outcomes and assessment criteria

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the importance of promoting diversity, equality and inclusion	1.1	Explain what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion
		1.2	Explain how legislation and codes of practice relating to equality, diversity and inclusion apply to own work role
		1.3	Describe how prejudice and discrimination may affect a child's life chances
		1.4	Describe potential barriers to implementing equality in early years settings
		1.5	Explain how to support others to promote diversity, equality and inclusion
2	Be able to use practice that reflects cultural differences and family circumstances	2.1	Interact with others in ways that respects their beliefs, culture, values and preferences
		2.2	Show behaviour that models inclusive practice
3	Be able to promote equality of opportunity and anti-discriminatory practice	3.1	Challenge discrimination in a way that supports change
		3.2	Apply anti-discriminatory legislation and codes of practice to own behaviour within the early years setting
		3.3	Reflect on the impact of legislation and codes of practice on the promotion of equality of opportunity in own setting

Learning outcomes		Assessment criteria	
4	Be able to support children with additional needs in early years practice	4.1	Apply additional needs legislation, regulations and codes of practice to own practice
		4.2	Analyse how models of disability influence own practice
		4.3	Plan to meet individual children's needs
		4.4	Lead activities that meet children's individual needs
		4.5	Identify who to approach when specialist expertise may be needed

Unit 12: Understanding How to Promote Play and Learning in Early Years

Level: 3

Guided learning hours: 60

Unit aim

This unit provides an opportunity for students to understand how children from birth to 5 years of age learn through play. It supports understanding of how people work with children to support their play and learning, including how to plan and prepare for learning and play activities.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

This is a knowledge-based unit. Evidence from workplace performance is not required.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

For assessment criterion 1.1, **theoretical perspectives** include:

- cognitive (e.g. Piaget, social constructivism)
- brain development theory
- humanist (e.g. Maslow)
- social learning (e.g. Bandura)

- classical conditioning (e.g. Skinner)
- behaviourist (e.g. Wilson)
- theoretical perspectives on learning through freely chosen play in an early years setting including Fraser Brown's Compound Flexibility.

For assessment criterion 2.1, **types of play** include:

- creative
- physical
- dramatic.

For assessment criterion 2.1, **areas of learning and development** include:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design.

For assessment criterion 2.4, **key features** of an effective play based learning environment include:

- outdoor and indoor spaces
- equipment and materials
- planning and organisation
- well trained, supportive and encouraging people
- personalised approach to children's learning.

For assessment criterion 3.1, **barriers to play based learning** include:

- poverty and social disadvantage
- rurality
- disability or having special educational needs
- communication barriers
- abuse or bullying
- mental and physical health

- lack of information or poor provision locally
- attitudinal
- cultural.

For assessment criterion 4.1, **activity plans for play and learning** could include:

- a detailed plan of an individual play and learning activity such as cooking
- a plan covering play activities for a 2-hour session in a daycare setting or playgroup
- a plan for play and learning activities for a baby under 1 year.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how children from birth to five years learn through play	1.1	Analyse the theoretical perspectives taken to learning and development through play	<ul style="list-style-type: none"> • Piaget – cognitive/constructivist, student-centred educational philosophy, learning through play • Psychoanalytical – Freud, Erikson, effects of early experience on personality • Humanist – Rogers growth promoting climate • Maslow's hierarchy of needs – self-actualisation, effects on self-concept • Social learning theory – Bandura, observational learning/modelling, positive role models • Behaviourist approach – Watson • Skinner, use of operants to shape and reinforce behaviour, use of reinforcement to promote learning • Social pedagogy– holistic approach to children's experiential learning • Hymes – play is a learning experience and supports development and education • Lev Vygotsky – children learn actively and through hands-on experiences: sociocultural cognitive theory

Learning outcomes		Assessment criteria		Unit amplification
		1.2	Explain how children are competent students from birth to five years	<ul style="list-style-type: none"> Howard Gardner's multiple intelligences theory Information – processing theory The Reggio Emilia Approach – a progressive model of early care and education practice and curriculum Learning through freely chosen play in an early years setting including Fraser Brown's Compound Flexibility From birth to twelve months: use of the senses; imitating sounds; connections; explore through touch, sight, sound, taste, smell and movement; sensory and physical explorations; mimic; responsive to stimulus; motor ability Twelve months to two years: motor ability; saying words; responding to commands; starts to use short sentences; controls and explores world with language Two years to five years: use of symbols to represent thoughts and language; making connections; can compare; categorise; classify; imagination; creativity; searching out patterns; sharing thoughts, feelings, understandings and identities through drawing; dance; drama; talks clearly; uses adult speech sounds; has mastered basic grammar; relates a story
2	Understand the play and learning needs of children	2.1	Analyse the types of play that support the areas of learning and development outlined in statutory early years curricula	<ul style="list-style-type: none"> Communication and language: reading; story time; role play; sand play; creative play; water play; dramatic play; imaginative play; outdoor play; drawing; writing; dough/clay play; table-top play; small world play; construction play; songs; play with sounds and noises

Learning outcomes		Assessment criteria		Unit amplification
				<ul style="list-style-type: none"> Physical development: free play; games; sand play; water play; dramatic play; imaginative play; outdoor play; dough/clay play; table-top play; small world play; construction play Personal, social and emotional development: creative play; reading; story time; role play; sand play; creative play; water play; dramatic play; imaginative play; outdoor play; drawing; writing; dough/clay play; table-top play; small world play; construction play; songs; scribbling; musical instruments Literacy: reading; story time; role play; listening; songs; dramatic play; drawing; writing; scribbling Mathematics: reading; story time; role play; sand play; creative play; water play; dramatic play; imaginative play; outdoor play; drawing; writing; dough/clay play; table-top play; small world play; construction play; songs Understanding the world: free play; games; sand play; water play; dramatic play; imaginative play; outdoor play; dough/clay play; table-top play; small world play; construction play Expressive arts and design: art, music and songs, movement, dance, role-play, design and technology; reading; story time; sand play; creative play; water play; dramatic play; imaginative play; outdoor play; drawing; writing; dough/clay play; table-top play; small world play; construction play

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Explain the effect that a lack of play can have on learning	<ul style="list-style-type: none"> Late /slow development; low self-esteem; impact on happiness; well-being; socialisation; cognitive impact, physical effects; social skills; movement skills; co-ordination; impact on life chances; positive outcomes; learning delay; confidence
		2.3	Explain why children require a personalised approach to their play and learning needs	<ul style="list-style-type: none"> Individual development; strengths/weaknesses vary; supports wider needs; focussed assessment; appropriate learning environment/resources; learning objectives; best pedagogic approach; coherence; monitoring; review; observation
		2.4	Analyse the key features of an effective play based learning environment	<ul style="list-style-type: none"> Health and safety; personalised; layout; space; use of space; resources; planning; review; monitoring; staffing levels/abilities/qualifications; enabling; fit for purpose; secure; flexibility; range of options; stimulating
		2.5	Explain why both adult initiated and child initiated play and learning activities are important for children from birth to five years	<ul style="list-style-type: none"> From birth: need for guidance/support from adults; skills development; independence; independence increases; creativity; development of imagination; areas of development addressed; planning; observation; mix of abilities; risk; independence; choice; exploration; challenge; structure; experiential; goals; self-esteem; achievement; concentration
3	Understand how barriers to play based learning can be overcome	3.1	Identify the main barriers to play based learning within early years provision	<ul style="list-style-type: none"> Resources; planning; competence; skills; assessment; progression; health and safety; access; regulatory requirements; inclusion; staffing; poverty and social disadvantage; rurality; demographics; disability or having special educational needs; communication barriers; abuse or bullying; mental and physical health; lack of information; poor local provision; attitudinal; cultural

Learning outcomes		Assessment criteria		Unit amplification
4		3.2	Analyse how barriers to play can be overcome	<ul style="list-style-type: none"> Monitoring; funding; inspection; review; evaluation; training and development; access audit; recruitment; space; staffing levels; resourcing
		3.3	Explain ways in which children with additional needs can participate fully in play and learning activities	<ul style="list-style-type: none"> Planning; review; use of environment/space; inclusion; assessment; specialist intervention; parent/carer involvement; adaptation of resource/activity
	Understand how to support play and learning activities	4.1	Explain how to plan a play based approach to learning for early years children	<ul style="list-style-type: none"> Environment; displays; visual; tactile; safe; inclusive; meeting children's needs; accessible; use of space; check heating, lighting, ventilation; monitoring; assessment
		4.2	Explain how to support a play based approach to learning for early years children	<ul style="list-style-type: none"> Achievements; acknowledgement of achievements; praise; help children to make progress/achieve appropriate goals to their age, needs and abilities; encourage children to participate; consistency; reassurance; change; challenge; security; socialising
		4.3	Evaluate different materials and equipment to support play based learning opportunities for children in their early years	<ul style="list-style-type: none"> Natural materials: sand, water and wood; constructional apparatus; home corner equipment and materials; dressing up clothes; musical instruments; glue or paste; books; paint; different papers; play dough; clay; card of different types; construction equipment; small blocks; materials for imaginative play
		4.4	Explain the role of the adult in supporting children's play based learning	<ul style="list-style-type: none"> Supervision; monitoring; observation; role play; assessment; encouragement; praise; reinforcement; reporting; health and safety; risk assessment

Learning outcomes		Assessment criteria		Unit amplification
5	Understand the principles of managing risk in early years settings	5.1	Explain why children need to be able to take risks in play	<ul style="list-style-type: none"> Development; confidence; creativity; independence; self-esteem; challenge; exploration; self-development; learning; self-sufficiency; rules; boundaries
		5.2	Analyse the role of play in enabling children to learn to manage risk for themselves and others	<ul style="list-style-type: none"> Safe environment; children testing ideas for themselves; monitoring; observation; assessment; reporting; recording; resources; planning; goals; outcomes; support mechanisms
		5.3	Identify risks and hazards in an early years setting	<ul style="list-style-type: none"> Risks: the chance or probability that a person will be harmed; safety; controlled environment; safeguarding Hazards: source of harm or danger; equipment; toys; environment; staffing levels; untrained staff; lack of supervision; activities; conditions; active play; outdoors; faults; substances; poor lighting
		5.4	Explain the principles of risk and benefit assessment pro forma for an early years setting	<ul style="list-style-type: none"> Harm reduction; identify the hazards; decide who might be harmed and how; evaluate the risks and decide on precaution; record findings and implement them; review the assessment and update as necessary

Learning outcomes		Assessment criteria	Unit amplification
		5.5 Explain the legal framework and current national guidelines for safety in early years settings	<ul style="list-style-type: none"> Legal framework: the Health and Safety at Work etc Act 1974; the Childcare Act 2006; Safeguarding Vulnerable Groups Act 2006 as amended by the Controlled Activity and Prescribed Criteria Regulations 2012; Counter-Terrorism and Security Act 2015; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013; The Management of Health and Safety at Work Regulations 1999; Manual Handling Operations Regulations 1992 (MHOR) (as amended 2002); Lifting Operations and Lifting Equipment Regulations 1998 (LOLER); Health and Social Care Act 2008; Control of Substances Hazardous to Health (COSHH); The Childcare (General Childcare Register) Regulations 2008; Food Hygiene (England) Regulations 2005; Health Protection (Local Authority Powers) Regulations 2010 Guidelines: Working Together to Safeguard Children 2018; Keeping Children Safe in Education 2023; Prevent Duty Guidance 2015; Statutory Framework for the Early Years Foundation Stage 2021; Giving medication to children in registered childcare, Ofsted, 2022; Requirements for risk assessments, Ofsted, 2022

Information for tutors

Delivery

This unit should be delivered in a way that develops student knowledge and understanding of play and learning in early years settings. It is suggested that students will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Students will develop knowledge and understanding of the importance of play and learning and its' impact on the effective delivery of services in early years settings, as well as the effect that risk management and safe working practice can have on service provision.

Students should be encouraged to engage with employers and other employees to gain knowledge and understanding of the provision for play and learning in their organisation.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 5.

Learning outcome 1 could comprise of a taught session on the theoretical perspectives taken to learning and development through play. This could contain input on how children are competent at learning from birth to five years.

Learning outcome 2 could consist of group work where students carry out an analysis of the types of play that support the areas of learning and development outlined in statutory early years curricula. Students should also explore the importance of adult initiated and child initiated play and learning activities for children from birth to five years.

In addition students should investigate the impact that a lack of play can have on children and why play and learning needs required a personalised approach.

Linked to this is the requirement to analyse the features of an effective play based learning environment. Case studies could be provided for students to work through in their groups.

Learning outcome 3 could be delivered by a guest speaker talking about the barriers to play based learning within early years settings. This could include approaches to overcoming these barriers. The guest speaker should also explore how children with additional needs can be supported to participate fully in play and learning activities.

Learning outcome 4 could include a taught session exploring how to plan a play based approach to learning for early years children. In their groups students should evaluate a range of materials and equipment they might use to support play based learning opportunities for children in their early years.

The taught session should include how adults support play based learning.

Learning outcome 5 could be presented by a guest speaker on managing risk in play and the role of play in enabling children to learn to manage risk for themselves and others. The guest speaker should also explore risks and hazards in an early years setting and the principles of risk and benefit assessment pro forma for an early years setting.

Students could be asked to use group work to carry out look at the legal framework and current national guidelines for safety in early years settings.

Assessment

This is a knowledge-only unit. Students will complete an assignment that will show their understanding of how to promote play and learning in the early years. Students may want to draw on information contained within *Unit 5: Child Development* to support their work and *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings*.

Witness testimony, questioning, professional discussion and written evidence are all sources of evidence, which can be used.

For learning outcome 1, students will analyse the theoretical perspectives associated with learning and development through play. Students will need to ensure they cover all the points for assessment criteria 1.1 as detailed in the *Unit assessment requirements/evidence requirements* section. Students will explain how children are competent students from birth to five years of age with relevant examples. Students may draw upon information given in *Unit 5: Child Development* to support their response.

Using notes from the taught session, evidence could be presented in the form of an information sheet detailing the theoretical perspectives taken to learning and development through play.

For learning outcome 2, students will analyse the types of play that support the areas of learning and development outlined in the statutory early years curricula by considering each type of play and how it supports areas of learning. Students may draw on information gathered for *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings* and *Unit 6: Implementing Early Years Foundation* to support their work for this part of the learning outcome. Students will need to ensure they meet the full requirements of assessment criterion 2.1 as detailed in the *Unit assessment requirements/evidence requirements* section.

Students will need to explain the effect of a lack of play can have on learning, with examples of the consequences of a lack of play. They will explain why a personalised approach to play and learning helps to meet the children's needs with relevant reasons and examples. Students will analyse the key features of a play-based learning environment and consider how these features are effective. They will explain why adult initiative and child-initiated play and learning activities are important for children from birth to five years with relevant reasons and examples. Students may draw on information gathered for *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings*, *Unit 5: Child Development* and *Unit 6: Implementing Early Years Foundation* to support their response to this learning outcome. Students will need to ensure they meet the full requirements of assessment criterion 2.4 as detailed in the *Unit assessment requirements/evidence requirements* section.

Evidence could be in the form of a presentation prepared in presentation software to deliver to new staff at the setting explaining the types of play that support the areas of learning and development outlined in statutory early years curricula. Notes from group work could be used to support this.

The presentation should include information and an activity relating to the effect that a lack of play can have on learning and why children require a personalised approach to their play and learning needs.

Detail should be provided on the key features of an effective play based learning environment case study material could be used as exemplars to highlight the reasons for the importance of adult initiated and child initiated play and learning activities for children from birth to five years.

For learning outcome 3, students will correctly identify the main barriers to play based learning. They will analyse how to overcome these barriers by considering the effects of each barrier and effective solutions to each. Students will explain different appropriate ways children with additional needs can participate fully on play and learning activities. Students will need to ensure they meet the requirements of assessment criterion 3.1 as detailed in the *Unit assessment requirements/evidence requirements* section. Students may draw on evidence from *Unit 9: Supporting Children with Special Educational Needs and Disability (SEND)* to support the work with children with additional needs.

Evidence could be provided in the form of a report identifying barriers to play based learning and an analysis of how these barriers can be overcome.

The report should include methods of ensuring children with additional needs can participate fully in play and learning activities.

For learning outcome 4, students will explain how to plan and support a play-based approach to learning for early years children, including examples of the considerations they would need to make. They will evaluate the suitability of different materials and equipment and explain the role of the adult in effectively supporting a play-based learning environment. Students may draw on information gathered for *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings*, *Unit 5: Child Development* and *Unit 6: Implementing Early Years Foundation* to support their response to this learning outcome.

Evidence could be in the form of an article for the setting's newsletter explaining how to plan a play based approach to learning for early years children.

The article should also include approaches to supporting a play-based approach to learning for early years children and an evaluation of the range of materials and equipment available to support play based learning opportunities for children in their early years. Finally, students are asked to explain the role adults play in supporting children's play based learning

For learning outcome 5, students will explain why children need to be able to take risks in play with examples of areas of development this could support. Students will analyse the role of play in helping children to learn to manage risks for themselves using relevant examples. Students will explain the principles of risk and the benefit that can be used in assessment from the identification of risks and hazards in the early years setting. Students will explain the key points of the current legal framework and current national guidelines for safety in early years settings. Students may draw on material gathered from *Unit 2: Promote the Health, Safety and Well-being of Children in Early Years Settings* to support their completion of this learning outcome.

Following on from the presentation, evidence could be in the form of student responses to a case study exploring why children need to be able to take risks in play and the role of play in enabling children to learn to manage risk for themselves and others and a flowchart showing the principles of risk and benefit assessment pro forma for an early years setting and risks and hazards in an early years setting.

Students could also prepare a presentation explaining the legal framework and current national guidelines for safety in early years settings.

Suggested resource

Textbooks

Beckley, P – Elvidge K and Hendry H – *Implementing the Early Years Foundation Stage: A Handbook* (Open University Press, 2009) ISBN 9780335236152

Broadhead, P – Howard J and Wood E (editors) – *Play and Learning in the Early Years* (Sage, 2010) ISBN 9781849200066

Brock, A and Rankin, C – *Communication, Language and Literacy from Birth to Five* (Sage, 2008) ISBN 9781412945905

Ferrett, E and Hughes, P – *Introduction to Health and Safety at Work* (Butterworth-Heinemann, 2011) ISBN 9780080970707

Health and Safety Executive – *Management of Health and Safety at Work* (HSE Books, 2000) ISBN 9780717624881

Henmans Solicitors – *Health and Safety at Work Essentials* 7th edition (Lawpack, 2012) ISBN 9781907765421

Pound, L. – *Thinking and Learning About Mathematics in the Early Years*, (Routledge, 2008) ISBN 9780415432368

Rushforth, C – *Safeguarding and Child Protection in the Early Years* (Early Childhood Essentials) (Practical Pre-School Books 2012) ISBN 9781907241277

Tovey, H – *Playing Outdoors: Spaces and Places, Risks and Challenge (Debating Play)* (Open University Press 2007) ISBN 9780335216413

Journals and/or magazines

Early Years Educator www.earlyyearseducator.co.uk

Nursery World www.nurseryworld.co.uk

Play Right www.ipaworld.org

Websites

www.4children.org.uk – 4 Children

www.britsafe.org – British Safety Council

www.challengeforyouth.org – Challenge for Youth

www.childrenslawcentre.org – Children’s Law Centre

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
– Department for Education, (2021) Statutory Framework for the Early Years Foundation Stage
www.earlyyearseducator.co.uk – Early Years Educator magazine

www.hse.gov.uk – Health and Safety Executive

www.kids.org.uk – Kids is a leading disabled children’s charity

www.ncb.org.uk – National Children’s Bureau

www.nspcc.org.uk – National Society for the Prevention of Cruelty to Children (NSPCC)

www.nurseryworld.co.uk – Nursery World magazine

www.ipaworld.org – International Play Association, promoting children’s right to play

Unit 13: Support Children at Meal or Snack Times

Level: 3

Guided learning hours: 18

Unit aim

The aim of this unit is to provide the knowledge, understanding and skills required to support children at meal or snack times. It covers the principles of healthy eating and requires demonstration of competence in supporting hygiene and positive behaviour at meal and snack times.

Unit assessment and grading information

Assessment criteria 4.2, 5.1, 5.2, 6.2 and 6.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Students should use the Placement Experience Assessment Workbook provided to document their evidence for this unit using evidence gathered during their placement.

Students will develop knowledge and skills to support children at meal and snack times. They will complete some written work and plan strategies to use with children in setting to help them develop personal hygiene and healthy meals.

For learning outcome 1, students will outline the nutritional requirements of a healthy diet for children, they will describe three healthy meals for children and three healthy snacks for children. Students will give relevant examples of how culture, religion and health conditions impact on food choices. Students will need to ensure they fully meet the requirements of assessment criteria 1.2, as detailed later in this *Unit assessment and grading information* section. Students could develop a set of menu cards for healthy snacks and health meals to meet the requirements of the learning outcome.

For learning outcome 2, students will give a clear account of the benefits of healthy eating for children and the consequences of an unhealthy diet. They will correctly identify sources of relevant information and advice on dietary concerns.

For learning outcome 3, students will describe how to recognise and deal with allergic reactions to food. Students may want to continue the set of menu cards and develop them into some cards that can be shared with others. Students may produce a set of slides to share with other students rather than the set of menu cards.

For learning outcome 4, students will review the effectiveness of the food policy of their own setting in encouraging children to make healthier food choices, considering how it is implemented in different situations. Students will plan appropriate strategies to encourage children to make healthier food choices and eat the food provided for them. Students will need to be directly observed or gather witness statements to assess their competency for this learning outcome.

For learning outcome 5, students will need to model good hygiene practices in relation to their own role in food handling and waste disposal. They must plan appropriate strategies to encourage children's personal hygiene at meal and snack times. Students may discuss the hand-washing process, food allergies, allergens, and hygiene processes around the preparation of food, including sell-by and use-by dates. Students may want to gather information from *Unit 2: Promote the Health, Safety and Well-being of Children in Early Years Settings*, and *Unit 3: Safeguarding of Children in Early Years Settings*.

For learning outcome 6, students will give a clear account of the setting's code of conduct and policies for meal and snack times. Students will then gather witness statements or be directly observed by their tutor/assessor as they apply appropriate skills and techniques for supporting and encouraging children's positive behaviour and dealing with inappropriate behaviour in the dining area. Students may draw on information gathered on role modelling positive behaviours from *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings* to support their work for this learning outcome.

Assessment criterion 1.2: **examples** – provide **three** examples of healthy meals and **three** examples of healthy snacks.

Assessment criterion 6.2: **positive behaviour** must include table manners.

Learning outcomes and assessment criteria

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know the principles of healthy eating for children	1.1	Outline the nutritional requirements of a healthy diet for children
		1.2	Describe examples of healthy meals and snacks for children
		1.3	Describe how culture, religion and health conditions impact on food choices
2	Know the benefits of healthy eating for children	2.1	Describe the benefits of healthy eating for children
		2.2	Describe the possible consequences of an unhealthy diet
		2.3	Identify sources of information and advice on dietary concerns
3	Know how to recognise and respond to allergenic reactions to food	3.1	Describe how to recognise allergenic reactions to food
		3.2	Describe how to deal with allergenic reactions to food
4	Be able to encourage children to make healthier food choices	4.1	Review the effectiveness of the food policy of own setting in encouraging children to make healthier food choices
		4.2	Plan strategies for encouraging children to: <ul style="list-style-type: none"> • make healthier food choices • eat the food provided for them
5	Be able to support hygiene during meal or snack times	5.1	Model good hygiene practice in relation to own role in food handling and waste disposal
		5.2	Plan strategies for encouraging children's personal hygiene at meal and snack times

Learning outcomes		Assessment criteria	
6	Be able to support the code of conduct and policies for meal and snack times	6.1	Describe the setting's code of conduct and policies for meal and snack times
		6.2	Apply skills and techniques for supporting and encouraging children's positive behaviour in the dining area
		6.3	Apply skills and techniques for dealing with inappropriate behaviour in the dining area

Unit 14: Care for the Physical and Nutritional Needs of Babies and Young Children

Level: 3

Guided learning hours: 45

Unit aim

The aim of this unit is to assess competence in caring for the physical and nutritional needs of babies and children. This covers children up to 60 months of age. It includes the physical care routines and ensuring that the environment is suitable for children.

Unit assessment and grading information

Assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 4.3, 4.4, 5.2, 5.3, 6.1, 6.2 and 6.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

See *Section 5* for guidance on structuring assessments.

See *Section 14 Part B* for a glossary of terms used in knowledge and understanding criteria.

Students should use the Placement Experience Assessment Workbook provided to document their evidence for this unit using evidence gathered during their placement.

This is a competency unit; all learning outcomes will need to be assessed in the work placement setting. Students will gather a series of witness statements or be directly observed in practice by their tutor/assessor. Students will need access to babies under 12 months of age to complete this unit.

For learning outcome 1, students will need to model behaviour with ethnic and cultural awareness of caring for babies and children's skin, hair, teeth, and nappy or toilet needs. Students may draw on material gathered on role modelling positive behaviours from *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings* to support their work for this learning outcome. Students will plan appropriate strategies to ensure parents' and carers' preferences are taken into account in the provision of physical care.

Students will show appropriate respectful behaviour when working with babies and children. Students may draw on information gathered for *Unit 1: Working in Partnership in Early Years Settings* and *Unit 2: Promote the Health, Safety and Well-being of Children in Early Years Settings* when considering physical care routines and working with parents.

Students will provide personalised physical care tailored to individual babies and children's needs. They will show how they have correctly followed organisational and regulatory procedures to protect babies, children and practitioners. Students may refer to information gathered for *Unit 2: Promote the Health, Safety and Well-being of Children in Early Years Settings* when considering physical care routines and working with parents.

Students will plan appropriate daily and weekly routines for babies and children to meet their individual needs and they will plan appropriate strategies for incorporating effective toilet training into routines. Students may wish to use the setting's documentation or create their own documentation. If students use the setting's documentation, then witness statements and or direct observation of the completion of the documents must be noted. Students may review information gathered for *Unit 2: Promote the Health, Safety and Well-being of Children in Early Years Settings* when considering physical care routines.

For learning outcome 3, students will plan how to support babies and children's physical exercise and activity using appropriate strategies and activities. The line manager will need to sign the activity plan for babies and children to confirm authenticity. Students may draw on information from *Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings* to support their work for this learning outcome.

For learning outcome 4, students will identify the policies and procedures that cover health, safety and protection of babies and children. They will evaluate the safety features within the environment for babies and children by considering the purpose and effectiveness of each feature and apply a balanced risk management approach. Students will effectively supervise babies and children in their own setting. They will correctly identify current advice on minimising sudden infant death syndrome in everyday routines with babies. Students may draw on information completed for *Unit 2: Promote the Health, Safety and Well-being of Children in Early Years Settings* and *Unit 3: Safeguarding of Children in Early Years* to support their work on risk management and on safety features and routines. Students may complete documentation used by the setting to record these competencies, which will need to be directly observed by the tutor or will have to gather witness statements to show their competency working with babies and children.

For learning outcome 5, students will demonstrate their ability to provide for the nutritional needs of babies under 18 months by planning an appropriate programme of weaning. They will correctly identify the current government guidance on the nutritional needs of babies and prepare formula feeds correctly and hygienically following current guidance. Students will evaluate the benefits of different types of formula that are commonly available, considering the benefits of each formula and reaching appropriate conclusions. The student may want to provide this information in the form of a handout for parents/carers expecting babies to support them with their choice of formula or

breastfeeding requirements. Students may draw on information gathered for the completion of *Unit 13: Support Children at Meal or Snack Times* when considering the nutritional needs of babies. Students will gather witness statements or be directly observed in the setting demonstrating their skills in providing nutritional support to meet the needs of babies as detailed in the learning outcome.

For learning outcome 6, students will plan appropriate meals for children. The meals must meet the nutritional needs of children aged 18- 60 months that are based on current government guidance and information from parents and or carers. Students will identify any allergies or intolerances that a child may have and review the plans to ensure the instructions and wishes of the parents and or carers are incorporated into the plan. Students will need to be directly observed or gather witness statements demonstrating their work with children of 18-60 months. Students may draw on evidence they have completed for *Unit 13: Support Children at Meal or Snack Times* when planning meals.

Learning outcomes and assessment criteria

To pass this unit, the student needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Be able to provide respectful physical care for babies and children	1.1	Show behaviour that models cultural and ethnic awareness when caring for babies and children's: <ul style="list-style-type: none"> • skin • hair • teeth • nappy or toilet needs
		1.2	Plan strategies to ensure the preferences of parents and/or carers are taken into account in the provision of physical care
		1.3	Show respectful behaviour when working with babies and children
		1.4	Provide personalised physical care tailored to individual babies and children's needs
		1.5	Provide personalised physical care that follows organisational and regulatory procedures that protect babies, children and practitioners
2	Be able to provide routines for babies and children that support their health and development	2.1	Plan daily and weekly routines for babies and children to meet individual needs
		2.2	Plan strategies for incorporating effective toilet training into routines
3	Be able to provide opportunities for exercise and physical activity	3.1	Plan how to support babies and children's exercise and physical activity

Learning outcomes		Assessment criteria	
4	Be able to provide safe and protective environments for babies and children	4.1	Identify policies and procedures that cover health, safety and protection of babies and children
		4.2	Evaluate the safety features within the environment for babies and children
		4.3	Supervise babies and children in own setting
		4.4	Apply a balanced approach to risk management in own setting
		4.5	Identify current advice on minimising sudden infant death syndrome in everyday routines for babies
5	Be able to provide for the nutritional needs of babies under 18 months	5.1	Identify current government guidance the nutritional needs of babies until they are fully weaned
		5.2	Plan a programme of weaning
		5.3	Prepare formula feeds hygienically following current guidance
		5.4	Evaluate the benefits of different types of formula that are commonly available
6	Be able to provide for the nutritional needs of children from 18 to 60 months	6.1	Plan meals for children that meet their nutritional needs based on: <ul style="list-style-type: none"> • current government guidance • information from parents and/or carers
		6.2	Identify food allergies and intolerances that a child may experience
		6.3	Review plans to ensure parent and/or carer's instructions on the needs of their child are accounted for

11 Appeals

Centres must have a policy for dealing with appeals from students. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is 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 students have been given assessment decisions.

Centres must document all students' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

12 Malpractice

Dealing with malpractice in assessment

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

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

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

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

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

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

Student malpractice

The head of centre is required to report incidents of suspected student malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the student, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on students lies with Pearson.

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

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

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

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

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

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

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

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

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

The centre will be notified if any of these apply.

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

13 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details:
<https://qualifications.pearson.com/en/contact-us.html>.
- Books, software and online resources for UK schools and colleges:
www.pearsonschoolsandcolleges.co.uk.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for conducting examinations*.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson).
- *Distance learning and assessment policy* (Pearson).

14 Glossary

Part A – General terminology used in specification

Term	Description
Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating students, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical student will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a student knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the student is required to meet to achieve a learning outcome.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable students to achieve each learning outcome and to meet the standard determined by the assessment criteria.
Summative assessment	Assessment that takes place after the programme of learning has taken place.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same students and different cohorts of students.

Part B – Terms used in knowledge and understanding criteria

Term	Description
Analyse	Examine methodically and in detail, typically in order to interpret.
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Evaluate	Bring together all information and review it to form a supported conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument. OR Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of students showing their understanding of a technical concept or principle.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Outline	Provide a summary or overview or brief description.

Annexe A

Unit mapping overview

The table below shows the relationship between the new qualification in this specification and the predecessor qualifications: Pearson Edexcel Level 3 Diploma in Children's Learning and Development (Early Years Educator)

Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 17	Unit 19	Unit 20	Unit 23
New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 17	Unit 19	Unit 20	Unit 23
Unit 1									F					
Unit 2							F							
Unit 3								F						
Unit 4				F										
Unit 5	F													
Unit 6		F												
Unit 7														F
Unit 8					F									
Unit 9											F			
Unit 10						F								
Unit 11			F											

Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 17	Unit 19	Unit 20	Unit 23
New units														
Unit 12										F				
Unit 13												F		
Unit 14													F	

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 B – Assessment Principles

Teaching Assessment Qualifications Assessment Principles

1. Introduction

- 1.1 This document sets out those principles and approaches to unit/qualification assessment. The information is intended to support the quality assurance of this qualification. It should also be read alongside individual unit assessment requirements where appropriate.
- 1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

2. Assessment Principles

- 2.1 Assessment decisions for competence-based assessment criteria must be made in a real work environment by an occupationally competent assessor.
- 2.2 Assessment decisions for competence-based learning outcomes must be made by an assessor qualified to make competency assessment decisions.
- 2.3 Competence-based assessment must include direct observation as the **main** source of evidence.
- 2.4 Given the nature of work with children and their families, which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an Expert Witness testimony as a source of evidence in the workplace. Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise for specialist areas, or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions.

- 2.5 Assessment of knowledge-based assessment criteria may take place in or outside of a real work environment.
- 2.6 Assessment decisions for knowledge-based assessment criteria must be made by an assessor that is occupationally competent, knowledgeable and qualified to make assessment decisions.

3. Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally competent and knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

- 4.1 Competence-based assessment criteria:
These are criteria that use terms such as demonstrate, recognise, apply, interact, show, support, provide, work, discuss or use.
- 4.2 Specialist areas:
A specialist is a person who has a particular skill or knows a lot about a particular subject or a person who specialises in or devotes themselves to a particular area of activity, field of research, etc.
- 4.3 Knowledge-based assessment criteria:
These are criteria using terms such as identify, outline, explain, analyse, assess, describe, summarise or evaluate.
- 4.4 Occupationally competent:
This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.
- 4.5 Occupationally knowledgeable:
This means that each assessor should possess relevant knowledge and understanding and be able to assess this in units designed to test specific knowledge and understanding. Occupational competence should be maintained through ongoing, clearly demonstrable learning and professional development.

5. Expert Witness

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** a qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they undertake appropriate, continuous professional development relevant to the sector for which they are attesting competence

- they have no conflict of interest in the outcome of the evidence.

Appendix 1

List of acceptable qualifications

Teachers/tutors delivering knowledge criteria will need to hold or be working towards a teaching qualification – examples of acceptable qualifications are:

- Qualified Teacher Status (QTS) / Qualified Teacher Learning and Skills (QTLS)
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Post Graduate Certificate in Education (PGCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS).

Assessors of competence assessment criteria must hold or be working towards an assessor qualification – examples of acceptable qualifications are:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- QCF level 3 Award in Understanding the Principles and Practices of Assessment
- QCF Level 3 Award in Assessing Competence in the Work Environment
- QCF Level 3 Award in Assessing Vocationally Related Achievement
- QCF Level 3 Certificate in Assessing Vocational Achievement (CAVA).

Internal verifiers must hold or be working towards a verifier qualification – examples of acceptable qualifications are:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

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