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1 About this document

This document contains the information that centres need to offer the following qualification:

<table>
<thead>
<tr>
<th>Qualification title</th>
<th>City &amp; Guilds qualification number</th>
<th>QCA accreditation number</th>
<th>Guided Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 Certificate in Early Years Foundation Stage Practice (3160)</td>
<td>3160-03/93</td>
<td>500/2866/2</td>
<td>120</td>
</tr>
</tbody>
</table>

This document includes details and guidance on:
- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- evidence recording forms
2 About the qualification

2.1 Aim of the qualification

This is a Level 3 qualification designed for members of the children's workforce who work face to face with children from birth to five years in regulated settings in England. It has been developed collaboratively by the Primary National Strategy, the Children's Workforce Development Council and Awarding Bodies.

From September 2008, the Early Years Foundation Stage (EYFS) will be the framework of learning, development and welfare for children in the age range from birth to the August after their fifth birthday. It will be implemented in all registered early years settings and maintained and independent schools. These settings will be required to meet the learning and development and welfare requirements in the supporting of the Early Years Foundation Stage, and to have regard to the guidance associated with those requirements as appropriate.

The EYFS builds on and will replace the existing statutory Curriculum Guidance for the Foundation Stage, the non-statutory Birth to Three Matters framework, and the regulatory frameworks in the National Standards for Under 8s Day Care and Childminding.

The aims of this qualification are to:

- build on the knowledge and practice of those practitioners who will be delivering the Early Years Foundation Stage (EYFS)
- support practitioners to develop and demonstrate the skills and knowledge required to implement the Early Years Foundation Stage (EYFS).

The qualification is suitable for early years practitioners who will be implementing the Early Years Foundation Stage (EYFS) in England in registered early years settings. Settings are: - Any out-of-home provider of early years provision for children from birth to five, such as childminders, local authority nurseries, nursery or early years centres, playgroups, preschools in the independent, private or voluntary sector and maintained school.

This qualification is appropriate for those who already have a recognised Level 3 qualification such as NVQ in Early Years Care and Education or Children's Care, Learning and Development and who wish to update their skills. Other practitioners at different levels may also find the qualification suitable for them but must recognise this is not a full level 3 qualification.

All Early Years practitioners will have to receive training in the new Early Years Foundation Stage (EYFS). This accredited certificate means that candidates will have evidence of high quality assessed training. Successful candidates will receive a certificate as evidence of completing the training and assessment to a satisfactory standard. This certificate will have national recognition across England.

During its implementation the qualification will form part of the testing and trialling of the QCA's 'Qualifications and Credit Framework' (QCF). It is also one of the first qualifications on the emerging Integrated Qualifications Framework (IQF) for the children's workforce in England.

1 Dfes. Statutory Framework for the Early Years Foundation Stage, Crown Copyright 2007
What is the Qualifications and Credit Framework?

The Qualification and Credit Framework (QCF) is a new way of recognising achievement through the award of credit for units and qualifications. It will provide flexible routes to gaining full qualifications, and enable qualifications to be achieved in smaller steps.

Units within the framework will have a level (ranging from Entry level to level 8) to indicate the level of difficulty. They will also have a credit value to indicate the size of the unit.

The QCF will:

• allow providers to design more flexible programmes, suited to the needs of a wider range of candidates
• describe achievements (credits) to employers, providers and candidates in a way that is easy to understand
• allow candidates to accumulate credit, by recognising smaller steps of learning at their own pace
• allow candidates to transfer credits into an electronic Learner Achievement Record, which they will keep for life.
2 About the qualification

2.2 Philosophy, principles and values

It is important to ensure that the teaching and assessment of this qualification integrates the four basic principles of the Early Years Foundation Stage (EYFS).

- A unique child – every child is a competent child learner from birth who can be resilient, capable, confident and self assured.
- Positive Relationships – children learn to be independent through experiencing warm, loving and secure relationships with parents and/or a key person
- Enabling Environments – the environment plays a key role in supporting and extending children's development and learning
- Learning and development – children develop and learn in different ways and at different rates but they are whole human beings from birth and all areas of learning and development are equally important and inter-connected.

Philosophy

The content of the qualification is underpinned by the philosophy that to provide effective care, learning and development for children from birth to five years old, early years practitioners at all levels must understand the perspective of the children and their parents/carers. They should respect diversity and deliver appropriate, individualised responses to meet the needs of children. Effective practice is centred on the child.

The Principles and Values of the Children's Care, Learning and Development sector are also relevant to this qualification, particularly:

Principles and values

- The welfare of the child is paramount
- Practitioners contribute to children's care, learning and development and this is reflected in every aspect of practice and provision
- Practitioners work with parents and families who are partners in care, learning and development of their children and are the children's first and most enduring educators
- The needs, rights and views of children are at the centre of all practice and provision
- Individuality, difference and diversity are valued and celebrated
- Equality of opportunity and anti-discriminatory practice are actively promoted
- Children's health and well-being are actively promoted
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child
- Self-esteem, resilience and a positive self-image are recognised as essential to every child's development
- Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake
- Professional knowledge and skills and values are shared appropriately in order to enrich the experience of children more widely
- Best practice requires reflection and continuous search for improvement
2 About the qualification
2.3 The structure of the qualification

Guidance on Guided Learning hours
It is recommended that there are 40 guided learning hours per unit. This is not a rigid requirement and a range of innovative delivery methods is encouraged.

Credit Values
The qualification carries a maximum of 18 credits (6 per unit). Credit Values are linked to notional learning hours, \((18 \times 10 = 180)\). These are not the same as guided learning hours. Ultimately the units and credits within this qualification are likely to form part of a larger Certificate or Diploma which may be deemed to be a full level 3 qualification.

Full qualification
The qualification will be awarded to candidates on successful completion of the required units as shown in the table below:

<table>
<thead>
<tr>
<th>QCA unit reference</th>
<th>City &amp; Guilds Unit number</th>
<th>Unit title</th>
<th>Level</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>J/500/9821</td>
<td>3160-001</td>
<td>Context and principles for the early years provision</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>L/500/9822</td>
<td>3160-002</td>
<td>Promoting learning and development in the early years</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>R/500/9823</td>
<td>3160-003</td>
<td>Promoting children's welfare in the early years</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Rules of combination for the Level 3 Certificate in Early Years Foundation Stage Practice
Candidates must complete all three units to achieve the full certificate.

All units are mandatory

<table>
<thead>
<tr>
<th>Units</th>
<th>M/O</th>
<th>Level</th>
<th>Learning time</th>
<th>Credit values</th>
</tr>
</thead>
<tbody>
<tr>
<td>001 Context and principles for the early years provision</td>
<td>M</td>
<td>3</td>
<td>40 GLH</td>
<td>6</td>
</tr>
<tr>
<td>002 Promoting learning and development in the early years</td>
<td>M</td>
<td>3</td>
<td>40 GLH</td>
<td>6</td>
</tr>
<tr>
<td>003 Promoting children's welfare in the early years</td>
<td>M</td>
<td>3</td>
<td>40 GLH</td>
<td>6</td>
</tr>
</tbody>
</table>

Certificates of unit credit
Certificates of unit credit (CUC) will be issued to candidates for each successfully completed unit, even if the full qualification is not attempted.
Candidates who do complete a full qualification will receive, in addition to their full certificate a CUC for each unit achieved.
2 About the qualification

2.4 Sources of information and assistance

Mandatory resources

It is a requirement of this qualification to use the Statutory Framework for the Early Years Foundation Stage pack in the delivery of the qualification.

The EYFS support materials are made up of the Statutory Framework and Practice Guidance booklets, Principles into Practice cards, Wall Poster and CD-ROM.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
<th>How to access</th>
</tr>
</thead>
</table>
| The Statutory Framework for Early Years Foundation Stage | www.teachernet.gov.uk/publications | Order pack containing CD ROM
| | | Please quote Ref DFES-00012-2007 |
| The Statutory Framework for Early Years Foundation Stage | www.standards.dfes.gov.uk/eyfs | Downloadable from website |

Additional resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for the Early Years Foundation Stage</td>
<td><a href="http://www.teachernet.gov.uk/publications">www.teachernet.gov.uk/publications</a></td>
<td>Quote Ref EYFS-GR-SUPP</td>
</tr>
<tr>
<td>Questioning Every day practice</td>
<td><a href="http://www.teachernet.gov.uk/publications">www.teachernet.gov.uk/publications</a></td>
<td>Quote Ref DFES-00114-2007</td>
</tr>
</tbody>
</table>

City & Guilds resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>SmartScreen</td>
<td><a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a></td>
<td>Consult Regional office for subscription</td>
</tr>
<tr>
<td>Qualification handbook</td>
<td><a href="http://www.cityandguilds.com/childrenandyoungpeople">www.cityandguilds.com/childrenandyoungpeople</a></td>
<td>Downloadable from website</td>
</tr>
<tr>
<td>A list of the currently endorsed e-portfolio providers.</td>
<td><a href="http://www.cityandguilds.com/eportfolios">www.cityandguilds.com/eportfolios</a></td>
<td>Through website</td>
</tr>
<tr>
<td>fast-track form</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
<td>Downloadable from website</td>
</tr>
</tbody>
</table>

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval: This document contains detailed information about the processes which must be followed and
requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.

- **Ensuring quality** – This document contains updates on City & Guilds assessment and policy issues.
- **Centre toolkit** – This document contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates.
- **Directory of qualifications** – This document contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the *Directory of qualifications* and this handbook, the *Directory of qualifications* contains the more up-to-date information.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

### City & Guilds websites

<table>
<thead>
<tr>
<th>Website</th>
<th>Address</th>
<th>Purpose and content</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds main website</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
<td>This is the main website for finding out about the City &amp; Guilds group, accessing qualification information and publications.</td>
</tr>
<tr>
<td>SmartScreen</td>
<td><a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a></td>
<td>SmartScreen is the City &amp; Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.</td>
</tr>
<tr>
<td>Walled Garden</td>
<td><a href="http://www.walled-garden.com">www.walled-garden.com</a></td>
<td>The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.</td>
</tr>
</tbody>
</table>

### Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

<table>
<thead>
<tr>
<th>e-mail</th>
<th>Query types</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></td>
<td>all learner enquiries, including</td>
</tr>
<tr>
<td></td>
<td>- requesting a replacement certificate</td>
</tr>
<tr>
<td></td>
<td>- information about our qualification</td>
</tr>
<tr>
<td></td>
<td>- finding a centre.</td>
</tr>
<tr>
<td><a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></td>
<td>all centre enquiries</td>
</tr>
<tr>
<td><a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></td>
<td>all enquiries relating to the Walled Garden, including</td>
</tr>
<tr>
<td></td>
<td>- setting up an account</td>
</tr>
<tr>
<td></td>
<td>- resetting passwords.</td>
</tr>
</tbody>
</table>
Candidate entry and progression

Candidate entry requirements
It is the responsibility of the centre to ensure that candidates have the skills necessary to achieve the qualification. Whilst there are no formal prerequisites for entry to the qualification it is anticipated that potential candidates will have already completed (or be in the process of completing) a child care qualification at level 3 (eg NVQ). Centres must be aware that candidates will require sufficient skills in English and good communication skills in order to complete the assessment requirements. Some candidates may require further support in the development of these skills, but others may not yet be ready to enter onto a course of study leading to a qualification at level 3.

As part of the assessment for this qualification is based on experience in the workplace, candidates must have access to an appropriate early years setting.

This level 3 qualification is designed to meet the learning needs of individuals who are experienced workers with children aged five and under, whether that is in a paid or voluntary capacity, in a range of regulated settings.

Centres who have candidates with the appropriate knowledge and skills to complete the qualification, but who have special requirements, should obtain the City & Guilds publication ‘Access to Assessment – Candidates with particular requirements’. This is available free of charge from Publications Sales (purchase item code: EN-00-3333.)

Please note that for funding purposes, candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. (Information on Funding, is provided in Appendix 4)

Please see section 5 of this document, Course design and delivery, which offers guidance on initial assessment.

Age restrictions and legal considerations
This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group. Restrictions apply to candidates under the age of 18 working unsupervised with children aged five and under.

Progression
The qualification provides knowledge and practical skills related to a number of the N/SVQs. On completion of the qualification candidates may progress to a range of qualifications in the children and young people’s sector, for example

- Level 3 N/SVQ in Children's Care, Learning and Development
- Level 3 Certificate in Children’s Care, Learning and Development
- Level 4 N/SVQ in Children’s Care, Learning and Development
- Level 3 Award/Certificate in Safeguarding children and young people
- Higher education qualifications
- Professional qualifications
4 Centre requirements
4.1 Resource requirements

Tutors/Trainees
Tutors/Trainees must satisfy the requirements for occupational expertise for this qualification.
- They should be technically competent in the areas for which they are delivering training and should also have experience of providing training and assessment.
- They must be knowledgeable with the content of the Early Years Foundations Stage pack

Centre staff may undertake more than one role e.g. tutor and assessor or internal verifier, but must not internally verify their own assessments.

Assessor and verifier requirements
Assessors must have verifiable and relevant industry experience and competence in early years at or above the level being assessed. Assessors’ experience and competence could be evidenced by:
- Curriculum Vitae and references
- Continuing professional development (CPD)

Assessors must
- Be knowledgeable with the content of the Early Years Foundation Stage pack. Their knowledge must be at least the same level as the qualification being verified.
- Understand how to use externally set criteria in order to make judgements on candidates work
- Have a sound understanding of the National Occupational Standards for Children’s Care, Learning and Development
- Be prepared to participate in assessment standardisation activities

Although this is regarded as best practice, there is no requirement that assessment on these units is conducted by an A1 assessor.

Internal Verifiers must:
- Be knowledgeable with the content of the in the Early Years Foundation Stage pack. Their knowledge must be at least the same level as the qualification being verified.
- Have a sound understanding of the National Occupational Standards for Children’s Care, Learning and Development
- Have a experience of using quality assurance systems as applied to qualifications
- Organise and/or participate in standardisation activities

Expert Witnesses
The use of expert witnesses is encouraged as a contribution to the assessment of the candidate.

The expert witness must
- Be knowledgeable with the content of the Early Years Foundation Stage pack.
- Understand how to use externally set criteria in order to make judgements on candidates work
- Have a sound understanding of the National Occupational Standards for Children’s Care, Learning and Development.
• Have current expertise and occupational knowledge, either as a practitioner or a manager, for the units on which their testimony is based. This experience should be credible and clearly demonstrable through continuing professional development.
• Have a professional work role which involves evaluating the everyday practice of staff.

**Witness Testimony**
Witness testimony can be used to provide additional information to support assessment decisions. The Assessor will always have to make a judgement about the validity, credibility and value of the witness testimony, when used to support other types of evidence. Colleagues, allied professionals, families and carers may be able to provide testimony.
2 Centre requirements
4.2 Registration and certification

Full details of City & Guilds’ administrative procedures for these qualifications are provided in the Directory of qualifications, provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

These details are also available in the Directory of qualifications.

Centres should follow all guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change.
4 Centre requirements

4.3 Quality assurance

**Internal quality assurance**
Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of the qualification.

Quality assurance includes initial centre approval, qualification approval and the centre’s own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

For these qualifications centres must develop a sampling strategy and plan which must be implemented by all those undertaking the internal verification role. Centres already offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance system for this qualification.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* and in the *Centre toolkit* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates’ assessment records for three years after certification.

**External quality assurance**
External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers/moderators must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

**External verifiers:**
The role of the external verifier is to:
- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds
- be knowledgeable with the content of the Early Years Foundation Stage pack

External quality assurance for the qualification will be provided by the usual City & Guilds external verification process. This includes the use of an electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Further details of the role of external verifiers are given in *Providing City & Guilds qualifications*. 
5 Course design and delivery

Initial assessment and induction
Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards this qualification.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understand the requirements of the qualification, they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the Centre toolkit.

Recommended delivery strategies
Centre staff should familiarise themselves with
- The structure, content and assessment requirements of the qualification before designing a course programme
- The Early Years Foundation Stage CD and Pack. This is available to order. See section 2.4 Sources of information and assistance.

In particular, staff should consider the skills and knowledge related to the Level 3 Certificate in Early Years Foundation Stage Practice.

Provided that the requirements for the qualification are met, centres may design programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualification.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

The relationships to S/NVQs and Key Skills can be found in each unit to assist centres with design and delivery of the qualification the relationship to S/NVQs in Children's Care, Learning and Development in each unit along with signposting for Key Skills.

Data protection and confidentiality
Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.
Confidential records used as evidence

Candidates may quite appropriately cite confidential records as evidence in their qualification as long as the parent, or their advocate, has given written and informed consent for records to be used for this purpose.

Confidential records should never be included in candidates’ portfolio of evidence and should be examined in-situ by the assessor. Assessors/candidates should describe and record what evidence such documents will provide and where the evidence is located. When recording evidence towards this qualification, candidates are expected in particular to protect the identity of children in their care, and that of the placement/workplace by disguising their names and that of the early years setting.

External Verifiers may wish to discuss such evidence with the centre as part of the verification process, but would not normally require sight of confidential records.

However, should the EV have concerns about the quality of such evidence, they will, after discussion and agreement with their lead verifier, acquaint the centre management with their concerns, and seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualification the approved centre and the candidates have responsibilities in terms of meeting child protection legislation.

It is the responsibility of the approved centre to inform the candidate of the

- need for the candidate to obtain permission from the minor's parent/guardian prior to collecting the evidence
- purpose of the use of photographs or video recordings
- period of time for which the photographs or video recordings are to be kept
- obligation to keep photographs or video recordings secure from unauthorised access
- storage of the photographs or video recordings which are kept electronically, and the associated security of using electronic systems
- associated child protection legislation.

Legal requirements

Candidates seeking to work with children and young people may be legally required to undergo criminal record checks prior to taking up employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements between sectors and countries may vary, checks should be made with the appropriate regulatory body and/or government department/s is employers or placement providers are uncertain of the requirements.
6 Summary of assessment requirements

The units and qualification will be assessed by **Candidate portfolio of evidence**

**The Portfolio**

Each unit has been broken down into specific learning outcomes and assessment criteria. The candidate must produce sufficient evidence for each of the learning outcomes. (Suggestions about the different acceptable types of evidence have been provided in the grid on following page).

This evidence will be placed into a portfolio (paper based or electronic).

Evidence must be authentic, valid, reliable and sufficient.

For the qualification, candidates will be required to complete the following assessments:

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Title</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Context and principles for the early years provision</td>
<td>Portfolio evidence 3160-001 Internally assessed, internally and externally verified</td>
</tr>
<tr>
<td>002</td>
<td>Promoting learning and development in the early years</td>
<td>Portfolio evidence 3160-002 Internally assessed, internally and externally verified</td>
</tr>
<tr>
<td>003</td>
<td>Promoting children’s welfare in the early years</td>
<td>Portfolio evidence 3160-003 Internally assessed, internally and externally verified</td>
</tr>
</tbody>
</table>
### Unit 1 Context and principles for early years provision

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment criteria</th>
<th>Suggested evidence</th>
</tr>
</thead>
</table>
| **1 Understand the purpose and function of early years frameworks in supporting provision** | 1.1 Identify the position and legal status of the relevant early years framework.  
1.2 Explain how the relevant early years frameworks link to the National Curriculum or its equivalent.  
1.3 Describe the principles and implementation of the early years framework, and how national guidance materials are used in settings. | Assessment must include some reflection on practice.  
APL from NVQ or level 3 equivalent  
Project/Assignment  
Written questions  
Candidate explanation  
Professional discussion  
**Reflective journal**  
Witness testimony  
Expert Witness testimony |
| **2 Understand the key principles of inclusion and equality** | 2.1 Outline key points of the legal framework for equalities and inclusion.  
2.2 Evaluate how settings can ensure equal treatment and equality of access for individual children, including those who are disabled or have special educational needs.  
2.3 Describe how settings demonstrate that every child is welcomed and valued.  
2.4 Compare the benefits of different forms of early support for children, families and carers who require it. | Assessment must include some reflection on practice.  
APL from NVQ or level 3 equivalent  
Project/Assignment  
Written questions  
Candidate explanation  
Professional discussion  
**Reflective journal**  
Witness testimony  
Expert Witness testimony |
| **3 Understand the key features of enabling environments that support children’s development and learning** | 3.1 Describe the importance of individualised learning and how this is ensured in settings.  
3.2 Describe how a positive and enabling emotional environment is created and maintained  
3.3 Explain key aspects of a positive and enabling indoor and outdoor environment.  
3.4 Describe the range of resources and activities that support positive experiences for children.  
3.5 Describe how settings support children through transitions and ensure continuity.  
3.6 Analyse why it is important to widen children’s experience beyond the setting, and practical ways of achieving this. | Assessment must include some reflection on practice.  
APL from NVQ or level 3 equivalent  
Project/Assignment  
Written questions  
Professional discussion  
**Reflective journal**  
Witness testimony  
Expert Witness testimony |
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment criteria</th>
<th>Suggested evidence</th>
</tr>
</thead>
</table>
| 4 Develop positive relationships with children to promote their development | 4.1 Communicate with children effectively and with respect, acknowledging their feelings appropriately.  
4.2 Promote children's communication according to their age, needs and abilities, recognising they are skilful communicators from birth.  
4.3 Communicate with parents, families and carers, other practitioners and professionals effectively and with respect.  
4.4 Identify how positive relationships with adults and other children will support children's development.  
4.5 Analyse the role and purpose of the key person for the child.  
4.6 Understand how to organise the setting to provide effective key person approaches. | 4.1, 4.2 must be assessed by direct observation in registered early years setting in real working conditions.  
4.3 must include evidence of competent performance in real working conditions. Assessment must include some reflection on practice.  
APL from NVQ or level 3 equivalent  
Project/assignment  
Written questions  
Professional discussion  
Candidate Explanation  
Product eg child profile  
**Reflective journal**  
Witness testimony  
Expert Witness testimony could provide further evidence on observation |
| 5 Understand that parents are the child's first and most enduring educators | 5.1 Explain how partnerships with parents have a positive impact on children's development and learning.  
5.2 Compare key features of best practice in developing partnerships with parents, families and carers, including those who speak more than one language at home or have other communication needs. | Assessment must include some reflection on practice.  
APL from NVQ or level 3 equivalent  
Project/assignment  
Written questions  
Professional discussion  
Candidate Explanation  
**Reflective journal**  
Witness Testimony  
Expert Witness testimony |
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment criteria</th>
<th>Suggested evidence</th>
</tr>
</thead>
</table>
| 6 Meet the individual needs of children | 6.1 Identify the physical and emotional needs of growing children from birth to 5 years.  
6.2 Describe the role of responsible adults in supporting resilience and emotional well-being.  
6.3 Demonstrate clear and consistent boundaries for children's behaviour.  
6.4 Evaluate strategies to promote positive behaviour.  
6.5 Reflect on strategies to deal with challenging behaviour.  
6.6 Provide personalised learning and development opportunities. | 6.3 must include evidence of competent performance in real working conditions.  
6.5 must be assessed by direct observation in registered early years setting in real working conditions.  
Assessment must include some reflection on practice. |

| Assessment must include evidence of competent performance in real working conditions.  
| 6.5 must be assessed by direct observation in registered early years setting in real working conditions.  
| Assessment must include some reflection on practice.  
| APL from NVQ or level 3 equivalent  
| Project/assignment  
| Written questions  
| Professional discussion  
| Candidate Explanation  
| Product evidence  
| Reflective journal  
| Witness testimony  
| Expert Witness testimony |}

| 7 Understand the importance of confidentiality and the appropriate sharing of information | 7.1 Explain where and how to refer concerns about children.  
7.2 Explain why confidentiality is important.  
7.3 Describe circumstances where sensitive confidential information might have to be shared. | Assessment must include some reflection on practice.  
| APL from NVQ or level 3 equivalent  
| Project/assignment  
| Written questions  
| Professional discussion  
| Candidate Explanation  
| Policies and procedures  
| Reflective journal  
| Witness testimony  
| Expert Witness testimony |}

| 8 Understand the role of the early years practitioner in multi agency contexts | 8.1 Explain the impact of integrated service delivery on the early years practitioner role.  
8.2 Identify the role and purpose of multi-agency working, including appropriate use of assessment frameworks. | Assessment must include some reflection on practice.  
| APL from NVQ or level 3 equivalent  
| Project/assignment  
| Professional discussion  
| Written questions  
| Candidate explanation  
| Reflective journal  
| Witness testimony  
<p>| Expert Witness testimony |</p>
<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Suggested evidence</th>
</tr>
</thead>
</table>
| 1 Understand the purpose and requirements of the areas of learning and development in the relevant early years framework | 1.1 Explain each of the areas of learning and development.  
- Personal, social and emotional development  
- Communication, language and literacy  
- Problem solving, reasoning and numeracy  
- Knowledge and understanding of the world  
- Physical development  
- Creative development  
1.2 Explain the interdependence of the areas of development and learning.  
1.3 Reflect on how the setting can ensure best practice in providing all children with opportunities for effective development in each area of learning. | Assessment must include some reflection on practice.  
APL from NVQ or level 3 equivalent  
Written questions  
Professional discussion  
Candidate explanation  
**Reflective journal**  
Witness testimony  
Expert Witness testimony |
| 2 Understand the key aspects of effective practice in the required areas of learning and development | 2.1 Identify current guidance documents and sources of information about recognised best practice.  
2.2 Explain the role of an effective practitioner in supporting children's learning.  
2.3 Explain how to implement the relevant early years framework in their area of responsibility.  
2.4 Demonstrate their ability to support children's individualised learning.  
2.5 Reflect on and evaluate the effectiveness of their practice in supporting children's learning, based on the relevant guidance. | Assessment must include some reflection on practice  
APL from NVQ or level 3 equivalent  
Project/assignment  
Written questions  
Candidate explanation  
2.3 must be assessed by direct observation in the workplace.  
**Reflective journal**  
Witness testimony  
Expert Witness testimony could provide further evidence on observation |
| 3 Deliver play based activities that encourage creativity and exploration in the delivery of the areas of learning | 3.1 prepare and implement play based learning activities according to agreed plans.  
3.2 Evaluate the effectiveness of play activities in supporting learning.  
3.3 Explain the importance of active learning, and mental and physical challenge.  
3.4 Explain the importance of creativity, and the opportunity to develop ideas and view things differently.  
3.5 Reflect on practice in giving opportunities for children to become creative, critical thinkers. | Assessment must include some reflection on practice  
3.1 must be assessed by direct observation in the workplace.  
APL from NVQ or level 3 equivalent  
Eg project/assignment  
Written questions  
Candidate explanation  
**Reflective journal**  
Witness testimony  
Expert Witness testimony could provide further evidence on observation |
<table>
<thead>
<tr>
<th>4 Observe, assess and record children’s development and learning</th>
<th>4.1 Observe development and learning using a range of appropriate techniques.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.2 Make effective formative and summative assessments, based on observations of the child, and covering each area of learning and development.</td>
</tr>
<tr>
<td></td>
<td>4.3 Record assessments clearly, accessibly and objectively, in consultation with parents and others involved in the child’s care where appropriate.</td>
</tr>
<tr>
<td></td>
<td>4.4 Record assessments using agreed formats, and according to setting confidentiality procedures.</td>
</tr>
<tr>
<td></td>
<td>4.5 Reflect on the effectiveness of personal observation techniques and practice.</td>
</tr>
<tr>
<td>Assessment must include some reflection on practice</td>
<td>All assessment criteria for Learning Outcomes 4 and 5 must include evidence of competent performance in real working conditions</td>
</tr>
<tr>
<td>APL from NVQ or level 3 equivalent</td>
<td>Project/assignment</td>
</tr>
<tr>
<td>Written questions</td>
<td>Candidate explanation</td>
</tr>
<tr>
<td>Reflective journal</td>
<td>Witness testimony</td>
</tr>
<tr>
<td>Expert Witness testimony</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 Plan for children based on observations and assessments</th>
<th>5.1 Use observations and assessments to inform planning for an individual child or group of children, taking into account children’s additional support needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.2 Engage effectively with children to encourage their participation and involvement in planning.</td>
</tr>
<tr>
<td></td>
<td>5.3 Develop long, medium and short term plans according to the relevant early years framework.</td>
</tr>
<tr>
<td></td>
<td>5.4 Identify additional support needs for individual children.</td>
</tr>
<tr>
<td>Assessment must include some reflection on practice.</td>
<td>All assessment criteria for Learning Outcomes 4 and 5 must include evidence of competent performance in real working conditions</td>
</tr>
<tr>
<td>APL from NVQ or level 3 equivalent</td>
<td>Project/assignment</td>
</tr>
<tr>
<td>Written questions</td>
<td>Candidate explanation</td>
</tr>
<tr>
<td>Reflective journal</td>
<td>Witness testimony</td>
</tr>
<tr>
<td>Expert Witness testimony</td>
<td></td>
</tr>
</tbody>
</table>

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**Unit 3 Promoting children’s welfare in the early years**

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Understand the welfare requirements of the relevant early years framework</td>
<td>1.1 Explain the welfare requirements/guidance of the relevant early years framework.</td>
</tr>
<tr>
<td></td>
<td>1.2 Explain the lines of reporting and responsibility within the setting.</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify key regulatory requirements.</td>
</tr>
<tr>
<td>Assessment must include some reflection on practice.</td>
<td>Mandatory evidence is marked in bold</td>
</tr>
<tr>
<td>APL from NVQ or level 3 equivalent</td>
<td>Eg project/assignment</td>
</tr>
<tr>
<td>Written questions</td>
<td>Professional discussion</td>
</tr>
<tr>
<td>Candidate explanation</td>
<td>Reflective journal</td>
</tr>
<tr>
<td>Witness testimony</td>
<td>Expert Witness testimony</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Understand how children’s safety is ensured in early years settings</th>
<th>2.1 Identify the main points of the laws covering health and safety that affect early years settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.2 Demonstrate understanding of the policies and procedures that affect</td>
</tr>
<tr>
<td>Assessment must include some reflection on practice.</td>
<td>APL from NVQ or level 3</td>
</tr>
</tbody>
</table>
children's safety in the setting and when on outings from the setting.

2.3 Undertake accurate risk assessments and take action to remove hazards and minimise harm to children in early years settings.

2.4 Support children to assess risk for themselves according to their age and abilities.

2.5 Explain how boundaries for behaviour are set with children to ensure their safety and that of others.

### 3 Understand the key principles of safeguarding and protecting children in early years settings

- **3.1** Identify the main points of the laws covering safeguarding and protecting children that affect early years settings.
- **3.2** Explain how to refer concerns about children, the boundaries of confidentiality and when and how to share information.
- **3.3** Identify the main types of abuse, and key signs and symptoms in children from birth to five.
- **3.4** Identify actions to take when bullying is suspected.

**Assessment must include some reflection on practice.**
APL from NVQ or level 3 equivalent  
Project/assignment  
Written questions  
Candidate explanation  
Professional discussion  
Reflective journal  
Witness testimony  
Expert Witness testimony

### 4 Know how early years settings are organised to meet the individual needs of children

- **4.1** Explain the key person system and how it benefits children.
- **4.2** Analyse how individual children’s needs are met and balanced with the needs of the group.

**Assessment must include some reflection on practice.**
APL from NVQ or level 3 equivalent  
Project/assignment  
Written questions  
Candidate explanation  
Professional discussion  
Reflective journal  
Witness testimony  
Expert Witness testimony

### 5 Understand the importance of promoting positive health and well being for children

- **5.1** Explain how to promote children’s emotional well being.
- **5.2** Explain how to promote children’s physical well being.
- **5.3** Describe the roles of key health professionals.
- **5.4** Identify ways of promoting health and well being in everyday work with families.

**Assessment must include some reflection on practice.**
APL from NVQ or level 3 equivalent  
Project/assignment  
Written questions  
Candidate explanation  
Professional discussion  
Reflective journal  
Witness testimony  
Expert Witness testimony

### 6 Understand the

- **6.1** Describe how each area of the setting is equivalent

Project/assignment  
Written questions  
Professional discussion  
Candidate explanation  

2.4 must include evidence of competent performance in real working conditions.

Reflective journal  
Witness testimony  
Expert Witness testimony
Key principles of hygiene and prevention of cross infection in the early years setting

| 6.2 | Explain how cross infection occurs. |
| 6.3 | Evaluate measures taken in the setting to prevent cross infection. |

| 7.1 | Identify the nutritional needs of babies until they are fully weaned. |
| 7.2 | Prepare and store formula milk and weaning foods according to health and safety guidelines. |
| 7.3 | Plan balanced meals, snacks and drinks for children from birth to 5 including vegetarians, following government guidance. |
| 7.4 | Describe common food allergies and intolerances. |
| 7.5 | Identify the dietary requirements of different cultural or religious groups. |

| 8.1 | Explain everyday personal care for babies and children that promotes their health and well being. |
| 8.2 | Support children's personal care routines and help them to understand the importance of personal hygiene. |
| 8.3 | Support children's growing independence in caring for themselves. |
| 8.4 | Reflect on how physical care routines support learning and development. |
9 Know what to do when children from birth to 5 years are ill or injured including emergency situations

9.1 Identify signs and symptoms of common childhood illness.
9.2 Identify:
   - The emergency procedures within the setting
   - First aid procedures within the setting.
9.3 Outline the appropriate actions to take when children are ill or injured.
9.4 Identify circumstances when children might require urgent medical attention.

Assessment must include some reflection on practice.
APL from NVQ or level 3 equivalent
Project/assignment
Written questions
Candidate explanation
Professional discussion
Reflective journal
Witness testimony
Expert Witness testimony

Assessment decisions and marking
You must provide your assessor with evidence for all the assessment criteria.
The qualification will be deemed complete when all of the assessment criteria of each unit are met.

Assessment Declarations
All evidence must be judged to be authentic, reliable, valid and sufficient. All assessment must be conducted under the specified conditions and contexts.

Accreditation of prior learning and experience (APEL)
Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) are approaches used to recognise the contribution a person’s previous experience might contribute to a qualification.

Accreditation of experience and prior learning (APEL) may be appropriate for some of the assessment criteria. This must be authentic, valid, reliable and sufficient, and with a clear audit trail.

A wide range of appropriate teaching, learning and assessment approaches should be considered. Accreditation of prior learning will vary according to the individual’s background but all candidates must undertake all assessments for the qualification.

Recording Forms
City & Guilds has developed recording forms specifically for these qualifications. These are available as a separate document entitled ‘QCF test and trial recording forms for Centres and Candidates’.
City & Guilds strongly recommends the use of these forms.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.
7 Units

Structure of units
The units in this qualification are written in a standard format and comprise the following:

- title
- unit reference
- rationale
- list of learning outcomes
- statement of guided learning hours
- connections with other qualifications, eg NVQs, key skills
- assessment details
- learning outcomes in detail expressed as practical skills and/ or underpinning knowledge
- Unit guidance
Unit 001  Context and principles for early years provision

Overview

Rationale
The aim of this unit is to familiarise practitioners with the requirements and principles of the early years framework within which they work.

Learning outcomes
There are eight outcomes to this unit. The candidate will be able to:
1. Understand the purpose and function of early years frameworks in supporting provision
2. Understand the key principles of inclusion and equality
3. Understand the key features of enabling environments that support children's development and learning
4. Develop positive relationships with children to promote their development
5. Understand that parents are the child’s first and most enduring educators
6. Meet the individual needs of children
7. Understand the importance of confidentiality and the appropriate sharing of information
8. Understand the role of the early years practitioner in multi agency contexts

Learning time/Guided learning hours
It is recommended that 40 Guided Learning Hours should be allocated for this unit. The unit carries a credit value of 6

Connections with other qualifications
This unit contributes towards evidence required for the following qualifications:
• N/SVQ Children’s Care, Learning and Development
  o 3171/3174-301, 305, 303, 304, 306, 308, 309, 310, 312

Key Skills
This unit contributes towards the Key Skills in the following areas:
• Communication 3.1,3.2,3.3
• Working with others 3.1,.3.2,3.3
• Improving own learning and performance 3.1,3.2,3.3
• Problem solving 3.1,3.2,3.3
• ICT if used

Assessment and marking
This unit will be assessed by: Candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.
Unit 001  Context and principles for early years provision

Outcome 1  Understand the purpose and function of early years frameworks in supporting provision

The candidate will be able to:

1. identify the position and legal status of the relevant early years framework
2. explain how the relevant early years frameworks links to the National Curriculum or its equivalent
3. describe the principles and implementation of the early years framework, and how national guidance materials are used in the settings.
Unit 001  Context and principles for early years provision

Outcome 2  Understand the key principles of inclusion and equality

The candidate will be able to:

1. outline the key points of the legal framework for equalities and inclusion
2. evaluate how settings can ensure equal treatment and equality of access for individual children, including those who are disabled or have special educational needs
3. describe how settings demonstrate that every child is welcomed and valued
4. compare the benefits of different forms of early support for children, families and carers who require it.
Unit 001  Context and principles for early years provision

Outcome 3  Understand the key features of enabling environments that support children’s development and learning

The candidate will be able to:
1. describe the importance of individualised learning and how this is ensured in settings
2. describe how a positive and enabling emotional environment is created and maintained
3. explain key aspects of a positive and enabling indoor and outdoor environment
4. describe the range of resources and activities that support positive experience for children
5. describe how settings support children through transitions and ensure continuity
6. analyse why it is important to widen children’s experience beyond the setting, and practical ways of achieving this.
Unit 001  Context and principles for early years provision

Outcome 4  Develop positive relationships with children to promote their development

The candidate will be able to:
1. communicate with children effectively and with respect, acknowledging their feelings appropriately
2. promote children’s communication according to their age, needs and abilities, recognising they are skilful communicators from birth
3. communicate with parents, families and carers, other practitioners and professionals effectively and with respect
4. identify how positive relationships with adults and other children will support children’s development
5. analyse the role and purpose of the key person for the child
6. understand how to organise the setting to provide effective key person approaches.
Unit 001  Context and principles for early years provision

Outcome 5  Understand that parents are the child’s first and most enduring educators

The candidate will be able to:

1. explain how partnerships with parents have a positive impact on children’s development and learning.

2. compare key features of best practice in developing partnerships with parents, families and carers, including those who speak more than one language at home or have other communication needs.
Unit 001  Context and principles for early years provision
Outcome 6  Meet the individual needs of children

The candidate will be able to:
1. identify the physical and emotional needs of growing children from birth to 5 years
2. describe the role of responsible adults in supporting resilience and emotional well being
3. demonstrate clear and consistent boundaries for children's behaviour
4. evaluate strategies to promote positive behaviour
5. reflect on strategies to deal with challenging behaviour
6. provide personalised learning and development opportunities
Outcome 7 Understand the importance of confidentiality and the appropriate sharing of information

The candidate will be able to:
1. explain where and how to refer concerns about children
2. explain why confidentiality is important
3. describe circumstances where sensitive confidential information might have to be shared.
Unit 001  Context and principles for early years provision
Outcome 8  Understand the role of the early years practitioner in multi agency contexts

The candidate will be able to:
1. explain the impact of integrated service delivery on the early years practitioner role
2. identify the role and purpose of multi-agency working, including appropriate use of assessment frameworks.
General guidance
Assessment criteria 4.1, 4.2 and 6.5 must be assessed by direct observation in registered early years setting in real working conditions.

Assessment criteria 4.3 and 6.3 must include evidence of competent performance in real working conditions.

Assessment must include some reflection on practice.

Please note that for assessment of practice the term ‘children’ can be interpreted as one child or a group. Knowledge and understanding must include both individual and groups of children.

The Reflective Journal
The candidate must produce a reflective journal that covers the 3 units. The centre will advise word limit for the journal.

The purpose of the journal is to allow the candidate to not only record what happened or what was seen at the setting, but also to record an analysis and critical evaluation of these events. It should not be just a description of what happened. The candidate should be able to see how and where to apply new information from their own learning and ways of improving practice in the future.

In the journal candidates may find it useful to address the following questions:

1 What had I planned to happen? What were the outcomes I hoped would be achieved?
2 What actually happened?
3 What was my role in the event?
4 What were my feelings about the event?
5 Was the event successful?
6 How did I measure the results?
7 Why was it successful or not?
8 How and why would you modify the plans for the future?
9 What current theories helped you to plan and implement your actions?
10 What is the most important thing I have learnt?
11 What innovation could I introduce?

Candidates are encouraged to write their reflective journal as soon as possible after an event. Guidance on how to write reflective journals will be available on Smartscreen.
Other sources of evidence

Work Products
These are non-confidential records made, or contributed to, by the candidate e.g. inclusion plans, policies and procedures.

Confidential records
These may be used as evidence but must not be placed in the portfolio, they must remain in their usual location but are referenced to the criteria in the portfolio.

Questioning/Professional Discussion
Questions may be oral or written. In each case the question and the answer will need to be recorded. Professional discussion should be in the form of a structured review of the candidates practice. The outcomes are recorded by means of audio recording or a written summary.

Original certificates and other evidence of prior experience and learning
Where a candidate had relevant prior experience it must be matched to the requirements of the certificate criteria. Certificates of qualification, training and records of attendance must be authentic, current and valid. The assessor must check the content of such training to ensure suitability and so it can be matched to the standards.

Case studies, projects, assignments, accounts of work performance
These are useful to cover areas where observation is difficult.

Expert Witness/Witness Testimony
Colleagues, allied professionals, families and carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses. Expert witness can be used, who can provide supporting evidence.
Unit 002  Promoting learning and development in the early years

Overview

Rationale
The aim of this unit is to ensure early years practitioners understand the purposes and requirements of the relevant early years framework and to prepare them to support children's development and learning from birth to five years.

Learning outcomes
There are five outcomes to this unit. The candidate will be able to:
1. Understand the purpose and requirements of the areas of learning and development in the relevant early years framework
2. Understand the key aspects of effective practice in the required areas of learning and development
3. Deliver play based activities that encourage creativity and exploration in the delivery of the areas of learning
4. Observe, assess and record children's development and learning
5. Plan for children based on observations and assessments

Learning time/Guided learning hours
It is recommended that 40 Guided Learning Hours should be allocated for this unit. The unit carries a credit value of 6.

Connections with other qualifications
This unit contributes towards evidenced required for the following qualifications:
• N/SVQ Children's Care, Learning and Development
  o 3171/3174, 303, 304, 307, 308, 309, 310, 312

Key Skills
This unit contributes towards the Key Skills in the following areas:
• Communication 3.1,3.2,3.3
• Working with others 3.1,3.2,3.3
• Improving own learning and performance 3.1,3.2,3.3
• Problem solving 3.1,3.2,3.3
• ICT if used

Assessment and marking
This unit will be assessed by: Candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.
Unit 002 Promoting learning and development in the early years

Outcome 1 Understand the purpose and requirements of the areas of learning and development in the relevant early years framework

The candidate will be able to:

1. explain each of the areas of learning and development
   - personal, social and emotional development
   - communication, language and literacy
   - problem solving, reasoning and numeracy
   - knowledge and understanding of the world
   - physical development
   - creative development

2. explain the interdependence of the areas of development and learning

3. reflect on how the setting can ensure best practice in providing all children with opportunities for effective development in each area of learning.
Unit 002  Promoting learning and development in the early years

Outcome 2  Understand the key aspects of effective practice in the required areas of learning and development

The candidate will be able to:

1. identify current guidance documents and sources of information about recognised best practice
2. explain the role of an effective practitioner in supporting children's learning
3. explain how to implement the relevant early years framework in their area of responsibility
4. demonstrate their ability to support children's individualised learning
5. reflect on and evaluate the effectiveness of their practice in supporting children's learning, based on the relevant guidance.
Unit 002  Promoting learning and development in the early years

Outcome 3 Deliver play based activities that encourage creativity and exploration in the delivery of the areas of learning

The candidate will be able to:

1. prepare and implement play based learning activities according to agreed plans
2. evaluate the effectiveness of play activities in supporting learning
3. explain the importance of active learning, and mental and physical challenge
4. explain the importance of creativity, and the opportunity to develop ideas and view things differently
5. reflect on practice in giving opportunities for children to become creative, critical thinkers.
Unit 002 Promoting learning and development in the early years

Outcome 4 Observe, assess and record children’s development and learning

The candidate will be able to:

1. observe development and learning using a range of appropriate techniques
2. make effective formative and summative assessments, based on observations of the child, and covering each area of learning and development
3. record assessments clearly, accessibly and objectively, in consultation with parents and others involved in the child’s care where appropriate
4. record assessments using agreed formats, and according to setting confidentiality procedures
5. reflect on the effectiveness of personal observation techniques and practice.
Unit 002  Promoting learning and development in the early years

Outcome 5  Plan for children based on observations and assessments

The candidate will be able to:

1. use observations and assessments to inform planning for an individual child or group of children, taking into account children’s additional support needs
2. engage effectively with children to encourage their participation and involvement in planning
3. develop long, medium and short term plans according to the relevant early years framework
4. identify additional support needs for individual children.
Unit 002  Promoting learning and development in the early years

Unit guidance

General guidance
Assessment criteria 2.3 and 3.1 and must be assessed by direct observation in the workplace.

All assessment criteria for learning outcomes 4 and 5 must include evidence of competent performance in real working conditions.

Assessment must include some reflection on practice.

Please note that for assessment of practice the term ‘children’ can be interpreted as one child or a group. Knowledge and understanding must include individuals and groups of children.

The Reflective Journal
The candidate must produce a reflective journal that covers the 3 units. The centre will advise word limit for the journal.

The purpose of the journal is to allow the candidate to not only record what happened or what was seen at the setting, but also to record an analysis and critical evaluation of these events. It should not be just a description of what happened. The candidate should be able to see how and where to apply new information from their own learning and ways of improving practice in the future.

In the journal candidates may find it useful to address the following questions

1 What had I planned to happen? What were the outcomes I hoped would be achieved?
2 What actually happened?
3 What was my role in the event?
4 What were my feelings about the event?
5 Was the event successful?
6 How did I measure the results?
7 Why was it successful or not?
8 How and why would you modify the plans for the future?
9 What current theories helped you to plan and implement your actions?
10 What is the most important thing I have learnt?
11 What innovation could I introduce?

Candidates are encouraged to write their reflective journal as soon as possible after an event. Guidance on how to write reflective journals will be available on Smartscreen.
**Other sources of evidence**

**Work Products**
These are non-confidential records made, or contributed to, by the candidate e.g. inclusion plans, policies and procedures.

**Confidential records**
These may be used as evidence but must not be placed in the portfolio, they must remain in their usual location but are referenced to the criteria in the portfolio.

**Questioning/Professional Discussion**
Questions may be oral or written. In each case the question and the answer will need to be recorded. Professional discussion should be in the form of a structured review of the candidates practice. The outcomes are recorded by means of audio recording or a written summary.

**Original certificates and other evidence of prior experience and learning**
Where a candidate had relevant prior experience it must be matched to the requirements of the certificate criteria. Certificates of qualification, training and records of attendance must be authentic, current and valid. The assessor must check the content of such training to ensure suitability and so it can be matched to the standards.

**Case studies, projects, assignments, accounts of work performance**
These are useful to cover areas where observation is difficult.

**Expert Witness/Witness Testimony**
Colleagues, allied professionals, families and carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses. Expert witness can be used, who can provide supporting evidence.
Unit 003 Promoting children’s welfare in the early years

Overview

Rationale
The aim of this unit is to ensure early years practitioners understand and can implement the welfare requirements of the relevant early years framework.

Learning outcomes
There are nine outcomes to this unit. The candidate will be able to:
1. Understand the welfare requirements of the relevant early years framework
2. Understand how children’s safety is ensured in early years settings
3. Understand the key principles of safeguarding and protecting children in early years settings
4. Know how early years settings are organised to meet the individual needs of children
5. Understand the importance of promoting positive health and well being for children
6. Understand the key principles of hygiene and prevention of cross infection in the early years setting
7. Understand how to ensure children from birth to 5 years receive high quality balanced nutrition to meet their growth and development needs
8. Provide physical care for children that supports their development
9. Know what to do when children from birth to 5 years are ill or injured including emergency situations

Learning time/Guided learning hours
It is recommended that 40 Guided Learning Hours should be allocated for this unit. The unit carries a credit value of 6.

Connections with other qualifications
This unit contributes towards evidence required for the following qualifications:
- N/SVQ Children’s Care, Learning and Development

Key Skills
This unit contributes towards the Key Skills in the following areas:
- Communication 3.1,3.2,3.3
- Working with others 3.1,3.2,3.3
- Improving own learning and performance 3.1,3.2,3.3
- Problem solving 3.1,3.2,3.3
- ICT if used

Assessment and marking
This unit will be assessed by: Candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.
Unit 003 Promoting children’s welfare in the early years

Outcome 1 Understand the welfare requirements of the relevant early years framework

The candidate will be able to:
1 explain the welfare requirements/guidance of the relevant early years framework
2 explain the lines of reporting and responsibility within the setting
3 identify key regulatory requirements.
Unit 003  Promoting children’s welfare in the early years

Outcome 2  Understand how children’s safety is ensured in early years settings

The candidate will be able to:

1. identify the main points of the laws covering health and safety that affect early years settings
2. demonstrate understanding of the policies and procedures that affect children's safety in the setting and when on outings from the setting
3. undertake accurate risk assessments and take action to remove hazards and minimise harm to children in early years settings
4. support children to assess risk for themselves according to their age and abilities
5. explain how boundaries for behaviour are set with children to ensure their safety and that of others.
Unit 003  Promoting children’s welfare in the early years

Outcome 3  Understand the key principles of safeguarding and protecting children in early years settings

The candidate will be able to:

1. identify the main points of the laws covering safeguarding and protecting children that affect early years settings
2. explain how to refer concerns about children, the boundaries of confidentiality and when and how to share information
3. identify the main types of abuse, and key signs and symptoms in children from birth to five
4. identify actions to take when bullying is suspected.
Unit 003  Promoting children’s welfare in the early years

Outcome4 Know how early years settings are organised to meet the individual needs of children

The candidate will be able to:
1 explain the key person system and how it benefits children
2 analyse how individual children’s needs are met and balanced with the needs of the group.
Unit 003 Promoting children’s welfare in the early years

Outcome 5 Understand the importance of promoting positive health and well being for children

The candidate will be able to:
1 explain how to promote children’s emotional well being
2 explain how to promote children’s physical well being
3 describe the roles of key health professionals
4 identify ways of promoting health and well being in everyday work with families.
Unit 003  Promoting children’s welfare in the early years

Outcome 6  Understand the key principles of hygiene and prevention of cross infection in the early years setting

The candidate will be able to:
1  describe how each area of the setting is kept clean and hygienic
2  explain how cross infection occurs
3  evaluate measures taken in the setting to prevent cross infection.
Unit 003  Promoting children’s welfare in the early years

Outcome 7  Understand how to ensure children from birth to 5 years receive high quality balanced nutrition to meet their growth and development needs

The candidate will be able to:
1. identify the nutritional needs of babies until they are fully weaned
2. prepare and store formula milk and weaning foods according to health and safety guidelines
3. plan balanced meals, snacks and drinks for children from birth to 5 including vegetarians, following government guidance
4. describe common food allergies and intolerances
5. identify the dietary requirements of different cultural or religious groups.
Unit 003  Promoting children’s welfare in the early years

Outcome 8  Provide physical care for children that supports their development

The candidate will be able to:
1  explain everyday personal care for babies and children that promotes their health and well-being
2  support children’s personal care routines and help them to understand the importance of personal hygiene
3  support children’s growing independence in caring for themselves
4  reflect on how physical care routines support learning and development.
**Unit 003**  
**Promoting children’s welfare in the early years**

**Outcome 9**  
Know what to do when children from birth to 5 years are ill or injured including emergency situations

The candidate will be able to:

1. identify signs and symptoms of common childhood illness
2. identify:
   a. The emergency procedures within the setting
   b. First aid procedures within the setting.
3. outline the appropriate actions to take when children are ill or injured
4. identify circumstances when children might require urgent medical attention.
Unit 003 Promoting children’s welfare in the early years

Unit guidance

General guidance
Assessment criteria 2.4, 7.1, 7.2 and 7.3 must include evidence of competent performance in real working conditions.

Assessment must include some reflection on practice.

Please note that for assessment of practice, the term ‘children’ can be interpreted as one child or a group. Knowledge and understanding must include individuals and groups of children.

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Appendix 1  
Accreditation, national frameworks
qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

<table>
<thead>
<tr>
<th>Nation</th>
<th>Who to contact</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>The Qualifications and Curriculum Authority</td>
<td><a href="http://www.qca.org.uk">www.qca.org.uk</a></td>
</tr>
<tr>
<td>Scotland</td>
<td>The Scottish Qualifications Authority</td>
<td><a href="http://www.sqa.org.uk">www.sqa.org.uk</a></td>
</tr>
<tr>
<td>Wales</td>
<td>The Department for Education, Lifelong Learning and Skills Wales (DELLS)</td>
<td><a href="http://www.wales.gov.uk">www.wales.gov.uk</a></td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>The Council for Curriculum, Examinations and Assessment</td>
<td><a href="http://www.ccea.org.uk">www.ccea.org.uk</a></td>
</tr>
</tbody>
</table>
Appendix 2  Obtaining centre and qualification approval and fast track approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as centres.

Centres must meet a set of quality criteria including:
- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the centre approval process (CAP). Centres also need approval to offer a specific qualification. This is known as the qualification approval process (QAP), (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for these particular qualifications.

Full details of the procedures and forms for applying for centre and qualification approval are given in Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds’ policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in Providing City & Guilds qualifications.

Fast track approval
Centres may apply for approval for the new qualification using the Fast Track Form available from the regional/national office or downloadable from the City & Guilds website Centres providing they are approved to offer the following qualifications:
- Level 2 Certificate in Children’s Care, Learning and Development (3177-02)
- Level 3 Certificate in Children’s Care, Learning and Development (3177-03)
- Level 2 N/SVQ in Children’s Care, Learning and Development (3171-02)
- Level 3 N/SVQ in Children’s Care, Learning and Development (3171-03)
Centres may only use this form if they meet all of the approval criteria specified in the Fast Track Form and its guidance notes.
Appendix 3  Summary of City & Guilds assessment policies

Health and safety
The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities
It is a requirement of centre approval that centres have an equal opportunities policy (see Providing City & Guilds qualifications).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in Providing City & Guilds qualifications, in the Online Catalogue, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment
Qualifications on the Qualifications and Credit Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds’ Access to assessment and qualifications guidance and regulations document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.
**Appeals**

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier and/or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and Candidates on the City & Guilds website or available from the Customer Relations department.
Appendix 4  Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

<table>
<thead>
<tr>
<th>Nation</th>
<th>Who to contact</th>
<th>For higher level qualifications</th>
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<tbody>
<tr>
<td>England</td>
<td>Centres should approach their Local Authorities and seek guidance. Funding may be provided through The Transformation Fund or the Direct Sure Start grant. The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning. Further information on funding is available on the Learning and Skills Council website at <a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a> and, for funding for a specific qualification, on the Learning Aims Database <a href="http://providers.lsc.gov.uk/lad">http://providers.lsc.gov.uk/lad</a>.</td>
<td>Contact the Higher Education Funding Council for England at <a href="http://www.hefce.ac.uk">www.hefce.ac.uk</a>.</td>
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</tbody>
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