

# Level 3 Diploma for the Early Years Practitioner (Early Years Educator)

## 3605-03

April 2014 Version 4.0 (June 2016)



## Qualification at a glance

<b>Subject area</b>	<b>Childcare</b>
<b>City &amp; Guilds number</b>	3605
<b>Age group approved</b>	16+
<b>Entry requirements</b>	<p>City &amp; Guilds does not stipulate any formal entry requirements for this qualification. However learners who are completing programmes of study that are funded may be subject to additional requirements.</p> <p>For additional information on the funding requirements please see Section 2, Learner entry requirements</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Externally set, internally marked assignments</li> <li>Portfolio of evidence</li> </ul>
<b>Centre Approval</b>	Fast track available – please see the fast track form for the additional requirements.
<b>Support materials</b>	Centre handbook Learner logbook Smart Screen Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>Size (GLH)</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 Diploma for the Early Years Practitioner (Early Years Educator)	356	640	3605-03	601/3118/4

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 October 2014	Unit 311- outcome 7.4 content amended	Units
3.0 September 2015	Funding information in the centre requirement section has been removed. Also, the range under Wider concept for Learning Outcome 1, unit 303 has been amended.	Centre requirements and Units.
4.0 June 2016	TQT added for qualifications City & Guilds Group text amended	Introduction Appendix 1



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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

<b>Area</b>	<b>Description</b>
Who is the qualification for?	<p>This qualification meets the needs of learners who work or want to work with children in a wide range of settings, for example in the roles of:</p> <ul style="list-style-type: none"><li>• Early Years Educator</li><li>• Child-minder</li><li>• Nursery Nurse.</li></ul>
What does the qualification cover?	<p>This qualification is compliant with the knowledge and practical skills criteria included in the Early Years Educator (Level 3): Qualifications Criteria published by the National College for Teaching &amp; Leadership (July 2013).</p> <p>Learners will learn, develop and practise the skills required for employment and/or career progression in the Early Years sector.</p> <p>The term children has been used throughout this qualification to include babies, toddlers and young children, from birth to 5 years and from conception to 7 years within the child development unit (401).</p>
Who did we develop the qualification with?	<p>This qualification has been developed in collaboration with employers, sector experts, colleges and training providers.</p>
What opportunities for progression are there?	<p>On completion of this qualification learners may progress into employment within the children care sector, progress in their current role or onto further learning.</p>

## Structure

To achieve the **Level 3 Diploma for the Early Years Practitioner (Early Years Educator)**, learners must achieve **64** credits from the mandatory units.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Unit Level</b>	<b>Guided Learning hours</b>
<b>Mandatory</b>					
K/506/0194	300	Developing effective study skills	4	3	30
D/506/0192	301	Promote partnership working with parents	3	3	16
F/506/0203	302	Model, promote and support positive behaviour with children	3	3	12
Y/506/0207	303	Principles of safeguarding policies and procedures in early years settings	5	3	32
T/506/0196	304	Promoting diversity, equality and inclusion in the early years sector	2	3	14
D/506/0208	305	Working in partnership with colleagues and other professionals in early years settings	3	3	14
F/506/0198	306	Plan and implement activities, play opportunities and educational programmes in an early years setting	4	3	17
J/506/0199	307	Promoting children's health and welfare in an early years setting	4	3	26

M/506/0200	308	Promoting the health and safety of children	4	3	21
T/506/0201	309	Promote children's speech, language and communication development	3	3	14
A/506/0202	310	Support organisational requirements for recording, storing and disclosing information and providing reports in an early years setting	2	3	10
L/506/0205	311	Supporting children's creative and imaginative play and experiences	5	3	28
R/506/0206	312	Supporting children experiencing transitions and significant events in the early years sector	2	3	11
J/506/0204	313	Continuous professional development using reflective practice in the early years sector	2	3	9
M/506/0195	400	Theories which underpin practice in the early years sector	7	4	46
H/506/0193	401	Child development from conception to 7 years	7	4	31
A/506/0197	402	Observation and assessment in the early years sector	4	4	25

## Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Diploma for the Early Years Practitioner (Early Years Educator)	356	640

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## Centre requirements

### Approval

If your Centre is approved to offer the qualification 4227-03 Level 3 Diploma for the Children and Young People's Workforce: Early Learning and Childcare Pathway (England) you can apply for the new 3605-03 Level 3 Diploma for the Early Years Practitioner (Early Years Educator) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

### Role requirements

When assessing practical competence in the early years setting, assessors must

- be occupationally competent
- hold or be working towards one of the following qualifications:
  - D32//D33 or A1
  - the AI replacements (eg City & Guilds 6317 which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement)
  - another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the Qualification Consultant and may include nationally recognised teaching qualifications

Assessors of competence may also make assessment decisions on knowledge based units and learning outcomes.

Assessors of knowledge based units and knowledge based learning outcomes must:

- be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess

units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.

- hold or be working towards one of the A1 replacement qualifications such as the City & Guilds 6317:
  - Level 3 Award in Assessing Vocational Competence or
  - Level 3 Award in Assessing Vocationally Related Achievement or
  - Level 3 Certificate in Assessing Vocational Achievement or
  - another suitable qualification in the assessment of knowledge. This must be agreed in advance with the Qualification Consultant and may include nationally recognised teaching qualifications

### **Internal Quality Assurers/Internal Quality Assurance**

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and be qualified to make quality assurance decisions.

Qualified to Internally Quality Assure means that you must either hold or be working towards one of the following qualifications:

- D34 or V1
- The V1 replacements such as the:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

In certain circumstances City & Guilds will recognise non accredited learning and experience as equivalent as follows:

If the Internal Quality Assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for Internal Quality Assurance.

### **Learner entry requirements**

City & Guilds does not set any formal entry requirements for this qualification. However learners who are completing programmes of study that are funded may be subject to additional requirements as follows:

### **Age restrictions**

This Level 3 Diploma is not approved for the use by those who are under 16 years of age. City & Guilds cannot accept any registrations for learners under this age. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. Where there is uncertainty about such restrictions these should be clarified with the appropriate regulator.

## **Confidential records used as evidence**

Learners 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. Where appropriate, learners should seek consent from individual children and young people.

Confidential records should never be included in learners' portfolio of evidence and should be examined in-situ by the qualified occupationally competent assessor. Assessors/learners should describe and record what evidence such documents have provided and where the evidence is located.

Qualification Consultants may wish to discuss such evidence with the centre as part of the quality assurance process, but would not normally require sight of confidential records.

However, in the unlikely event that the Qualification Consultants should 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 in situ.

## **Images of minors being used as evidence**

Photographs and video or other electronic recordings are often used in settings to support the child assessment process and to celebrate children's experiences and achievements. Photographs and video/recording should always be treated as a confidential record, left in situ in the childcare setting and must not be placed in the portfolio of evidence. Learners must seek permission before referring to photographs and/or other images (video/electronic recordings) in their assessment records and images must not be used inappropriately (eg to embellish/decorate a portfolio). Assessors must ensure that permission has been secured before accepting such evidence and before viewing images in situ.

Throughout the assessment journey centres must seek to safeguard the privacy of adults and children and young people and, in the case of the latter group, ensure that they fully meet the requirements of children protection practice. If videos or photographs of minors (those under 18) are referred to as part of the assessment process, both the centre and learner have shared responsibilities relating to child protection legislation.

It is the responsibility of the centre to inform the learner of the need to obtain permission from the minor's parent/guardian. This must be in place prior to making references to images in assessment records and before assessors can view visual displays and pictorial records/reports. Assessment centres must also ensure that all assessment staff are suitably qualified and approved to work in close proximity to and have access to children and vulnerable people.

When seeking permission to make references to child images as part of the assessment process, learners and centres must ensure that clear information has been shared in relation to:

- reasons for and restrictions to referring to photographs or video recordings as evidence
- period of time for which the photographs or video recordings may need to be retained by the setting in order that the assessment process can be facilitated
- the requirement of the learner and centre to respect the setting's obligation to keep photographs or video recordings secure from unauthorised access
- the requirement of the learner and centre to respect the settings obligation to provide secure electronic storage requirement of photographs or video recordings.

### **Data protection and confidentiality**

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification. Centres offering these qualifications may need to provide City & Guilds with personal data for staff and Learners. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Centre Manual - Supporting Customer Excellence*.



## Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Funders will require providers to audit and record details of Early Years Educator attainment of GCSE (or equivalent) English and Maths.

### Support materials

The following resources are available for this qualification:

Description	How to access
Approval forms	Available on the qualification pages on the City & Guilds Website
Learner logbook	Available on the qualification pages on the City & Guilds Website
Assessment pack	Available on the qualification pages on the City & Guilds Website
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>

### Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds recognises several ePortfolio systems. Our own is, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).



## 2 Assessment

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
300	Developing effective study skills	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
301	Promote partnership working with parents	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
302	Model, promote and support positive behaviour with children	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
303	Principles of safeguarding policies and procedures in early years settings	Assignment 3605-303 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, marked by the tutor/assessor internally, and externally verified by City & Guilds.	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
304	Promoting diversity, equality and inclusion in the early years sector	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
305	Working in partnership with colleagues and other professionals in early years settings	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
306	Plan and implement activities, play opportunities and educational programmes in an early years setting	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
307	Promoting children's health and welfare in an early years setting	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
308	Promoting the health and safety of children	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
309	Promote children's speech, language and communication development	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
310	Support organisational requirements for recording, storing and disclosing information and providing reports in an early years setting	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
311	Supporting children's creative and imaginative play and experiences	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
312	Supporting children experiencing transitions and significant events in the early years sector	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
313	Continuous professional development using reflective practice in the early years sector	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
400	Theories which underpin practice in the early years sector	Assignment 3605-400 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, marked by the tutor/assessor internally, and externally verified by City & Guilds.	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
401	Child development from conception to 7 years	Assignment 3605-401 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, marked by the tutor/assessor internally, and externally verified by City & Guilds.	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
402	Observation and assessment in the early years sector	Assignment 3605-402 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, marked by the tutor/assessor internally, and externally verified by City & Guilds.	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## Time constraints

The following must be applied to the assessment of this qualification:

- Centre staff should guide learners to ensure excessive evidence gathering is avoided. Centres finding that assignments are taking longer, should contact their Qualifications Consultant for guidance.
- All assignments/tasks must be completed and assessed within the learner's period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assignments.

## Assessment strategy

### Assessment principles

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment **but the final assessment decision must be within the real work environment.**

Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions. Competence based assessment must include direct observation as the main source of evidence.

Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based learning outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

### Mandatory assignments

Units 303, 400, 401 and 402 must be assessed using the mandatory assignments. These assignments cover the skills and knowledge in the unit and are set by City & Guilds, marked by the tutor/assessor internally, and externally verified by City & Guilds.



## Definitions

### **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 annually through clearly demonstrable continuing learning and professional development.

### **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, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

### **Qualified to make assessment decisions:**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

### **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 any 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 can demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence
- That they have no conflict of interest in the outcome of the evidence.

## **Recognition of prior learning (RPL)**

The City & Guilds policy on RPL can be found at:

**<http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Documents-Library/Policies-and-Procedures/Quality-Assurance-Documents>.**



## 3 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

### Glossary of words used in the units

The following key words and terms are used in the units.

<b>Term</b>	<b>Definition</b>
Analyse	to study or examine something in detail, in order to discover more about it
Assess	to judge or decide the amount, value, quality or importance of something
Describe	to say or write what someone or something is like
Evaluate	to judge or calculate the quality, importance, amount or value of something.
Explain	to make something clear or easy to understand by describing or giving information about it eg. how or why
Identify	to recognise someone or something and say or prove who or what they are
Produce	to make something or bring something into existence
Propose	to offer or state a possible plan or action (for other people to consider)
Research	a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding
Select	to choose a small number of things, or to choose by making careful decisions
Support	to help someone emotionally or in a practical way
Use	to put something such as a tool, skill or building to a particular purpose

## Unit 300

## Developing effective study skills

<b>UAN:</b>	<b>K/506/0194</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Aim:</b>	This unit will highlight the importance of planning for and reviewing professional development. It will enable learners to explore study skills and apply the knowledge of how study skills are used to inform continuing professional development.

<b>Learning outcome</b>
The learner will: 1. Understand how to develop study skills
<b>Assessment criteria</b>
The learner can: 1.1 explain the reasons for developing study skills in the early years sector 1.2 explain the components of study skills.

<b>Learning outcome</b>
The learner will: 2. Know a range of study strategies and techniques
<b>Assessment criteria</b>
The learner can: 2.1 explain creative strategies for: a. generating ideas through study b. organising information c. structuring ideas 2.2 explain different techniques that may be used to improve memory 2.3 explain how information may be: a. identified from a variety of sources b. evaluated and selected 2.4 explain strategies to avoid plagiarism during study

<b>Learning outcome</b>
The learner will: 3. Know the factors that affect study
<b>Assessment criteria</b>
The learner can: 3.1 explain the type of environments that are conducive to study 3.2 summarise the tools/resources required to enable study 3.3 analyse <b>support systems</b> which may enable study 3.4 explain the way an <b>individual's circumstances</b> may impact on study 3.5 evaluate <b>factors</b> that affect own ability to study 3.6 propose strategies to optimise own study

<b>Range</b>
<b>Support systems</b> <ul style="list-style-type: none"> <li>• Peers, colleagues, family, friends</li> <li>• College based support (additional learning support, advice, guidance, tutorials, learning resource facilities)</li> </ul>
<b>Individual's circumstances</b> <ul style="list-style-type: none"> <li>• Health</li> <li>• Well being</li> <li>• Family/ work responsibilities</li> </ul>
<b>Factors</b> <ul style="list-style-type: none"> <li>• Own environment</li> <li>• Tools/resources for study</li> <li>• Support systems</li> <li>• Personal circumstances</li> </ul>

<b>Learning outcome</b>
The learner will: 4. Be able to use and apply study skills to achieve a set outcome
<b>Assessment criteria</b>
The learner can: 4.1 develop a <b>plan of study</b> using various study skills to achieve a set outcome 4.2 undertake <b>study</b> to achieve a set outcome 4.3 evaluate how the implementation of a plan of study and the study undertaken contributed to the set outcome

<b>Range</b>
<b>Plan of study</b> <ul style="list-style-type: none"> <li>• Objectives of study</li> <li>• Assessment requirements</li> <li>• Timescales</li> </ul>

Undertake **study**: research, use creative ideas to study, select materials, make sense of information gathered, consider different options/perspectives, judge information, select information, justify the evidence/ information selected.

## Unit 301

## Promote partnership working with parents

<b>UAN:</b>	<b>D/506/0192</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Aim:</b>	This unit examines the importance of working with parents and how the parent is integral to their child's early learning and development. Learners will understand the different types of partnership working they may be required to participate in and will offer learner's opportunities to explore how working in partnership with parents may be affected by barriers and other factors. Strategies practitioners may use to remove or reduce these barriers will also be looked at in detail.

<b>Learning outcome</b>
The learner will: 1. Understand the principles and values that underpin parental involvement in their child's early learning
<b>Assessment criteria</b>
The learner can: 1.1 identify the principles and values that underpin parental involvement in their child's early learning 1.2 explain the importance of working in partnership with parents a. within the setting b. to promote positive home learning and experiences 1.3 explain the importance of clear principles and policies to support the engagement of parents in their child's early learning

<b>Learning outcome</b>
The learner will: 2. Understand the barriers which could prevent partnership working with parents
<b>Assessment criteria</b>
The learner can: 2.1 identify barriers which may prevent partnership working for the a. parents b. practitioner

- |     |  |
|-----|--|
| 2.2 | explain how to overcome barriers which may prevent working in partnership with parents                               |
| 2.3 | explain why it is not always possible to overcome the barriers which may prevent working in partnership with parents |

<b>Learning outcome</b>
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The learner will:
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- |  |
|--|
| 3. Be able to work in partnership with parents |
|--|

<b>Assessment criteria</b>
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The learner can:
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- |     |  |
|-----|--|
| 3.1 | support parents to recognise their value and contribution in their child's health well-being, learning and development and play  |
| 3.2 | support parent's engagement as partners in their child's: <ol style="list-style-type: none"> <li>a. health</li> <li>b. well-being</li> <li>c. learning</li> <li>d. development</li> <li>e. play</li> </ol> |
| 3.3 | use different <b>strategies</b> to encourage partnership working with parents  |
| 3.4 | engage with parents to meet the needs of children to enable them to progress   |
| 3.5 | share records with parents and carers to promote their active participation in their child's progress  |
| 3.6 | reflect on <b>practice</b> to improve working in partnership with parents.   |

<b>Range</b>
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<b>Strategies</b>
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- |   |
|---|
| <ul style="list-style-type: none"> <li>• Open door policy</li> <li>• Celebration of child's achievement (Wow vouchers/moments)</li> <li>• Displays/notice boards</li> <li>• Diaries</li> <li>• Stay and play</li> <li>• Show and tell</li> <li>• Fundraisers</li> <li>• Committees</li> <li>• Observations and assessments</li> <li>• Records and reports.</li> </ul> |
|---|

<b>Practice</b>
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- |  |
|--|
| <ul style="list-style-type: none"> <li>• Own</li> <li>• Settings.</li> </ul> |
|--|

## Unit 302

## Model, promote and support positive behaviour with children

<b>UAN:</b>	<b>F/506/0203</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	12
<b>Aim:</b>	The purpose of behaviour management is to ensure effective learning for children and this requires learners to be knowledgeable and confident in theory and its application in order to support children's social emotional and behavioural needs. Children generally pick up that behaviour is either 'good' or 'bad'; however as practitioners, learners must understand that behaviour is either acceptable or unacceptable.

Learners will make links between observations, assessments, theory and practice to support them in formulating the best support mechanisms for the children.

<b>Learning outcome</b>
The learner will: 1. Understand how legislation, frameworks, codes of practice and policies relate to supporting the positive behaviour of children
<b>Assessment criteria</b>
The learner can: 1.1 explain how legislation, frameworks, codes of practice and policies relating to supporting the positive behaviour of children are applied to current working practice 1.2 explain the importance of consistent support and response to incidences of <b>behaviour</b> 1.3 describe safeguards that must be in place when responding to behaviour

<b>Range</b>
<b>Behaviour</b> <ul style="list-style-type: none"><li>• Acceptable behaviour</li><li>• Unacceptable behaviour</li><li>• Their feelings and reactions</li></ul>



Need to take into account the needs, age, stage and development of the child

### **Learning outcome**

The learner will:

2. Be able to support children to understand their behaviour

### **Assessment criteria**

The learner can:

- 2.1 use observations to identify potential triggers or factors that could lead to changes in behaviour
- 2.2 use strategies to support children to gain an:
  - a. understanding of expectations about their behaviour
  - b. understanding of goals and boundaries
- 2.3 work with key people and others to support positive behaviour
- 2.4 model positive behaviours expected of children
- 2.5 use strategies to support children to develop an understanding of the consequences of their **behaviour**

### **Range**

#### **Behaviour**

- Acceptable behaviour
- Unacceptable behaviour
- Their feelings and reactions

Need to take into account the needs, age, stage and development of the child.

### **Learning outcome**

The learner will:

3. Be able to respond positively to children's behaviour

### **Assessment criteria**

The learner can:

- 3.1 identify behaviours which are
  - a. acceptable
  - b. unacceptable
- 3.2 apply strategies to manage behaviour that is
  - a. acceptable
  - b. unacceptable
- 3.3 use consistent support and responses to incidences of **behaviour**
- 3.4 use praise to reinforce positive behaviour with children
- 3.5 support the positive behaviour of children through own actions
- 3.6 **record** instances of behaviour in line with work setting requirements
- 3.7 access help and support where there are concerns about the behaviour of children.

<b>Range</b>
<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• Acceptable behaviour</li> <li>• Unacceptable behaviour</li> <li>• Their feelings and reactions</li> </ul> <p>Need to take into account the needs, age, stage and development of the child</p> <p><b>Record</b></p> <ul style="list-style-type: none"> <li>• ABC charts</li> <li>• Star charts</li> <li>• Incident books.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>4. Be able to promote self-confidence, self-esteem and resilience in children</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 use strategies to promote children's</p> <ol style="list-style-type: none"> <li>a. self-confidence</li> <li>b. self-esteem</li> <li>c. resilience</li> <li>d. emotional literacy</li> </ol> <p>4.2 work with children to ensure they have strategies to protect themselves and make decisions about safety</p> <p>4.3 use strategies that empower children to make positive and informed choices that support their behaviour and well-being.</p>

## Unit 303

# Principles of safeguarding policies and procedures in early years settings

<b>UAN:</b>	<b>Y/506/0207</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	32
<b>Aim:</b>	<p>The purpose of this unit is for learners to gain knowledge of safeguarding within the early years sector. The unit will allow the learner to apply their knowledge to the work setting when faced with real life situations under the supervision of their mentors.</p> <p>The unit will begin by exploring the legislation, statutory guidelines, policies and procedures that are current to the sector and settings in which they are placed, examining their roles as practitioners and those of the wider sector.</p>

**Please note: All range must be taught and assessed**

<b>Learning outcome</b>
The learner will: 1. Understand the main legislation, guidelines, policies and procedures for safeguarding in early years settings
<b>Assessment criteria</b>
The learner can: 1.1 outline current legislation, guidelines, policies and procedures affecting the safeguarding of children in an early year setting 1.2 analyse how national and local guidelines, policies and procedures for safeguarding affect <b>day to day work</b> with children in the areas of: a. health and well-being b. duty of care c. protection from harm d. protecting the <b>practitioner</b> 1.3 explain the importance of safeguarding children in an early year setting 1.4 explain child protection within the <b>wider concept</b> of safeguarding children.

**Range****Day to day work**

- Arrival and departure of children
- Child protection
- Risk assessment
- CRB/DBS
- Lone working
- Whistleblowing
- Working in an open and transparent way
- Listening to children
- Power and positions of trust
- Propriety and behaviour
- Physical contact
- Intimate personal care
- Off site visits
- Photography and video
- Recording, reporting and sharing concerns

**Practitioner**

Includes volunteers and children under the age of 19

**Wider concept** this must include

- FGM
- Exorcism
- mutilation
- diet
- health and safety
- Risk assessments
- Child exploitation
- Extremism
- Radicalisation.

**Learning outcome**

The learner will:

2. Understand the importance of working in partnership with other organisations to safeguard children

**Assessment criteria**

The learner can:

- 2.1 describe the roles and responsibilities of the **different organisations** that may be involved when a child has been abused or harmed
- 2.2 explain what is meant by partnership working in the context of safeguarding
- 2.3 explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling, confidentiality and sharing

- 2.4 explain how inquiries and serious case reviews have shaped partnership working and informed practice
- 2.5 explain why a child centred approach is important in partnership working

<b>Range</b>
<p><b>Different organisations</b></p> <ul style="list-style-type: none"> <li>• Social services</li> <li>• NSPCC/children’s charities</li> <li>• Health visitors</li> <li>• GP</li> <li>• Probation</li> <li>• Police</li> <li>• School</li> <li>• Psychology service.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3. Understand how to recognise and respond to evidence or concerns of abuse or harm in an early years setting</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 identify factors which may place a child at risk of harm or abuse</p> <p>3.2 describe the possible signs, symptoms, indicators and behaviours in relation to the following types of abuse:</p> <ul style="list-style-type: none"> <li>a. domestic</li> <li>b. neglect</li> <li>c. physical</li> <li>d. emotional</li> <li>e. sexual</li> <li>f. <b>bullying</b></li> </ul> <p>3.3 describe the practitioner’s responsibilities and the <b>actions</b> to be taken in relation to:</p> <ul style="list-style-type: none"> <li>a. suspicion/concern of abuse</li> <li>b. disclosure</li> </ul> <p>3.4 explain the specific <b>rights</b> that children and their parents/carers have in situations where harm or abuse is suspected or alleged</p> <p>3.5 explain <b>strategies</b> that support children and their parents or carers in situations where harm or abuse is suspected or alleged.</p>

<b>Range</b>
<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>• Direct or indirect bullying of the child</li> <li>• Physical</li> <li>• Verbal</li> <li>• Emotional</li> <li>• Cyberbullying</li> </ul>

Specific types of bullying, which can relate to all the above, such as homophobic or gender-based, race, relating to special educational needs and disabilities

### **Actions**

- Legislative requirements and statutory guidelines
- Policies/ Procedures
- Recording/reporting
- Body language
- Immediate reaction
- Enabling resilience

### **Rights**

- Children Act 1989
- UNCRC 1989
- Human Rights Act
- SEN code of practice and equality

### **Strategies**

- Accurate records and reporting
- Implementing current legislation, policies, procedures and guidance
- listening to and empowering children
- Referrals and seeking advice and support from specialists
- Training of staff.

### **Learning outcome**

The learner will:

4. Understand the importance of e-safety for children in an early years setting

### **Assessment criteria**

The learner can:

- 4.1 explain the risks and possible consequences for children of being online and of using a mobile phone
- 4.2 describe their responsibilities in relation to e-safety
- 4.3 describe ways of reducing risk to children from:
  - a. social networking
  - b. internet use
  - c. buying online
  - d. using a mobile phone.

## Unit 304

## Promoting diversity, equality and inclusion in the early years sector

<b>UAN:</b>	<b>T/506/0196</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Aim:</b>	<p>The purpose of this unit is for learners to incorporate diversity, equality and inclusion within their practice.</p> <p>Gain knowledge on how they can promote and support their own delivery and understanding of equality, diversity and inclusion within their practice.</p> <p>Learners will combine both knowledge and competency to achieve this unit.</p>

<b>Learning outcome</b>
The learner will: 1. Understand equality, diversity and inclusion in the early years sector
<b>Assessment criteria</b>
The learner can: 1.1 explain the terms: a. equality b. diversity c. inclusion d. participation e. discrimination 1.2 summarise the <b>national policies and legislation</b> relevant to equality, diversity and inclusion 1.3 explain how legislation informs the policies and procedures for equality, diversity and inclusion with regards to: a. provision of service and access b. children c. the practitioner d. volunteers, colleagues and other professionals e. planning and carrying out physical care routines 1.4 explain the importance of applying equality, diversity and inclusion in relation to a. planning activities b. selecting resources

- c. language used
  - d. cultural awareness
- 1.5 describe different **types** of discriminatory behaviour
- 1.6 describe how to challenge discrimination in a way that promotes positive change.

**Range**

**National policies and Legislation**

- Current early education curriculum requirements
- current legislation applicable to country of delivery such as:
  - UNCRC 1989
  - Children’s Act 2004
  - Children’s Act 2006 (refer to Every Child Matters)
  - Equality Act 2010

**Types – 9** types within the Equalities Act 2010.

**Learning outcome**

The learner will:

2. Understand how to promote inclusive practice

**Assessment criteria**

The learner can:

- 2.1 explain the social and medical models of disability and the impact of each on practice
- 2.2 explain the importance of positive attitudes and respect towards:
  - a. values
  - b. beliefs
  - c. cultures
  - d. religion
  - e. disability
  - f. preferences
  - g. specific requirements
  - h. family circumstances
- 2.3 describe ways to ensure that personal attitudes, values or beliefs do not impact on inclusive practice



<b>Learning outcome</b>
The learner will: 3. Be able to promote equality, diversity and inclusion in an early years setting
<b>Assessment criteria</b>
The learner can: 3.1 use strategies to promote equality, diversity and inclusion in the setting with a. colleagues b. parents/carers c. children 3.2 use actions that model inclusive practice in: a. planning activities b. selecting resources c. language used d. cultural awareness e. planning and carrying out physical care routines 3.3 support <b>others</b> to promote equality and rights 3.4 reflect on how practice promotes equality, diversity and inclusion.

<b>Range</b>
<b>Others</b> <ul style="list-style-type: none"> <li>• Parents/carers</li> <li>• Other professionals.</li> </ul>

## Unit 305

# Working in partnership with colleagues and other professionals in early years settings

<b>UAN:</b>	<b>D/506/0208</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Aim:</b>	The purpose of this unit is for learners to understand and recognise the importance of working in partnership with colleagues and other professionals. The learner will understand and apply the skills needed in order to ensure that a child centred approach is used to support children's holistic development and well-being. This unit will also offer learner's opportunities to explore how working in partnership with colleagues and other professionals may be affected by barriers and the strategies practitioners may use to remove or reduce these barriers will be looked at in detail.

<b>Learning outcome</b>
The learner will: 1. Understand the reasons for working in partnership with colleagues and other professionals to support children and families in the early years sector
<b>Assessment criteria</b>
The learner can: 1.1 explain the reasons for working in partnership with <b>colleagues and other professionals</b> 1.2 identify barriers which may prevent working in partnership with colleagues and other professionals 1.3 explain how barriers to partnership working can be resolved 1.4 describe the support provided by the following professionals in the early years sector to families: a. SALT b. SENCO c. midwife d. health visitor e. key worker/person.

<b>Range</b>
<p><b>Colleagues and other professionals</b></p> <ul style="list-style-type: none"> <li>• Practitioners</li> <li>• Key worker/person</li> <li>• Speech and language therapists</li> <li>• Family support</li> <li>• Sports coach</li> <li>• Music therapist</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>2. Understand how to identify a support need that requires partnership working</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 describe the factors that may lead to the identification of a support need in reference to:</p> <ul style="list-style-type: none"> <li>a. family structure</li> <li>b. personal, social and emotional development</li> <li>c. physical development</li> <li>d. socio-economic status</li> <li>e. health and well-being</li> </ul> <p>2.2 explain the dilemmas a practitioner may face when identifying a potential support need which would require partnership working</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3. Understand the duty of care and legislation that requires the early years practitioner to identify and act on support needs</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 summarise legislation which requires the early years practitioner to identify and act on support needs</p> <p>3.2 explain the duty of care for an early years practitioner to identify and act on a support need</p> <p>3.3 explain the practitioner's role in identifying support needs of children and/or families within own early years setting.</p>

**Learning outcome**

The learner will:

4. Be able to work co-operatively with colleagues and other professionals

**Assessment criteria**

The learner can:

- 4.1 use observation and assessments of children to identify support needs
- 4.2 use a range of effective **communication** strategies with **colleagues and other professionals**
- 4.3 engage with colleagues and other professionals to meet the needs of children to enable them to progress.

**Range****Communication**

- Verbal
- Non verbal
- Written records and reports

**Colleagues and other professionals**

- Practitioners
- Key worker/person
- Speech and language therapists
- Family support
- Sports coach
- Music therapist.

## Unit 306

# Plan and implement activities, play opportunities and educational programmes in an early years setting

<b>UAN:</b>	<b>F/506/0198</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	17
<b>Aim:</b>	The purpose of this unit is to ensure learners have an understanding of the importance of providing activities, play experiences, opportunities for creative development and educational programmes for children in order to support and encourage their holistic development. Within this unit the learner will learn the role of the practitioner in providing these experiences and programmes.

<b>Learning outcome</b>
The learner will: 1. Understand the importance of planning and implementing activities, play opportunities and educational programmes in line with current educational curriculum requirements
<b>Assessment criteria</b>
The learner can: 1.1 explain the importance of planning activities, play opportunities and educational programmes to meet the age, stage, needs and abilities and interests of children 1.2 explain the importance of involving the individual child in planning activities, play opportunities and educational programmes to meet their needs and interests 1.3 explain the role of the practitioner when a. engaging with children b. supporting extended learning c. enabling sustained shared thinking d. promoting physical activity e. providing for children's additional needs 1.4 explain how <b>other sources</b> of information can be used to support planning activities, play opportunities and educational programmes 1.5 explain the importance of using both the indoor and outdoor environment when planning activities, play opportunities and educational programmes

- 1.6 explain how play opportunities and educational programmes can be implemented through
  - a. adult-led activities
  - b. child-initiated activities
  - c. physical play activities
- 1.7 explain how planning and implementing activities, play opportunities and educational programmes can support group learning and socialisation
- 1.8 explain the importance of ensuring a balance between adult-led and child-initiated activities.

### Range

#### Other sources

- Children
- Parents/carers
- Key worker/person
- Colleagues
- Individual development plans, observations and assessments
- SENCO
- Other professionals
- Text books and other literature sources.

### Learning outcome

The learner will:

2. Be able to plan activities, play opportunities and educational programmes in line with current educational curriculum requirements

### Assessment criteria

The learner can:

- 2.1 use assessment as a basis for the planning of activities, play opportunities and educational programmes for provision within the play and learning environment in the areas of:
  - a. communication and language
  - b. physical development
  - c. personal, social ,emotional development, group learning and socialisation
  - d. literacy
  - e. numeracy/mathematics
  - f. understanding the world
  - g. expressive arts and design
  - h. meeting children's additional needs
- 2.2 engage with key worker/person, colleagues, parents/carers to discuss children's progress and plan of next steps
- 2.3 develop holistic plans to support development and learning of **children** for the following areas:
  - a. communication and language
  - b. physical development
  - c. personal, social ,emotional development, group learning and socialisation

- d. literacy
- e. numeracy/mathematics
- f. understanding the world
- g. expressive arts and design
- h. meeting children's additional needs.

**Range**

**Children** – including those with specific/additional needs.

**Learning outcome**

The learner will:

- 3. Be able to implement activities, play opportunities and educational programmes in line with current educational curriculum requirements

**Assessment criteria**

The learner can:

- 3.1 implement activities, play opportunities and educational programmes using holistic plans covering:
  - a. communication and language
  - b. physical development
  - c. personal, social ,emotional development, group learning and socialisation
  - d. literacy
  - e. numeracy/mathematics
  - f. understanding the world
  - g. expressive arts and design
- 3.2 use **routines** to support children's holistic development
- 3.3 use spontaneous opportunities and activities to support children's holistic development
- 3.4 use encouragement and praise when supporting activities, play opportunities and educational programmes
- 3.5 engage with children whilst undertaking activities and play opportunities in regards to:
  - a. communication and language
  - b. physical development
  - c. personal, social ,emotional development, group learning and socialisation
  - d. literacy
  - e. numeracy/mathematics
  - f. understanding the world
  - g. expressive arts and design
  - h. meeting children's additional needs
- 3.6 ensure a balance is maintained between adult-led and child-initiated activities.

<b>Range</b>
<b>Routines</b> <ul style="list-style-type: none"> <li>• Tidy up time</li> <li>• Circle time/show and tell</li> <li>• Registration</li> <li>• Snacks and meals</li> <li>• Story time</li> <li>• Arrival/departure</li> <li>• Personal care routines</li> <li>• Whole/small group</li> <li>• Physical play activities.</li> </ul>

<b>Learning outcome</b>
The learner will: 4. Be able to reflect on activities, play opportunities and educational programmes
<b>Assessment criteria</b>
The learner can: 4.1 evaluate <b>practice</b> in promoting children's: <ul style="list-style-type: none"> <li>a. communication and language</li> <li>b. physical development</li> <li>c. personal, social ,emotional development, group learning and socialisation</li> <li>d. literacy</li> <li>e. numeracy/mathematics</li> <li>f. understanding the world</li> <li>g. expressive arts and design</li> </ul> 4.2 reflect on how to adapt own practice to meet the <b>individual/additional needs</b> of children.

<b>Range</b>
<b>Practice</b> <ul style="list-style-type: none"> <li>• Own contribution</li> <li>• Relevance of activity</li> <li>• Links to individual needs</li> </ul> <b>Individual /additional needs</b> <ul style="list-style-type: none"> <li>• Special educational needs, disability</li> <li>• Children whose home language is not English</li> <li>• Confidence and abilities</li> <li>• Work with individual development plans.</li> </ul>



## Unit 307

# Promoting children's health and welfare in an early years setting

<b>UAN:</b>	<b>J/506/0199</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Aim:</b>	<p>The learner will gain knowledge about how they can promote and support children and their families in the overall wellbeing and health of children.</p> <p>Learners will combine both knowledge and competency to achieve this unit. The learner will also use their experiences to reflect on their practice enabling them to learn from and improve on their professional development.</p>

<b>Learning outcome</b>
The learner will: 1. Understand the health and welfare requirements of the current early years statutory guidance
<b>Assessment criteria</b>
The learner can: 1.1 outline the current health and welfare early years requirements and statutory guidance 1.2 outline the links between legislation and the themes and principles in the early years sector 1.3 identify the different minimums for staff to child ratios within the current early years statutory guidance 1.4 explain the importance of staff to child ratios with regards to children's safety 1.5 explain how the current early years statutory guidance for environment supports the health and welfare requirements of children: a. indoor b. outdoor.

<b>Learning outcome</b>
The learner will: 2. Understand the importance of promoting positive health and well-being for children
<b>Assessment criteria</b>
The learner can: 2.1 explain the personal care <b>factors</b> which affect children's health and well-being 2.2 outline the signs and symptoms of common childhood illnesses that can affect the health and well-being of children and any recommended exclusion periods 2.3 explain the process and procedure to record: a. illness b. administering medication 2.4 explain how to promote children's health and well-being in an early years work setting 2.5 describe the roles of key health professionals and sources of professional advice in promoting positive health and well-being for children 2.6 explain how a positive environment and routine meet the needs of children 2.7 outline the current immunisation programme available for children up to the age of 7 years 2.8 Explain the importance of physical activity in promoting good health.

<b>Range</b>
<b>Factors</b>
<ul style="list-style-type: none"> <li>• Care of skin, hair, teeth allowing for differences based on choice, ethnicity and culture.</li> <li>• Play, rest and sleep times</li> <li>• Nutrition and hydration</li> <li>• Sun awareness</li> <li>• Care of nappy area</li> <li>• Dressing and undressing</li> <li>• Toileting</li> <li>• Supporting independence and self care</li> <li>• Encouraging and modelling good personal hygiene with children.</li> </ul>

<b>Learning outcome</b>
The learner will: 3. Understand how to ensure children receive high quality, balanced nutrition and hydration to meet their growth and development needs
<b>Assessment criteria</b>
The learner can: 3.1 explain how to prepare and store food, formula and breast milk safely according to health and safety guidelines

3.2	explain the current government guidance on nutrition and hydration needs for children
3.3	explain why it is important to follow carer's instructions in respect of a child's: <ol style="list-style-type: none"> <li>a. food allergies</li> <li>b. intolerances</li> <li>c. special diet</li> <li>d. cultural preferences and requirements</li> </ol>
3.4	describe methods to develop children and their parents/carers effective <b>food management</b> skills.

<b>Range</b>
<b>Food management</b> <ul style="list-style-type: none"> <li>• Portion control</li> <li>• Balanced diets</li> <li>• Food phobias, allergies and intolerances</li> <li>• Hygiene</li> </ul>

<b>Learning outcome</b>
The learner will:
4. Be able to provide personal care for children
<b>Assessment criteria</b>
The learner can:
4.1 plan for children's personal care suitable to their age, stage and individual/additional needs
4.2 support children's <b>personal care</b> , showing respect to the child and their age, stage and individual/additional needs
4.3 engage with children during personal care to support learning and development
4.4 explain how practitioners can protect themselves when moving and lifting children
4.5 use <b>personal protective clothing</b> to: <ol style="list-style-type: none"> <li>a. undertake personal care</li> <li>b. avoid spread of infection</li> </ol>
4.6 complete accurate records and reports for personal care.

<b>Range</b>
<p><b>Personal care</b></p> <ul style="list-style-type: none"> <li>• Care of skin, hair, teeth allowing for differences based on choice, ethnicity and culture</li> <li>• Sun awareness</li> <li>• Care of nappy area</li> <li>• Dressing and undressing</li> <li>• Toileting</li> <li>• Potty/toilet training</li> <li>• Supporting independence and self care</li> <li>• Encouraging and modelling good personal hygiene with children</li> <li>• Engaging with the child during care routines to support learning and development within the responsibilities of your role within the setting</li> <li>• Medication requirements</li> </ul> <p><b>Personal protective clothing</b></p> <ul style="list-style-type: none"> <li>• Apron</li> <li>• Gloves</li> <li>• Headwear.</li> </ul>

<b>Learning outcome</b>
The learner will:
5. be able to meet the nutrition and hydration needs of children
<b>Assessment criteria</b>
The learner can:
5.1 plan balanced meals, snacks and drinks for children following current government guidance on nutritional needs
5.2 follow hygiene practices with regards to: <ul style="list-style-type: none"> <li>a. food preparation and eating areas</li> <li>b. own hand washing</li> <li>c. children's hand washing</li> </ul>
5.3 encourage children to participate during meal and snack times to: <ul style="list-style-type: none"> <li>a. eat a healthy balanced diet</li> <li>b. promote group learning and socialisation</li> </ul>
5.4 engage with children during snack and meal times to support learning and development.

## Unit 308

## Promoting the health and safety of children

<b>UAN:</b>	<b>M/506/0200</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	21
<b>Aim:</b>	The purpose of this unit is for learners to gain knowledge and apply that knowledge of Health Safety within the early years sector. The unit will allow the learner to apply their knowledge to the work setting when faced with real life situations.

<b>Learning outcome</b>
The learner will: 1. Understand the health and safety requirements of the current early years statutory guidance
<b>Assessment criteria</b>
The learner can: 1.1 identify current health and safety requirements, policies and procedures that apply to the early years sector 1.2 explain the practitioner's role and responsibility in relation to the Health and Safety at Work Act 1974 including manual handling 1.3 describe the <b>factors</b> to take into account when planning healthy and safe environments a. indoor b. outdoor 1.4 explain how health and safety is monitored and maintained in an early years setting 1.5 identify sources of current guidance for planning healthy and safe environments.

<b>Range</b>
<b>Factors</b> <ul style="list-style-type: none"><li>• The individual needs, ages and abilities of the children</li><li>• Specific risks to individuals such as pregnancy, sensory impairments</li><li>• The needs of carers where relevant</li><li>• The function and purpose of environments</li><li>• The duty of care</li><li>• Lines of responsibility and accountability.</li></ul>

<b>Learning outcome</b>
The learner will: 2. Understand how to identify and manage risks and dilemmas in early years settings
<b>Assessment criteria</b>
The learner can: 2.1 explain why it is important to take a <b>balanced approach to risk management</b> 2.2 identify the differences between a risk, a hazard and a dilemma 2.3 explain the dilemma between the rights and choices of children and health and safety requirements 2.4 explain the difference between a risk assessment and a daily check list 2.5 explain systems for supporting children’s safety when: a. receiving children into the setting b. ensuring their safety on departure c. during off-site visits

<b>Range</b>
<b>Balanced approach to risk management</b> <ul style="list-style-type: none"> <li>• Taking into account children’s age, needs and abilities</li> <li>• Avoiding excessive risk taking</li> <li>• Not being excessively risk averse</li> <li>• Recognising the importance of risk and challenge to children.</li> </ul>

<b>Learning outcome</b>
The learner will: 3. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits
<b>Assessment criteria</b>
The learner can: 3.1 explain the policies and procedures in response to : a. accidents b. incidents c. missing child d. emergencies e. illness f. exclusion periods for infectious diseases 3.2 identify the procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies 3.3 explain the practitioner’s legal responsibility with regard to recording and reporting accidents, incidents, injuries, signs of illness and other emergencies: a. within the setting b. external agencies.

**Learning outcome**

The learner will:

4. Be able to recognise and manage risks to health, safety and security in a work setting or off-site visits

**Assessment criteria**

The learner can:

- 4.1 identify potential **hazards** to the health, safety and security of children, families and other visitors and colleagues
- 4.2 deal with hazards in the work setting or in off-site visits
- 4.3 support an evacuation of premises ensuring the safety of children, adults and visitors
- 4.4 undertake health and safety risk assessments for:
  - a. activities
  - b. environment
- 4.5 support children to explore and manage risk and challenges
- 4.6 explain how health and safety risk assessments are monitored and reviewed.

**Range****Hazards**

- Physical
- Security
- Fire
- Food safety
- Personal safety
- Spillages

**Learning outcome**

The learner will:

5. Be able to follow infection control procedures within an early years setting

**Assessment criteria**

The learner can:

- 5.1 explain procedures for infection control in an early years setting
- 5.2 describe personal protective clothing that is used to prevent spread of infection in an early years setting
- 5.3 follow hygiene practices with regards to:
  - a. own hand washing
  - b. children's hand washing
  - c. use of **personal protective clothing**
  - d. avoid spread of infection
- 5.4 dispose of **waste** to avoid the spread of infection.

<b>Range</b>
<b>Personal protective clothing</b> <ul style="list-style-type: none"><li>• Apron</li><li>• Gloves</li><li>• Headwear</li></ul>
<b>Waste</b> <ul style="list-style-type: none"><li>• Food</li><li>• Bodily fluids</li><li>• Blood.</li></ul>



## Unit 309

## Promote children's speech, language and communication development

<b>UAN:</b>	<b>T/506/0201</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Aim:</b>	<p>The purpose of this unit is for learners to acquire knowledge of how to promote children's speech, language and communication development within the early years. The unit will allow learners to up skill themselves to understand more about speech, language and communication development delays, ways in which they can promote it and how it can affect the development of the child holistically.</p> <p>They will learn how to support children, what positive effects can be made to the child and ways in which they can plan in order to support individuals in groups and individually. They will learn how they can plan the environment and how reflecting on their practice can develop themselves and the child.</p>

<b>Learning outcome</b>
The learner will: 1. Understand the importance of speech, language and communication for children's overall development
<b>Assessment criteria</b>
The learner can: 1.1 explain each of the terms: a. speech b. language c. communication d. speech, language and communication needs 1.2 explain how speech, language and communication skills promote children's development in each of the following areas: a. literacy and numeracy/mathematics b. emotional c. behaviour

<p>d. social</p> <p>1.3 identify how systematic synthetic phonics supports the teaching of reading</p> <p>1.4 describe how the failure to address the potential short term and long term effects of speech, language and communication difficulties can affect the overall development of a child.</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>2. understand the importance and the benefits of adults supporting the speech, language and communication development of children</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 explain the <b>ways</b> in which adults can effectively support and extend the speech, language and communication development of children</p> <p>2.2 explain the <b>positive effects</b> of adult support for the children and their parents/carers</p> <p>2.3 describe why practitioners need to recognise and respond to the varying levels of children’s speech, language and communication when:</p> <p>a. settling into the setting</p> <p>b. planning activities for individuals and groups.</p>

<p><b>Range</b></p> <p><b>Ways</b></p> <ul style="list-style-type: none"> <li>• The words and levels of language adults use with children (including the use of questions)</li> <li>• Numerical/mathematical language</li> <li>• Their conversations/interactions with children</li> <li>• Sustained shared thinking</li> <li>• Information and activities used</li> <li>• Work with parents/carers</li> <li>• Emotional literacy/intelligence</li> </ul> <p><b>Positive effects</b> improvements in:</p> <ul style="list-style-type: none"> <li>• Speech, language and communication skills</li> <li>• Social interaction</li> <li>• Behaviour</li> <li>• Emotional development / self confidence.</li> </ul>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3. Be able to support children’s speech, language and communication development</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p>

- 3.1 use different **methods** for providing support to children taking into account of their:
  - a. age
  - b. specific needs
  - c. abilities
  - d. home language where this is different from that of setting
  - e. interests
- 3.2 use day to day activities within the setting to encourage speech, language and communication development in children
- 3.3 engage with children to develop speech, language and communication:
  - a. on a 1:1 basis
  - b. in groups
- 3.4 evaluate the effectiveness of speech, language and communication support for children.

### Range

#### Methods:

- Adapting own language
- Scaffolding the child's language
- Giving children the time and opportunity to communicate
- Facilitating communication between children with each other
- Learning through play
- Working with carers
- Sustained shared thinking.

### Learning outcome

The learner will:

4. Be able to contribute to maintaining a positive early years environment that supports communication, language, literacy and numeracy/mathematics

### Assessment criteria

The learner can:

- 4.1 review evidence about the **key factors** that provide a supportive communication, language, literacy and mathematical environment
- 4.2 use the key factors within the early years **environments** to support communication, language, literacy and numeracy/mathematics
- 4.3 use a range of strategies for supporting the development of early literacy and numeracy/mathematics.

### Range

#### Key Factors

- The physical environment
- Staff roles and responsibilities
- Training needs and opportunities for staff
- Views and interests of the child

- Appropriate involvement of carers
- Systematic synthetic phonics

**Environments**

- Indoor
- Outdoor
- Emotional
- Familiar/unfamiliar

## Unit 310

# Support organisational requirements for recording, storing and disclosing information and providing reports in an early years setting

<b>UAN:</b>	<b>A/506/0202</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	10

This unit will give the learner the knowledge and skills to carry out the administrative requirements of an Early Years educator. It included the legislative knowledge required and understanding how this governs the secure storage of information and how and when this is to be shared.

### Learning outcome

The learner will:

1. Understand the legal and organisational requirements for recording, storing and disclosing information and providing reports in an early years setting

### Assessment criteria

The learner can:

- 1.1 identify the legislation that relates to the recording, storage and sharing of **information** detailed in **records and reports**
- 1.2 describe a practitioner's responsibilities and those of **others** when recording information and producing reports
- 1.3 explain the legal requirements and agreed ways of working for the security and confidentiality of information
- 1.4 explain the secure systems for recording and storing information:
  - a. on paper
  - b. electronically
- 1.5 explain the actions to take when there are concerns over the recording, storing or sharing of **information**
- 1.6 explain how to keep up to date, accurate and coherent **records and reports** that are legible and meet legal requirements so that they can be understood by those who have a right to see them
- 1.7 explain how to balance the tension between confidentiality and openness in records and reports

1.8 explain how ICT can support information exchange within and across the setting and external agencies and organisations.

### Range

#### Information

- Verbal
- Written
- Email

and may include

- Medication records
- Observation and assessment records
- Daily register
- Registration records
- Safeguarding reports
- Sharing information
- Photographs

#### Records and reports

- Medication requirements
- Special dietary needs
- Planning
- Observation and assessment
- Health, safety and security
- Accidents
- Daily register

#### Others

- Key worker/person
- Team members and colleagues
- Other professionals
- Parents/carers
- Children.

### Learning outcome

The learner will:

2. Be able to handle information in accordance with agreed ways of working

### Assessment criteria

The learner can:

- 2.1 keep up to date, accurate and coherent **records and reports** that are legible and meet legal requirements so that they can be understood by those who have a right to see them
- 2.2 follow **agreed ways of working** for:
  - a. recording information
  - b. storing information
  - c. sharing information

2.3 use information communication technology (ICT) systems for the collection and storage of information.

**Range**

**Records and reports**

- Medication requirements
- Special dietary needs
- Planning
- Observation and assessment
- Health, safety and security
- Accidents
- Daily register

**Agreed ways of working**

- Handwritten in pen
- English and/or translated
- Grammar
- Passwords
- Secure storage
- No use of correction fluids
- Currency
- Accuracy
- Dated
- Signed
- Confidentiality.

**Learning outcome**

The learner will:

3. Be able to use records and reports to inform judgments and decisions in an early years setting

**Assessment criteria**

The learner can:

- 3.1 gain clarification of the accuracy of records and reports with others
- 3.2 respond to feedback from those who receive records and reports
- 3.3 use factual and evidence based information within records and reports
- 3.4 evaluate how own records and reports provide evidence for the basis of judgments and decisions

## Unit 311

# Supporting children's creative and imaginative play and experiences

<b>UAN:</b>	<b>L/506/0205</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	28
<b>Aim:</b>	<p>Creativity and imaginative play are integral to children's learning development, understanding and expression of the world around them and how creativity and imagination can be stimulated by many different activities and experiences.</p> <p>Learners will explore the range of children's activities, play, creative development and educational programmes that allow them to stimulate and engage children. This will also enable the learners to develop their own skills and identify areas for improvement.</p>

<b>Learning outcome</b>
The learner will: 1. Understand the developmental stages of creativity and imaginative play in children
<b>Assessment criteria</b>
The learner can: 1.1 explain the stages of creative development for children 1.2 explain the stages of imaginative play for children 1.3 explain how creative development and imaginative play link to each of the following areas of development: a. communication and language b. physical development c. personal, social and emotional development d. literacy e. numeracy/mathematics f. understanding the world



<b>Learning outcome</b>
The learner will: 2. Know the role of the practitioner in supporting creative development and imaginative play in children
<b>Assessment criteria</b>
The learner can: 2.1 explain the <b>role of the practitioner</b> in supporting: a. imaginative play b. child initiated imaginative play c. creative development d. music, dance and drama 2.2 explain the importance of building positive relationships with regard to: a. practitioner and child b. child and peers c. child and parent/carer 2.3 explain why practitioners need to ensure that children have extended and unhurried periods of time to a. participate in <b>creativity and creative experiences</b> b. participate in <b>imaginative play</b> c. participate in open-ended creative/imaginative experiences

<b>Range</b>
<b>Role of the practitioner</b> to include <ul style="list-style-type: none"> <li>• Child initiated and adult-led activities and experiences</li> <li>• Encouraging expressive arts and design</li> <li>• Extending creative/imaginative play</li> <li>• Use of language</li> <li>• Use of environment/resources/ culture and natural materials</li> </ul> <p><b>Creativity and creative experiences</b> – cooking (hot/cold), storytelling, rhymes, puppets, construction toys and equipment, creative arts, music and movement</p> <p><b>Imaginative play</b> This should include pretend play, storytelling, drama, music and movement</p>

<b>Learning outcome</b>
The learner will: 3. Understand how the environment, activities and resources can be used to support children’s creative development and imaginative play
<b>Assessment criteria</b>
The learner can: 3.1 explain how the <b>environment</b> can be used to support creative development and imaginative play

3.2 explain how activities, resources and materials are used to support creative development and imaginative play for children

**Range**

**Environment**

- Indoor and outdoor
- Structured/unstructured
- Emotional
- Familiar/unfamiliar

**Learning outcome**

The learner will:

4. Be able to support children’s creativity and imaginative play

**Assessment criteria**

The learner can:

- 4.1 identify activities and resources which can be used to support and develop children’s creativity and imagination
- 4.2 produce holistic plans which incorporate creative and imaginative development
- 4.3 prepare activities and resources from the holistic plans to encourage and support:
  - a. creativity and creative experiences
  - b. imaginative play
- 4.4 support both child initiated and adult-led:
  - a. creativity and creative experiences
  - b. imaginative play

**Learning outcome**

The learner will:

5. Be able to support children’s creativity through the use of media and materials

**Assessment criteria**

The learner can:

- 5.1 prepare **media** and **materials** from the holistic plans to encourage and support creativity and creative play
- 5.2 support children to use media whilst participating in creativity and creative experiences
- 5.3 support children to use materials whilst participating in creativity and creative experiences
- 5.4 encourage children to **explore** materials whilst participating in creativity and creative experiences

**Range**

**Media** –paint, crayons, pencils, chalk, gloop, dough, sand, water

**Materials** – paper, card, textured paper/card and plastic, string, wool, straw, cloth/material

**Explore** – mixing colours, combining materials and resources

<b>Learning outcome</b>
The learner will: 6. Be able to use communication to support children's creativity, creative experiences and imaginative play
<b>Assessment criteria</b>
The learner can: 6.1 use expressive language whilst participating in: a. creativity and creative experiences b. imaginative play 6.2 use strategies to support children to use expressive language whilst participating in: a. creativity and creative experiences b. imaginative play 6.3 support children to develop their interests and ideas by implementing <b>sustained shared thinking</b> 6.4 use encouragement and praise when supporting: a. creativity and creative experiences b. imaginative play

<b>Range</b>
<b>sustained shared thinking</b> <ul style="list-style-type: none"> <li>• Making suggestions</li> <li>• Asking questions</li> <li>• Listening to their views</li> <li>• Responding to their views showing that their ideas and views are valued</li> </ul>

<b>Learning outcome</b>
The learner will: 7. Be able to evaluate and develop practice and activities that support creative and imaginative development for children
<b>Assessment criteria</b>
The learner can: 7.1 reflect on ways of supporting children's creative and imaginative development in relation to: a. <b>practice</b> b. activities undertaken and provided 7.2 evaluate practice and activities that support creative and imaginative development of children 7.3 explain how to adapt practice to meet the <b>individual needs</b> of children when supporting creative and imaginative development 7.4 Produce a plan that shows how to develop activities which would extend children's creative thinking and learning.

**Range****Practice**

- Own contribution
- Relevance of activity
- Links to individual needs

**Individual needs** to include

- Special educational needs, disability
- Children whose home language is not English
- Confidence and abilities
- Work with individual development plans

## Unit 312

# Supporting children experiencing transitions and significant events in the early years sector

<b>UAN:</b>	<b>R/506/0206</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Aim:</b>	The purpose of this unit is for learners to develop knowledge and skills to support children through transitions. Transitions are experienced by all children and they can have an impact on learning and behaviour. This unit will encourage learners to evaluate and reflect on practice. The transitions section of this unit calls for consideration of different changes that children may experience and how positive relationships can support them. Learners will consider the different types of transitions experienced by children and look at strategies to help them through these times.

<b>Learning outcome</b>
The learner will: 1. Understand the potential effects of transitions and significant events in the lives of children
<b>Assessment criteria</b>
The learner can: 1.1 explain the short and long term effects of a range of <b>transitions and significant events</b> in the lives of children 1.2 explain how to prepare children for transitions and significant events and their potential effects 1.3 explain how to manage the potential effects of transitions and significant events in partnership with: a. children b. parents/carers c. key worker/person, colleagues and other professionals 1.4 explain the effect on children of having positive relationships during periods of transition.

**Range****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
- Differing family dynamics
- Loss of significant people/pets
- Moving between settings and carers
- Potty/ toilet training.

**Learning outcome**

The learner will:

2. Be able to support children through the management of transitions and significant events

**Assessment criteria**

The learner can:

- 2.1 prepare children for transitions and significant events and their potential effects
- 2.2 use strategies to support children through transitions and significant events
- 2.3 manage the transitions and significant events in partnership with:
  - a. parents/carers
  - b. key worker/person, colleagues and/or other professionals
- 2.4 reflect on how children have been supported for transitions and significant events
- 2.5 evaluate the effect on children of having relationships during periods of transition:
  - a. positive
  - b. negative.

## Unit 313

# Continuous professional development using reflective practice in the early years sector

<b>UAN:</b>	<b>J/506/0204</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Aim:</b>	The purpose of this unit is for learners to understand and recognise the importance of continuing professional development and how to recognise opportunities which will support and expand their professional development. This unit will highlight the importance of planning for and reviewing professional development.

<b>Learning outcome</b>
The learner will: 1. Understand the importance of continuing professional development and reflective practice in the early years sector
<b>Assessment criteria</b>
The learner can: 1.1 explain the importance for continued professional development 1.2 explain the importance of using reflective practice in the early years sector 1.3 explain how continuing professional development and reflective practice can be used to: a. develop best practice b. identify practice which requires improvement

<b>Learning outcome</b>
The learner will: 2. Be able to agree and implement a professional development plan
<b>Assessment criteria</b>
The learner can: 2.1 identify opportunities for continuing professional development 2.2 identify sources of support for own learning and development 2.3 describe the process for agreeing a professional development plan 2.4 draw up own professional development plan in agreement with their manager, mentor or others

2.5 update own professional development plan to show how achieved learning has impacted practice

**Learning outcome**

The learner will:

3. Be able to use reflective practice in own work role in the early years setting

**Assessment criteria**

The learner can:

3.1 identify opportunities for reflective practice

3.2 produce a reflective log/journal

3.3 reflect on observations made

3.4 make recommendations to improve/change professional practice based on reflection undertaken

3.5 explain the potential benefits of the recommendations

3.6 share outcomes of reflective practice with others.



## Unit 400

## Theories which underpin practice in the early years sector

<b>UAN:</b>	<b>M/506/0195</b>
<b>Level:</b>	4
<b>Credit value:</b>	7
<b>GLH:</b>	46
<b>Aim:</b>	<p>The purpose of this unit is for learners to understand the theories that underpin current practice. Learners will have a knowledge and understanding of significant and emerging theories and principles of children's personal, social, emotional, intellectual, behavioural, cognitive and biological development. Learners will identify how these have influenced current practice in three significant areas: child development and behaviour, enabling environments, practitioner interaction. The unit integrates the topics of cognition, attachment, play and early years pedagogy with historical and emerging theories.</p> <p>Learners should be encouraged to relate their research across units included in the Diploma and discuss the affect that consistency of care in the very early stages of life can have on long term development and outcomes. This will provide links to parent-infant relationships and parenting styles.</p>

This unit can be delivered in association with the Child development and observation and assessment units.

<b>Learning outcome</b>
The learner will: 1. Understand the theories that underpin current early years practice
<b>Assessment criteria</b>
The learner can: 1.1 outline the key features of the theories of child development <b>theorists:</b> a. cognitive b. humanist

<ul style="list-style-type: none"> <li>c. social learning</li> <li>d. constructivist</li> <li>e. behaviourist</li> </ul> <p>1.2 explain how the key features of the theories influence current practice in:</p> <ul style="list-style-type: none"> <li>a. child behaviour</li> <li>b. enabling environments</li> <li>c. practitioner interaction.</li> </ul>
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<b>Range</b>
<p><b>Theorists</b> and approaches to be covered should be a minimum of two per area – suggestions are:-</p> <ul style="list-style-type: none"> <li>• Cognitive - Vygotsky, Bruner</li> <li>• Humanist - Maslow, Rogers</li> <li>• Social learning - Bandura, Dewey</li> <li>• Constructivist - Piaget, Donaldson</li> <li>• Behaviourist - Pavlov, Skinner, Bandura</li> </ul>

<b>Learning outcome</b>
The learner will:
2. Understand the significance of attachment and how to promote it
<b>Assessment criteria</b>
The learner can:
2.1 outline the key features of the theories of attachment and the <b>theorists</b>
2.2 explain why positive attachment is important for children
2.3 explain the potential impact on the well-being of children of not forming positive attachments
2.4 explain the role of practitioners in supporting children to form positive attachments.

<b>Range</b>
<p><b>Theorists</b></p> <ul style="list-style-type: none"> <li>• Ainsworth</li> <li>• Bowlby</li> <li>• Robertson</li> <li>• Elfer, Goldshmeid and Selleck.</li> </ul>

<b>Learning outcome</b>
The learner will:
3. Understand the importance of play in supporting children’s learning and development
<b>Assessment criteria</b>
The learner can:
3.1 outline the key features of the play theories and the <b>theorists</b>
3.2 explain the requirements of <b>relevant legislation</b> on the rights of the child in relation to play

- 3.3 describe the importance of play in relation to learning and development
- 3.4 describe the practitioner's role in supporting learning and development through play.

<b>Range</b>
Play <b>theorists</b> <ul style="list-style-type: none"><li>• Froebel</li><li>• Isaac</li><li>• Athey</li><li>• Bruce</li><li>• Smilansky</li><li>• Parten</li></ul>
<b>Relevant Legislation</b> <ul style="list-style-type: none"><li>• National</li><li>• International.</li></ul>

<b>Learning outcome</b>
The learner will: 4. Understand the purposes and principles of early years pedagogy and systems in the early years sector
<b>Assessment criteria</b>
The learner can: 4.1 explain how early years pedagogical principles can be applied in working with children : <ul style="list-style-type: none"><li>a. as individuals</li><li>b. in group settings</li></ul>
4.2 explain how <b>different approaches</b> and <b>systems</b> to working with children in the early years sector has influenced current provision.

<b>Range</b>
<b>Different approaches and systems</b> <ul style="list-style-type: none"><li>• Bronfenbrenner</li><li>• Reggio Emilia</li><li>• High/Scope</li><li>• Montessori</li><li>• Steiner</li><li>• Te Whariki.</li></ul>

## Unit 401

## Child development from conception to 7 years

<b>UAN:</b>	<b>H/506/0193</b>
<b>Level:</b>	4
<b>Credit value:</b>	7
<b>GLH:</b>	31
<b>Aim:</b>	The purpose of this unit is for learners to gain knowledge and understanding of child development from conception to 7 years where appropriate. The unit will provide learners with the required understanding of the sequence and rate of development for children as well as factors that may influence development in both a positive and negative manner. Learners will research the different ways in which children develop to gain an in depth understanding of the areas of development including: neurological and brain development stages, physical, communication, intellectual/cognitive, personal, social, emotional and behavioural development.

<b>Learning outcome</b>
The learner will: 1. Understand the expected pattern and holistic aspects of development for children from birth to 7 years
<b>Assessment criteria</b>
The learner can: 1.1 describe the pattern/sequence and rate of each aspect of development from birth to <b>7 years</b> in relation to: a. physical b. <b>communication</b> c. <b>intellectual/cognitive</b> d. personal, social, emotional and behavioural 1.2 explain the difference between sequence of development and rate of development and why the difference is important 1.3 explain the importance of holistic development in relation to: a. speech, language and communication b. personal, social and emotional development c. physical development.

<b>Range</b>
<b>7 years</b> – until the child is 6 years and 11 months
<b>Communication</b>
<ul style="list-style-type: none"> <li>• extending vocabulary</li> <li>• language structure</li> <li>• dialogue</li> <li>• literacy</li> </ul>
<b>Intellectual/cognitive</b>
<ul style="list-style-type: none"> <li>• numeracy/mathematics</li> <li>• understanding the world</li> <li>• expressive arts and design.</li> </ul>

<b>Learning outcome</b>
The learner will:
2. Understand pre and post natal neurological and brain development in children from conception to 7 years
<b>Assessment criteria</b>
The learner can:
2.1 explain the critical pre-natal brain development stages that occur
2.2 explain the critical post-natal brain development stages that occur
2.3 describe the possible <b>adverse factors</b> which could affect neurological and brain development in relation to
a. communication
b. attachment
c. memory formation
d. sensory pathways
e. physical

<b>Range</b>
<b>Adverse factors</b>
<ul style="list-style-type: none"> <li>• Exposure to substance use/misuse (smoking – including passive, alcohol, prescribed medication, illegal drugs, misuse of vitamins)</li> <li>• Exposure to common childhood illnesses</li> <li>• Stress during pregnancy</li> <li>• Pre and post natal depression</li> <li>• Unhealthy eating</li> <li>• Genetic factors</li> <li>• Nature and nurture</li> <li>• Birth trauma</li> <li>• Folic Acid.</li> </ul>

<b>Learning outcome</b>
The learner will: 3. Understand the factors that influence development of children from conception to 7 years
<b>Assessment criteria</b>
The learner can: 3.1 identify the areas of development that may not follow the expected patterns for the following reasons: <ol style="list-style-type: none"> <li>a. disability</li> <li>b. emotional</li> <li>c. physical</li> <li>d. environmental</li> <li>e. cultural</li> <li>f. social</li> <li>g. learning needs</li> <li>h. communication</li> </ol> 3.2 explain how the development of children from conception to 7 years is influenced by personal factors <ol style="list-style-type: none"> <li>a. <b>maternal health</b></li> <li>b. health status</li> <li>c. disability</li> <li>d. sensory impairment</li> <li>e. learning difficulties</li> </ol> 3.3 analyse how the development of children from conception to 7 years is influenced by external factors: <ol style="list-style-type: none"> <li>a. poverty and deprivation</li> <li>b. family environment and background</li> <li>c. domestic violence</li> <li>d. exposure to substance use or misuse.</li> </ol>

<b>Guidance</b>
<b>Maternal health</b> including <ul style="list-style-type: none"> <li>• Exposure to substance use/misuse</li> <li>• Folic Acid</li> <li>• Exposure to common childhood illnesses</li> <li>• Stress during pregnancy</li> <li>• Pre and post natal depression</li> <li>• Diet.</li> </ul>

## Unit 402

## Observation and assessment in the early years sector

<b>UAN:</b>	<b>A/506/0197</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	25
<b>Aim:</b>	The purpose of this unit is for learners to gain knowledge and understanding of the use of observation and assessment of children and how this can be used to record, monitor and support children's holistic development and practice within the early years sector. The learner will also be able to use observation and assessment in the early years linking it to supporting and promoting children's learning and development in a manner that is appropriate to their age, stage of development and individual circumstances.

<b>Learning outcome</b>
The learner will: 1. Understand the purpose and value of observation and assessment in the early years sector
<b>Assessment criteria</b>
The learner can: 1.1 explain the importance of observation and assessment in the early years sector 1.2 describe how observation and assessment can be used to inform <b>service provision</b> in the early years sector 1.3 evaluate how observation and assessment can be used to <b>monitor</b> children in the early years sector.

<b>Range</b>
<b>Service provision</b> <ul style="list-style-type: none"><li>• Appropriateness of provision</li><li>• Staff</li><li>• Environment</li><li>• Planning</li><li>• Room layout</li><li>• Session/day</li><li>• Sharing information</li><li>• Current early years curriculum framework</li></ul>

### **Monitor**

- Understand child's current development level
- Assess interactions (adult/child; adult/child/child)
- Assess specific events
- Identify and support additional needs
- Identify and support skills
- Identify and support likes /dislikes.

### **Learning outcome**

The learner will:

2. Understand the principles of observations and assessments in an early years setting

### **Assessment criteria**

The learner can:

- 2.1 explain the **factors** that need to be considered when observing or assessing in the early years setting
- 2.2 describe the **ethical considerations** that need to be followed when observing or assessing
- 2.3 explain the importance of adhering to **relevant legislation and statutory guidance** for recording and storing observations and assessments

### **Range**

#### **Factors**

- Staff resource
- Timeliness
- Method
- Setting/area
- Safety
- Child development
- Health and well-being of child
- Child's age, stage and interests
- Additional needs

#### **Ethical considerations**

- Permissions to observe
- Rights to refuse to be observed
- Confidentiality
- Appropriate behaviour of observer
- Freedom from bias – objectivity rather than subjective

#### **Relevant legislation and statutory guidance**

- Data Protection Act 1998
- Welfare standards.



<b>Learning outcome</b>
The learner will: 3. Know observation and assessment methods available in an early years setting
<b>Assessment criteria</b>
The learner can: 3.1 analyse <b>observation methods</b> in an early years setting 3.2 analyse <b>assessment methods and tools</b> used in an early years setting to include formative and summative assessments.

<b>Range</b>
<b>Observation methods</b>
<ul style="list-style-type: none"> <li>• Time sample</li> <li>• Event sample</li> <li>• Focused or Target child</li> <li>• ABC/STAR</li> <li>• Tracking</li> <li>• Web</li> <li>• Check list</li> <li>• Free description</li> <li>• Snapshot</li> <li>• Video</li> </ul>
<b>Assessment methods and tools</b> such as
<ul style="list-style-type: none"> <li>• Two year progress check</li> <li>• EYFS profile</li> <li>• Common Assessment Framework – as per DfE website</li> <li>• SATs.</li> </ul>

<b>Learning outcome</b>
The learner will: 4. Know how to involve others in observation and assessment for early years sector
<b>Assessment criteria</b>
The learner can: 4.1 explain the contribution that <b>others</b> can make to observations or assessments 4.2 explain how and when to involve others in observations or assessments 4.3 explain how observations and assessments must be used in the referral process 4.4 explain the importance of involving the child and parent/carer in observations and assessments.

<b>Range</b>
<p><b>Others</b></p> <ul style="list-style-type: none"> <li>• Parents/carers</li> <li>• Child</li> <li>• Practitioners</li> <li>• Key worker/person</li> <li>• SENCO</li> <li>• Other settings</li> <li>• Support services e.g. Local Safeguarding Children Board; Speech and Language Therapist.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <p>5. Be able to carry out observations and assessments of children in the early years sector</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>5.1 identify the purpose of the observation and assessment being undertaken</p> <p>5.2 select <b>observation</b> and <b>assessment methods or tool</b> for purpose identified</p> <p>5.3 undertake observations and assessment in an early years setting</p> <p>5.4 record observation and assessments in a <b>professional manner</b>.</p>

<b>Range</b>
<p><b>Observation</b> methods</p> <ul style="list-style-type: none"> <li>• Time sample</li> <li>• Event sample</li> <li>• Focused or Target child</li> <li>• ABC/STAR</li> <li>• Tracking</li> <li>• Web</li> <li>• Check list</li> <li>• Free description</li> <li>• Snapshot</li> <li>• Video</li> </ul> <p><b>Assessment methods or tool</b></p> <ul style="list-style-type: none"> <li>• Formative</li> <li>• Summative</li> <li>• Two year progress check</li> <li>• EYFS profile</li> <li>• Common Assessment Framework</li> </ul>

**Professional manner**

- permission to observe
- safeguarding issues are observed
- observer's name
- time and date stamped
- setting including others who are present (confidentiality)
- name and age of child/ren
- if written, must be legible and show a good command of the English language
- objective

**Learning outcome**

The learner will:

6. Be able to use observations and assessments to evaluate and inform practice in an early years setting

**Assessment criteria**

The learner can:

- 6.1 reflect on observations undertaken and **assessment methods** used
- 6.2 explain how observations and assessment are used to inform:
  - a. the next steps for learning and development of children
  - b. the needs of the child
  - c. the **interests** of the child
  - d. own practice
  - e. service provision.

**Range****Assessment methods**

- Formative
- Summative

And assessment requirements such as

- Two year progress check
- EYFS profile
- Common Assessment Framework

**Interests**

- Child's style of learning
- Schemas.



## Relationships to other qualifications

### Links to other qualifications

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

This qualification has connections to the:

- Advanced Technical Diploma for the Early Years Practitioner (Early Years Educator) 3605-30
- Level 3 Diploma for the Children and Young People's Workforce: Early Learning and Childcare Pathway (England)
- Level 3 Extended Diploma in Children's Care, Learning and Development (Wales and NI)



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

***Centre Manual - Supporting Customer Excellence*** 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** 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.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	T: +44 (0)844 543 0033 E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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## **City & Guilds Group**

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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Docushare Ref :Early Years Educator – WB Draft QHB