

Specification

CHILDREN'S PLAY, LEARNING AND DEVELOPMENT

From September 2014

Pearson BTEC Level 3 National Subsidiary Award in Children's Play, Learning and Development (VRQ)

Pearson BTEC Level 3 National Award in Children's Play, Learning and Development (VRQ)

Pearson BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development (VRQ)

Pearson BTEC Level 3 National Certificate in Children's Play, Learning and Development (Early Years Educator) (VRQ)

Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator) (VRQ)

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Welcome to your Pearson BTEC National 2014 specification in Children's Play, Learning and Development

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

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

These qualifications replace the Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development, which ran from September 2012. The new qualifications have been revised and mapped against the Early Years Educator (Level 3): Qualifications Criteria, which was published by the National College of Teaching and Leadership in July 2013. Learners who successfully complete the Pearson BTEC Level 3 National Certificate or Diploma in Children's Play, Learning and Development (Early Years Educator) will be able to practise as Early Years Educators.

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

1 Stakeholder engagement

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

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

2 Early Years Educator (Level 3): Qualifications Criteria

The core units of the Pearson BTEC National Certificate and Diploma in Children's Play, Learning and Development (Early Years Educator) have been mapped against the Early Years Educator (Level 3): Qualifications Criteria published by the National College for Teaching and Leadership. Both the National Certificate and Diploma have been approved by the National College for Teaching and Leadership as conferring Early Years Educator status.

3 Relevant and interesting content

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

4 Assessment

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

5 Progression and flexibility

The Pearson BTEC Nationals in Children's Play, Learning and Development provide for progression and flexibility, as learners can begin with smaller-sized qualifications, i.e. the Pearson BTEC Level 3 National Subsidiary Award, National Award, National Subsidiary Certificate or National Certificate in Children's Play, Learning and Development and build upwards towards the National Diploma.

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

In *Unit 11: Reflective Practice*, which is a core unit within the National Certificate and Diploma, learners are required to reflect on their own practice in working with children and contributing to their development and learning, which will aid their progression to employment within the sector.

In the Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator), learners are required to carry out a research assignment (*Unit 13: Research Skills*) that has been designed to develop learners' research and study skills to enable them to progress into higher education and explore a topic of particular interest within the early years sector.

6 Recognising achievement

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

Learners studying the Pearson BTEC Level 3 National Award, Subsidiary Certificate, Certificate or Diploma will be required to undertake a period of work placement(s). Employers in the sector require employees to demonstrate knowledge of childcare practice through work experience during which a range of practical skills can be successfully demonstrated. The *Practical Evidence Portfolio* is a vital part of demonstrating to employers that this detailed practical experience has been acquired.

Improved specification and support

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

Acknowledgement of industry support

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

- **the National Autistic Society (NAS)**, a UK charity for people affected by autism that provides specialist services to 100,000 people living with autism every year:
Unit 29: Meeting the Needs of Children Who May Have an Autism Spectrum Disorder

- **the Professional Association for Childminding and Early Years (PACEY)**, a professional membership organisation that works with registered childminders and nannies: *Unit 17: Working With Children in Home-based Care* and *Unit 18: Managing a Home-based Childcare Business*
- **the National Day Nursery Association** and its members: *Unit 30: Career Development in Early Years*
- **Montessori Centre International**, which is committed to excellence in the training of Montessori Early Years practitioners: *Unit 26: An Introduction to Working in a Montessori Setting*
- **SkillsActive**, the Sector Skills Council for sport and active leisure: *Unit 20: An Introduction to Playwork Principles*
- **Steiner Waldorf**, the membership organisation for all Steiner Waldorf schools and independent Steiner Waldorf Early Years settings in the UK and Ireland: *Unit 27: An Introduction to Working in a Steiner Waldorf Setting.*

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Purpose of this specification

This specification sets out:

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

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

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

The Pearson-set assignment for *Unit 11: Reflective Practice* is in *Annexe F* of this specification.

The Pearson-set assignment for *Unit 13: Research Skills* is in *Annexe H* of this specification.

The *Practical Evidence Portfolio (PEP)* can be found on our website (www.edexcel.com).

Qualification titles and Qualification Numbers

Qualification title	Pearson BTEC Level 3 National Subsidiary Award in Children's Play, Learning and Development (VRQ)
Qualification Number (QN)	601/2460/X

Qualification title	Pearson BTEC Level 3 National Award in Children's Play, Learning and Development (VRQ)
Qualification Number (QN)	601/2459/3

Qualification title	Pearson BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development (VRQ)
Qualification Number (QN)	601/2526/3

Qualification title	Pearson BTEC Level 3 National Certificate in Children's Play, Learning and Development (Early Years Educator) (VRQ)
Qualification Number (QN)	601/2525/1

Qualification title	Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator) (VRQ)
Qualification Number (QN)	601/2527/5

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

These qualification titles feature in the DfE funding lists.

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

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

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

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

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

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

These qualifications will:

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

Rationale for the Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development

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

- reflect recent thinking in the sector, such as the Tickell report (2011), and Nutbrown Review (2012), which highlights the benefits of play for children and the particular importance of the early years of a child's life, with the focus in the Pearson BTEC Nationals on the birth up to (but not including) 8 years age range
- reflect the Early Years Educator (Level 3): Qualifications Criteria published by the National College for Teaching and Leadership; the BTEC Level 3 National Certificate and Diploma confer 'Early Years Educator' status
- reflect the requirements of employers in the sector and higher education institutions

- give learners the opportunity to achieve a nationally recognised Level 3 qualification, which will develop their transferable skills, including analytical writing, the ability to synthesise knowledge and personal organisational skills.

These qualifications give learners a solid understanding of key areas of children's play, learning and development judged essential by the sector, as identified in the Early Years Educator (Level 3): Qualifications Criteria, including an understanding of:

- the expected patterns of children's development for birth up to, but not including, 8 years in *Unit 1: Child Development*
- underpinning theories and philosophical approaches to how children learn and develop in *Unit 1: Child Development*, *Unit 2: Play and Learning* and *Unit 6: Supporting Children's Speech, Communication and Language*
- planning and providing effective care, teaching and learning in *Unit 2: Play and Learning*, *Unit 6: Supporting Children's Speech, Communication and Language*, *Unit 7: Supporting Children's Personal, Social and Emotional Development* and *Unit 12: The Early Years Foundation Stage (EYFS)*
- safeguarding and promoting the health, safety and welfare of children in *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*, *Unit 4: Health and Safety in Early Years Settings*, *Unit 8: Safeguarding in Early Years* and *Unit 12: The Early Years Foundation Stage (EYFS)*
- working in partnership with colleagues, other professionals and parents and/or carers in *Unit 5: Working With Parents and Others in Early Years*
- using formative and summative assessments to track children's progress and plan next steps in *Unit 6: Supporting Children's Speech, Communication and Language*, *Unit 9: Observation, Assessment and Planning* and *Unit 12: The Early Years Foundation Stage (EYFS)*
- how to maintain accurate and coherent records and reports and when it is appropriate to share information in *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*, *Unit 4: Health and Safety Practice in Early Years Settings*, *Unit 8: Safeguarding in Early Years* and *Unit 9: Observation, Assessment and Planning*
- the importance of promoting diversity, equality and inclusion, which is covered throughout the qualification, but especially in *Unit 1: Child Development*, *Unit 2: Play and Learning*, *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*, *Unit 5: Working With Parents and Others in Early Years*, *Unit 6: Supporting Children's Speech, Communication and Language* and *Unit 7: Supporting Children's Personal, Social and Emotional Development*.
- ensuring positive outcomes for children, which is covered throughout the qualification, but especially in *Unit 1: Child Development*, *Unit 5: Working With Parents and Others in Early Years*, *Unit 9: Observation, Assessment and Planning* and *Unit 12: The Early Years Foundation Stage (EYFS)*. This includes helping children make the most of their abilities and talents to reach their potential and includes developmental and learning outcomes, physical and emotional health and wellbeing, and being safe, all of which contribute to short-term and life-long benefits.

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

Some of the optional specialist units included within the Diploma are designed to provide an introduction into a particular area in childcare, e.g. *Unit 28: An Introduction to Work as a Community Nursery Nurse*. The completion of these units does not confer any practitioner status for that particular specialism on the learner.

Learners undertaking the Pearson BTEC Level 3 National Certificate or Diploma in Children's Play, Learning and Development (Early Years Educator) will undertake work placements in at least three settings, which will enable them to learn good practice.

During the placements, learners are required to complete the *Practical Evidence Portfolio* (available on our website, www.edexcel.com), which was developed in consultation with employers to ensure that learners develop the key basic skills, such as setting up and maintaining resource areas, which are vital to them becoming effective early years practitioners. Through completing reflective summaries at the end of each placement, learners will develop the reflective practice skills that are essential in this sector. In *Unit 11: Reflective Practice*, learners will reflect on their ability to support children's development and learning during placement. This work experience requirement will benefit learners when seeking employment within the sector. Learners' research skills, which are essential for progression to higher education, will be developed in *Unit 13: Research Skills*.

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

Breadth and progression

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

- gain a broad understanding and knowledge of the early years
- develop essential skills such as observation, assessment skills and reflective practice skills prized by employers and higher education institutions.

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

Occupational competence

Learners who successfully complete the Pearson BTEC Level 3 National Certificate in Children's Play, Learning and Development (Early Years Educator) or the Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator) will be able to practise as early years educators. The core units of these qualifications are mapped against the Early Years Educator (Level 3): Qualifications Criteria to ensure that these qualifications provide learners with the relevant occupational competence required to work in early years settings.

Learners taking these qualifications will be required to undertake a minimum of 750 hours' work experience in different settings with different age groups to develop the work skills required to work in early years settings. They will be required to record and reflect on their skills in the *Practical Evidence Portfolio*, which can be found on our website (www.edexcel.com).

Stakeholder support

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

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

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

- are for learners aged 16 years and over
- have a paper-based external assessment for Unit 1: Child Development that is set and marked by Pearson
- will be available on the National Qualifications Framework (NQF)
- present knowledge in a work-related context
- are mapped to the Early Years Educator (Level 3): Qualifications Criteria
- are underpinned by National Occupational Standards in the sector
- give learners the opportunity to develop and apply skills in English, mathematics and ICT in naturally occurring, work-related contexts
- are for those planning to work in England.

These qualifications replace the Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development that ran from September 2012. The new qualifications have been revised and mapped against the Early Years Educator (Level 3): Qualifications Criteria published by the National College of Teaching and Leadership. Learners can register on the revised Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development from September 2014. The first certification opportunity for the Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator) (VRQ) will be 2016.

Summary of the features of the Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

The Pearson BTEC Level 3 National Subsidiary Award:

- consists of 180 guided learning hours
- is equivalent to an AS-level in terms of size
- is designed to be taken alongside one or more substantial qualifications within a 16–19 study programme
- provides an element of sector specialism by developing a primary common core of knowledge in the sector
- contains two core units covering content regarded as most important by employers including child development and play and learning
- has *Unit 1: Child Development* (120 GLH) as the externally assessed unit
- is particularly appropriate for those with an interest in progressing to a career involved with working with children in an early years-related field who want to pursue this via a mainly academic route alongside other qualifications such as A-levels in psychology or sociology, or a Pearson BTEC Level 3 National in Health and Social Care
- is appropriate for learners aged 16 who are ready to start an element of Level 3 vocational study while completing aspects of their Level 2 programme.

The Pearson BTEC Level 3 National Award:

- consists of 360 guided learning hours
- is equivalent to one A-level in terms of size
- has been designed to occupy one-third of the curriculum within a broader programme of study, which could include other vocational or academic qualifications
- allows learners to develop the core specialist knowledge, understanding and skills required by the sector, including child development, play and learning, health and safety, safeguarding, observation, assessment and planning
- requires learners to take five core units and one optional specialist unit from a choice of four
- has *Unit 1: Child Development* (120 GLH) as the externally assessed unit
- provides a basis for progression when supported by relevant qualifications at Level 2 such as GCSE English and Mathematics, or at Level 3 such as A-levels in Psychology, Biology or English Language
- provides learners with the opportunity to study a range of optional areas of their choice in more depth, including *Unit 6: Supporting Children's Speech, Communication and Language* and *Unit 10: Supporting Children's Literacy and Numeracy Development*
- requires learners to undertake a minimum of 50 hours of work placement in an early years setting to ensure they develop their practical skills and have experience of working with children
- is a respected route for those who wish to move into employment in the sector following further study as the qualification was designed in close collaboration with industry.

The Pearson BTEC Level 3 Subsidiary Certificate:

- consists of 540 guided learning hours
- is equivalent to one and a half A-levels in terms of size
- is a one-year course, enabling learners to develop a common core of knowledge, including child development, play and learning, safeguarding, observation, assessment and planning, working with parents and others with equality and diversity embedded throughout
- allows learners the opportunity to study in more depth a range of optional areas of their choice such as *Unit 6: Supporting Children's Speech, Communication and Language*, *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs* and *Unit 12: The Early Years Foundation Stage (EYFS)*
- requires learners to take six core units and three specialist optional units from a choice of five
- has *Unit 1: Child Development* (120 GLH) as the externally assessed unit
- requires learners to take a minimum of 400 hours placement in different early years settings to ensure they develop their practical skills and have experience of working with children. This will be evidenced in the *Practical Evidence Portfolio*, which also requires learners to engage in reflective practice during their placement and demonstrate a range of key practical skills that employers expect people to be competent in when working with children

- is a respected route for those who wish to move into employment in the sector following further study as the qualification was designed in close collaboration with industry.

The Pearson BTEC Level 3 National Certificate:

- consists of 720 guided learning hours
- is equivalent to two A-levels in terms of size
- has been designed to occupy two-thirds of a full-term curriculum enabling learners to develop a significant common core of knowledge, including child development, play and learning, health and safety, safeguarding, observations, assessment and planning, working with parents and others, reflective practice, meeting children's physical development, supporting children's speech, communication and language, supporting children's literacy and numeracy, and the Early Years Foundation Stage
- contains all units as core to ensure that learners develop all the required knowledge, understanding and skills to become an effective Early Years Educator
- has *Unit 1: Child Development* (120 GLH) as the externally assessed unit
- contains a Pearson-set and centre-marked assignment for *Unit 11: Reflective Practice* in which the learner will show how they have used reflective practice over the duration of their work placements
- allows time in the curriculum to study other qualifications alongside it, for example Paediatric First Aid
- requires learners to undertake a minimum of 750 hours of work placement in at least three different early years settings to ensure they develop their practice as an Early Years Educator and have a substantial experience of working across the age range (from birth up to 7 years, 11 months)
- requires learners to complete the *Practical Evidence Portfolio* during the work placement
- can be studied part-time by learners in colleges and other training provider organisations
- is fully supported by the National College of Teaching and Leadership and is one of the recognised qualifications that confers Early Years Educator status on holders of the qualification
- is supported by a range of professional organisations and employers in the sector, meaning that this is a highly respected route for those who wish to move directly into employment in the sector
- provides a well-established route into a variety of specialist Higher Education (HE) courses in the sector when taken alongside other qualifications appropriate for the desired course of study.

The Pearson BTEC Level 3 National Diploma:

- consists of 1080 guided learning hours
- is equivalent to three A-levels in terms of size
- has been designed as a full two-year programme of study
- enables learners to develop a substantial common core of knowledge, including child development, play and learning, health and safety, safeguarding, observations, assessment and planning, working with parents and others, reflective practice, meeting children's physical development, supporting children's speech, communication and language, supporting children's literacy and numeracy, and the Early Years Foundation Stage

- gives learners the opportunity to study a full range of optional areas of their choice such as *Unit 16: Working With Children Under 3 Years*, *Unit 17: Working With Children in Home-based Care*, *Unit 19: Working With Children Who Have Additional Needs*, *Unit 20: An Introduction to Playwork Principles*, *Unit 22: Cooking Activities With Children*, *Unit 26: An Introduction to Working in a Montessori Setting* and *Unit 30: Career Development in Early Years*
- requires learners to take thirteen core units and optional specialist units to add up to 1080 guided learning hours overall
- has *Unit 1: Child Development* (120 GLH) as the externally assessed unit
- contains a Pearson-set and centre-marked assignment for *Unit 11: Reflective Practice* in which the learner will show how they have used reflective practice over the duration of their placements
- contains a Pearson-set and centre-marked assignment for *Unit 13: Research Skills* in which the learner will undertake a research project that must relate to work with young children
- requires learners to undertake a minimum of 750 hours of work placement in at least three different early years settings, to ensure they develop their practice as an Early Years Educator and have substantial experience of working with children across the age range (from birth up to 7 years, 11 months)
- requires learners to complete the *Practical Evidence Portfolio* during the work placement
- is designed for learners who know in which sector they would like to specialise – learners can achieve breadth of study through the large core and extensive options, rather than by studying complementary qualifications alongside it
- allows learners to develop the wide-ranging knowledge, understanding and skills required for direct progression into Early Years Educator roles within the industry they are going to be a part of
- provides a route into a variety of specialist Higher Education (HE) courses in this sector and beyond, fully meeting entry requirements for most courses.

Types of units within the Pearson BTEC Level 3 Nationals in Children’s Play, Learning and Development

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

Core units

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

Optional specialist units

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

3 Work placement

Work placement requirements

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

Learners must undertake supervised work placements on the Pearson BTEC Level 3 Nationals in Children's Learning Play and Development as follows.

- Pearson BTEC Level 3 National Award in Children's Play, Learning, and Development – 50 hours
- Pearson BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development – 400 hours
- Pearson BTEC Level 3 National Certificate in Children's Play, Learning and Development (Early Years Educator) – 750 hours
- Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator) – 750 hours

Learners taking the Pearson BTEC Level 3 National Certificate or Diploma have to experience a minimum of **three different** placement settings. Learners must spend a minimum of 100 hours in one placement for each of the following age bands:

- birth up to 1 year, 11 months in a nursery or in home-based care
- 2 up to 4 years, 11 months in nursery, pre-school or home-based care
- 5 up to 7 years, 11 months with children who are in a classroom setting.

Up to 150 hours can be undertaken with children with additional needs in an older age group.

Learners on the Pearson BTEC Level 3 National Certificate or Diploma in Children's Play, Learning and Development (Early Years Educator) must complete the *Practical Evidence Portfolio* (available on our website), which was developed in consultation with employers to ensure that learners develop key basic skills, such as setting up and maintaining resource areas. Learners will complete reflective summaries at the end of each placement, which will help develop the reflective practice skills that are essential in this sector. Learners must reflect on promoting the development and learning of children during their placement, so that they have sufficient experience to draw on during *Unit 11: Reflective Practice*.

Learners taking the Pearson BTEC Level 3 National Award in Children's Play, Learning and Development can spend their 50 hours of work placement with any of the above age groups.

Learners taking the Pearson BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development can spend their 400 hours of work placement with any of the above age groups. However, it is recommended that if learners wish to progress to Early Years Educator qualifications, they must be mindful of the need to experience different age ranges.

Learners taking the National Award or Subsidiary Certificate must record their evidence in the *Practical Evidence Portfolio* for the placements they have attended and the units that form part of their course. The *Practical Evidence Portfolio* for these qualifications is available on our website.

Quality of placements

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

Safe working practices

Placement settings must be advised that learners must not at any time be left unsupervised to work with children except where a learner is already employed by a setting. Learners should be given instruction about current safe working practices before they begin each placement, including the procedure required if they have concerns about the safety of children.

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

Placement visits

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

4 Qualification structures

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

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

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

Pearson BTEC Level 3 National Subsidiary Award in Children's Play, Learning and Development			
Unit	Core units	Assessment method	GLH
1	Child Development *	External	120
2	Play and Learning	Internal	60

*Indicates that unit assessment is externally set and marked.

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

The Pearson BTEC Level 3 National Award in Children's Play, Learning and Development consists of five core units, and a choice from four optional specialist units that provide for a combined total of 360 guided learning hours (GLH) for the completed qualification.

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

Pearson BTEC Level 3 National Award in Children's Play, Learning and Development			
Unit	Core units	Assessment method	GLH
1	Child Development *	External	120
2	Play and Learning	Internal	60
4	Health and Safety in Early Years Settings	Internal	30
8	Safeguarding in Early Years	Internal	30
9	Observation, Assessment and Planning	Internal	60
Optional specialist units (Learners take one unit)			
3	Meeting Children's Physical Development, Physical Care and Health Needs	Internal	60
6	Supporting Children's Speech, Communication and Language	Internal	60
7	Supporting Children's Personal, Social and Emotional Development	Internal	60
10	Supporting Children's Literacy and Numeracy Development	Internal	60

*Indicates that unit assessment is externally set and marked.

As part of this qualification, learners must undertake 50 hours of work experience (see *Section 3* of the specification)

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

The Pearson BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development consists of six core units, and a choice from five optional specialist units that provide for a combined total of 540 guided learning hours (GLH) for the completed qualification.

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

Pearson BTEC Level 3 Subsidiary Certificate in Children's Play, Learning and Development			
Unit	Core units	Assessment method	GLH
1	Child Development *	External	120
2	Play and Learning	Internal	60
4	Health and Safety in Early Years Settings	Internal	30
5	Working With Parents and Others in Early Years	Internal	60
8	Safeguarding in Early Years	Internal	30
9	Observation, Assessment and Planning	Internal	60
Optional specialist units (Learners take three units)			
3	Meeting Children's Physical Development, Physical Care and Health Needs	Internal	60
6	Supporting Children's Speech, Communication and Language	Internal	60
7	Supporting Children's Personal, Social and Emotional Development	Internal	60
10	Supporting Children's Literacy and Numeracy Development	Internal	60
12	The Early Years Foundation Stage	Internal	60

*Indicates that unit assessment is externally set and marked

As part of the qualification, learners must undertake 400 hours of work experience (see *Section 3* of the specification).

Pearson BTEC Level 3 National Certificate in Children's Play, Learning and Development (Early Years Educator)

The Pearson BTEC Level 3 National Certificate in Children's Play, Learning and Development (Early Years Educator) consists of twelve core units that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

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

Pearson BTEC Level 3 National Certificate in Children's Play, Learning and Development (Early Years Educator)			
Unit	Core units	Assessment method	GLH
1	Child Development *	External	120
2	Play and Learning	Internal	60
3	Meeting Children's Physical Development, Physical Care and Health Needs	Internal	60
4	Health and Safety in Early Years Settings	Internal	30
5	Working With Parents and Others in Early Years	Internal	60
6	Supporting Children's Speech, Communication and Language	Internal	60
7	Supporting Children's Personal, Social and Emotional Development	Internal	60
8	Safeguarding in Early Years	Internal	30
9	Observation, Assessment and Planning	Internal	60
10	Supporting Children's Literacy and Numeracy Development	Internal	60
11	Reflective Practice **	Pearson-set assignment	60
12	The Early Years Foundation Stage	Internal	60

*Indicates that unit assessment is externally set and marked

**Indicates that unit has Pearson-set assignment

As part of the qualification, learners must undertake 750 hours of work experience (see *Section 3* of the specification).

Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator)

The Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator) consists of thirteen core units and a choice from seventeen optional specialist units that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

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

Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator)			
Unit	Core units	Assessment method	GLH
1	Child Development *	External	120
2	Play and Learning	Internal	60
3	Meeting Children's Physical Development, Physical Care and Health Needs	Internal	60
4	Health and Safety in Early Years Settings	Internal	30
5	Working with Parents and Others in Early Years	Internal	60
6	Supporting Children's Speech, Communication and Language	Internal	60
7	Supporting Children's Personal, Social and Emotional Development	Internal	60
8	Safeguarding in Early Years	Internal	30
9	Observation, Assessment and Planning	Internal	60
10	Supporting Children's Literacy and Numeracy Development	Internal	60
11	Reflective Practice **	Pearson-set assignment	60
12	The Early Years Foundation Stage	Internal	60
13	Research Skills **	Pearson-set assignment	60

Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator)			
Optional specialist units (Learners must take units adding up to 300 guided learning hours, to make up 1080 guided learning hours for the qualification overall.)			
Unit	Optional specialist units	Assessment method	GLH
14	Health, Education and Social Services for Children and Their Families	Internal	30
15	Food and Mealtimes in the Early Years	Internal	30
16	Working With Children Under 3 Years	Internal	60
17	Working With Children in Home-based Care	Internal	60
18	Managing a Home-based Childcare Business	Internal	30
19	Working With Children Who Have Additional Needs	Internal	60
20	An Introduction to Playwork Principles	Internal	60
21	Supporting Children's Imaginative Play	Internal	30
22	Cooking Activities With Children	Internal	30
23	Supporting Children's Creativity	Internal	30
24	Supporting the Development of English For Children With Another Home Language	Internal	60
25	Promoting Children's Development Outdoors	Internal	60
26	An Introduction to Working in a Montessori Setting	Internal	60
27	An Introduction to Working in a Steiner Waldorf Setting	Internal	60
28	An Introduction to Work as a Community Nursery Nurse	Internal	60
29	Meeting the Needs of Children Who May Have an Autism Spectrum Disorder	Internal	60
30	Career Development in Early Years	Internal	30

*Indicates that unit assessment is externally set and marked

**Indicates that unit has an Pearson-set assignment

As part of the qualification, learners must undertake 750 hours of work experience (see *Section 3* of the specification).

5 Programme delivery

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

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

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

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

Resources

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

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of these qualifications.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience in the sector.
- The person signing off the individual skills in the Practical Evidence Portfolio is required to have a relevant early years qualification at Level 3 or above and early years experience. The completed portfolio requires a final signature of the course tutor or a member of the course team.
- There must be systems in place to ensure continuing professional development for staff delivering these qualifications.
- Centres must have appropriate health-and-safety policies in place relating to the use of equipment by learners.
- Centres must deliver these qualifications in accordance with current equality legislation.

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

Delivery approach

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

The practical application of these units to work with children aged from birth up to, 7 years, 11 months is gained through the successful completion of the *Practical Evidence Portfolio* and learners' completion of assessed work placement(s) for the Pearson BTEC Level 3 National Award, Subsidiary Certificate, Certificate and Diploma in Children's Play, Learning and Development.

Different approaches may be used to capture evidence of practical application of these units, for example audio or video recordings, simulation in the centre or observations of early years stages of children aged from birth to 7 years, 11 months at home. Any evidence collected for assignments should be verified as authentic and appropriate by the teacher/tutor.

The table below highlights how the knowledge and understanding in the core units (within the Pearson BTEC Level 3 National Certificate and Diploma) contributes to the development of learners' practical skills.

Unit	Knowledge and understanding from this unit should:
1	contribute to the learner's ability to carry out accurate assessments of children's development and support their planning
2	allow the learner to plan and select resources and toys for children's play and learning activities in addition to being able to support children as they play and learn
3	contribute to the learner's ability to provide physical care for children, including nappy changing and recognising when children are unwell, and help the learner to plan and select resources to keep children fit and healthy
4	contribute to the learner's ability in their day-to-day practice to keep children safe from accidents and hazards
5	help learners in their day-to-day communications with parents and/or carers, team members and other colleagues
6	contribute to the learner's skills in building children's communication and language
7	contribute to the learner's ability to become an effective key person and to promote children's positive behaviour
8	allow the learner to demonstrate safe working practices and also be vigilant as to the signs that children may be in danger of abuse
9	help the learner to use a range of observation methods to assess and plan for children's learning and development
10	contribute to the learner's skills in developing children's literacy and numeracy skills
11	help the learner to reflect on their professional practice
12	contributes to the learner's ability to use the Early Years Foundation Stage, plan and assess activities and act on safeguarding responsibilities
13	give the learner the skills needed to research an idea, topic or theory within early years practice

The optional specialist units within the Pearson BTEC Level 3 National Diploma

(Units 14–30) help the learner to develop specialist knowledge and skills for work with children across the age range from birth up to, but not including, 8 years. These units contribute to the skills required by learners for work roles in the sector, work in different contexts and for career progression.

Parents and/or carers

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

Age range

The age range covered in these qualifications is from birth up to, but not including, 8 years. While this is usually divided between the age ranges: from birth up to 2 years, 2 up to 4 years, and 4 up to, but not including, 8 years, examples of other age ranges will be found in units where these relate to a particular context, e.g. *Unit 6: Supporting Children's Speech, Communication and Language*.

Personal, learning and thinking skills

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

English, mathematics and ICT knowledge and skills

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

6 Access and recruitment

Our policy regarding access to our qualifications is that:

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

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

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

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

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

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

Prior knowledge, skills and understanding

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

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

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

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

Access to qualifications for learners with disabilities or specific needs

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

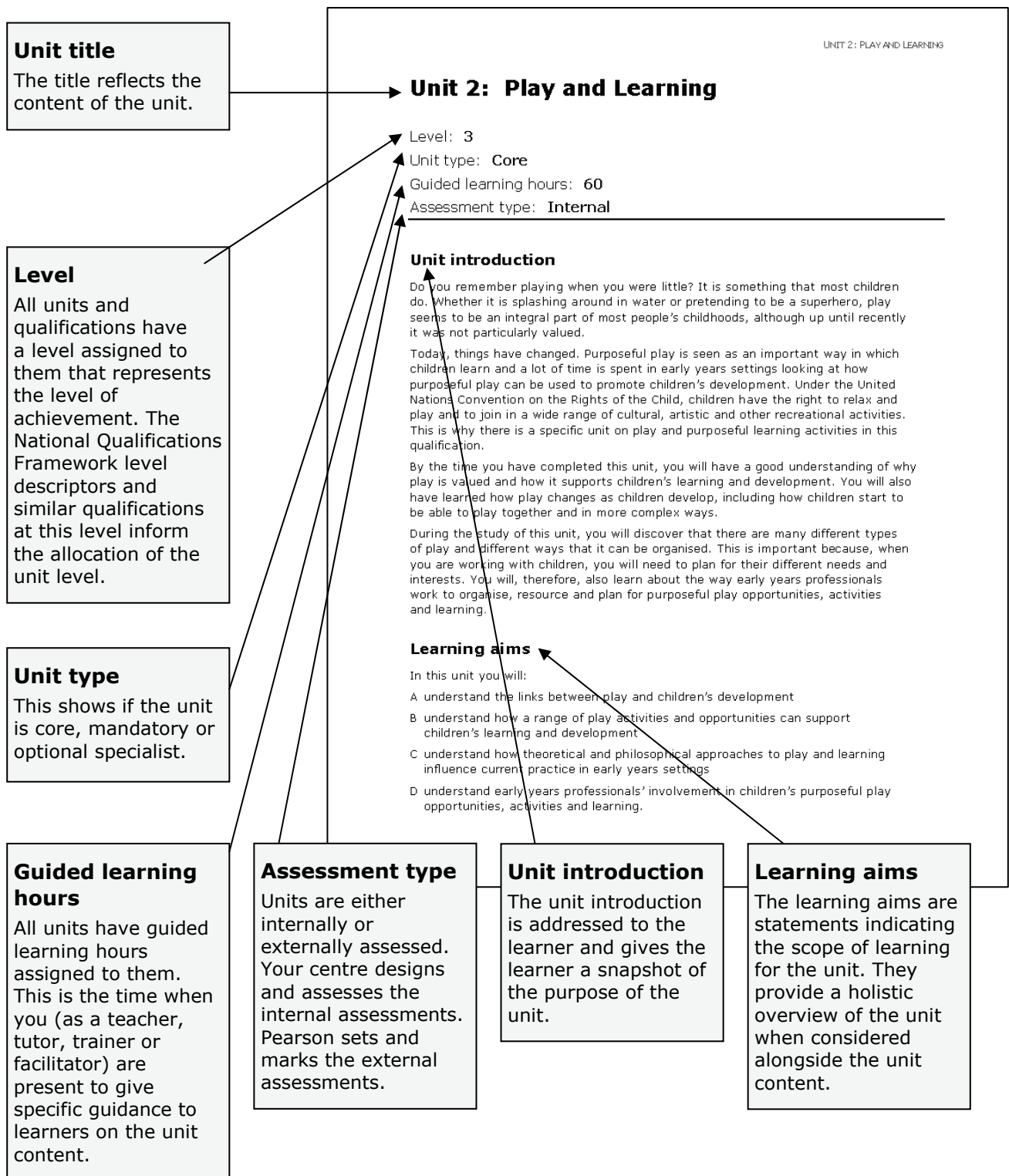
We are committed to making sure that:

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

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

7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit 2 below uses placeholder text and is for **illustrative purposes only**.



UNIT 2: PLAY AND LEARNING

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the links between play and children's development</p> <ul style="list-style-type: none"> • The importance of play to children's overall development as it naturally prompts children to practise and develop skills and knowledge across each of the five areas of development. • How play can support children's physical development to include practising skills that lead to increased coordination, stamina, balance, and fine and gross movements. • How play can support children's cognitive development to include learning concepts and problem solving and, with early years professional input, develop sustained and shared thinking and higher-level thinking skills. • How play can help children's communication and language development to include extending vocabulary, language structure and dialogue, as children have a reason for learning and using language as they join in play or use talk to organise their own actions while playing. • How play can support children's social development to include sharing, cooperating and building relationships. • How play can support emotional development to include: <ul style="list-style-type: none"> ◦ making sense of the world including the significance of difference ◦ freedom to make mistakes ◦ helping children with transition and those who have experienced trauma. • The benefits of child-initiated play to overall development to include: <ul style="list-style-type: none"> ◦ developing independence, confidence and concentration ◦ enabling involvement in own learning ◦ encouraging imagination and creativity. • How children's play might change according to their age/stage of development, including the way that over time children become interested and able to play with others, as noted by Mildred Parten's social stages of play.

Learning aims and unit content

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

Content covers:

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

Content should normally be treated as compulsory for teaching the unit. Definition of content sometimes includes examples prefixed with 'e.g.'. These are provided as examples and centres may use all or some of these, or bring in additional material, as relevant.

Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.

UNIT 2: PLAY AND LEARNING

Assessment criteria

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

Pass	Merit	Distinction
Learning aim A: Understand the links between play and children's development		
3A.P1 Explain how play supports the physical, cognitive, language, social and emotional development of young children. #	3A.M1 Discuss the role of play in supporting the physical, cognitive, language, social and emotional development of a child at different stages.	
3A.P2 Explain how children play at different stages of development. §		
Learning aim B: Understand how a range of play activities and opportunities can support children's learning and development		
3B.P3 Explain how types of play support the learning and development of young children to include: <ul style="list-style-type: none"> • physical play • imaginative play • sensory play • creative play • construction play. 	3B.M2 Analyse how selected types of play and learning activities and resources meet the needs of a child and support the child's holistic development.	3B.D1 Evaluate the extent to which different examples of play and selected resources support the holistic development of children from birth up to 2 years and children from 2 up to (but not including) 8 years.
3B.P4 Explain how resources can best support different types of play and learning activities and opportunities in early years settings.		

Teacher guidance

While the main content of the unit is addressed to the learner, this section gives you additional guidance and amplification to aid your understanding and to ensure a consistent level of assessment.

Assessment guidance – gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

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

UNIT 2: PLAY AND LEARNING

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2 and 3A.M1, 3B.P3, 3B.P4, 3B.M2 and 3B.D1
- Assignment 2: 3C.P5, 3C.M3 and 3C.D2, 3D.P6, 3D.P7, 3D.M4 and 3D.D3.

Assignment 1

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

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

To achieve 3A.M1, learners could include in the presentation a case study for each of the age ranges (birth up to 2 years and 2 up to but not including 8 years) and use this to discuss the role of play in supporting the physical, cognitive, language, social and emotional development of a child at different stages.

To achieve 3B.P3, learners could use a case study for each of the age ranges (birth up to 2 years and 2 up to but not including 8 years) or examples from their work placements to explain how different types of play support the learning and development of young children. All five types of play listed in the unit content and the criterion must be included (physical play, imaginative play, sensory play, creative play and construction play).

To achieve 3B.P4, learners could use case studies or examples from their work placements to explain how resources best support each of the different types of play and learning activities listed in the unit content.

To achieve 3B.M2, learners need to analyse how selected types of play, learning activities and resources meet the needs of a child and support the child’s holistic development. Evidence can be from work placement or learner-/teacher/tutor-initiated case studies, or can build on the case studies used earlier in learning aim B.

To achieve 3B.D1, learners are required to specify the age of a child in each of the age ranges (birth up to 2 years and 2 up to but not including 8 years). They must also complete an evaluation with reference to specific examples of the extent to which different types of play and learning activities and selected resources support the holistic development of each child, highlighting the differences across the age ranges. The case studies used previously could be expanded on to achieve this criterion.

Assignment 2

To achieve 3C.P5, learners must describe how one theoretical, one philosophical and one other approach to play and learning can influence provision in early years settings.

To achieve 3C.M3, learners could use evidence from their work placements or case studies to analyse the extent to which an early years curriculum/framework relevant to the home country has been influenced by theoretical, philosophical or other approaches to play and learning.

UNIT 2: PLAY AND LEARNING

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

To achieve 3D.P6, learners could produce a guide or leaflet for parents and carers explaining the benefits to children’s development of adult involvement in play and learning activities.

To achieve 3D.P7, learners could use case studies or examples from their work placements to explain how early years professionals can effectively support the learning and development of individual children in child-initiated play, and groups of children in adult-initiated, directed play activities. Evidence must also include ways to recognise and respond to the individual needs of children.

To achieve 3D.M4, learners could use case studies or observations from their work placements to provide examples to analyse the skills that are required by early years professionals to effectively support children’s learning and development in play and learning activities.

To achieve 3D.D3, learners could build on 3D.M4 to present reasoned conclusions about how skilled early years professionals contribute to effective child-initiated and adult-led play and learning activities, with reference to further reading.

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

Resources

There are no special resources needed for this unit.

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

8 Internal assessment

Internal assessment model

Unit	Unit title	Overview of assessment
11	Reflective Practice	Learners complete one Pearson-set assignment. This assignment is internally marked by teacher/tutor-assessors and verified during a centre visit by a Pearson standards verifier.
13	Research Skills	Learners complete one Pearson-set assignment. This assignment is internally marked by teacher/tutor-assessors and verified during a centre visit by a Pearson standards verifier.
Units 2–10, 12, 14–30	See <i>Section 4 Qualification structure</i> for the list of individual unit titles	Learners complete a centre-set assignment based on the unit learning outcomes and assessment criteria. This assignment is internally marked by teachers/tutors and verified by Pearson through postal sampling of requested learner work.

Language of assessment

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

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

Summary of internal assessment

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

To achieve this, it is important that you:

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

Assessment and verification roles

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

- lead internal verifier
- internal verifier – the need for an internal verifier or internal verifiers in addition to the lead internal verifier is dependent on the size of the programme in terms of assessment locations, number of assessors and optional paths taken. Further guidance can be obtained from your Regional Quality Manager or Centre Quality Reviewer if you are unsure about the requirements for your centre
- assessor.

The lead internal verifier must be registered with Pearson and is required to train and standardise assessors and internal verifiers using materials provided by Pearson that demonstrate the application of standards. In addition, the lead internal verifier should provide general support. The lead internal verifier:

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

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

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

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

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

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

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an internal verifier
- assessment records, which contain the assessment decisions for each learner for each unit
- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

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

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

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

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

Designing assessment instruments

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

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

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

- the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria
- the assessment instrument gives clear instructions to the learner about what they are required to do
- you have the required resources for all learners to complete the assignment fully and fairly
- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

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

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

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

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

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

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

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

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

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

Authorised assignment briefs

Pearson has made available authorised assignment briefs for centres to use or adapt, which include suggested scenarios, tasks for learners and the evidence that has to be produced. These assignment briefs are available on our website, (www.edexcel.com).

Pearson-set assignments

Unit 11: Reflective Practice and *Unit 13: Research Skills* are assessed through an assignment set by Pearson. The assignments will stay the same each year and are published within the specification in *Annexe F* and *Annexe H* respectively. Learners should complete their *Unit 11* assignment when they enter their final placement. Learners do not have to have completed all of their hours of work placement before starting the *Unit 11* assignment.

Pearson will issue annual assessment delivery instructions for both assignments to assessors, internal verifiers and candidates in a separate document on the Pearson website, to include:

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

The Pearson-set assignments are one of Pearson's quality assurance measures to ensure effective and consistent assessment practice by centres.

Authenticity and authentication

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

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

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

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

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

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

Applying criteria to internal assessments

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

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

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

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

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

- to achieve a Level 3 Distinction a learner must have satisfied all the Distinction criteria in a way that encompasses the Level 3 Pass and Merit criteria, providing evidence of performance of outstanding depth, quality or application

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

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

Assessment decisions

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

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

An assessment decision:

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

Your internal verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

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

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

Opportunities to retake assessments

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

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

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

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

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

Appeals

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

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

Dealing with malpractice

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

Reasonable adjustments to assessment

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

Special consideration

You must operate special consideration in line with Pearson's Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

(Exemplar for centres)

Learner assessment submission and declaration

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

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

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

Task ref.	Evidence submitted	Page numbers or description
Additional comments to the assessor:		

Learner declaration

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

Learner signature:

Date:

9 External assessment

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

- Pass, Merit, Distinction
- Unclassified.

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

Unit 1: Child Development	
Type of external assessment	Learners will complete a paper-based test with two sections. <ul style="list-style-type: none"> • Section 1 of the paper will contain short- and extended-answer questions based on a sector-based scenario. • Section 2 contains short- and extended-answer questions.
Length of assessment	The external assessment will be 1 hour 45 minutes.
No. of marks	80
Assessment availability	January and June
First assessment availability	January 2015

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

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

Grade descriptors for the internal and external units

Internal units

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

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

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

External unit

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

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

Level 3 Pass

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

Level 3 Distinction

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

10 Awarding and reporting for the qualifications

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

Calculation of the qualification grade

The Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development qualifications are Level 3 qualifications. The certification of these qualifications will show:

- Subsidiary Award and Award – a grade of Pass, Merit, Distinction, Distinction* or Unclassified.
- Subsidiary Certificate and Certificate – a grade of PP, MP, MM, DM, DD, D*D or D*D* or Unclassified
- Diploma – a grade of PPP, MPP, MMP, MMM, DMM, DDM, DDD, D*DD, D*D*D or D*D*D* or Unclassified.

Distinction*, D*D, D*D*, D*DD, D*D*D and D*D*D* are aggregated grades for the qualifications, based on the learner's overall performance. In order to achieve these grades, learners will have to demonstrate a strong performance across the qualification as a whole.

The qualification grade is calculated on the basis of grades in individual units. Each unit will be awarded a grade of Pass, Merit or Distinction. Learners whose level of achievement is below a Pass will receive an Unclassified (U) for that unit. There is no unit grade of Distinction*.

To achieve a Level 3 qualification, learners must:

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

Points available for unit size and grades

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

Unclassified	Pass	Merit	Distinction
0	4	6	8

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

Example:

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

Calculation of qualification grade

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

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

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

The following table shows the points thresholds for each qualification grade for the Pearson BTEC Level 3 Nationals in Children’s Learning Play and Development.

Award (360 GLH)		Subsidiary Certificate (540 GLH)		Certificate (720 GLH)		Diploma (1080 GLH)	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points Threshold
U	0	U	0	U	0	U	0-431
P	144	PP	216	PP	288	PPP	432
		MP	256	MP	342	MPP	486
M	198	MM	297	MM	396	MMP	540
		DM	337	DM	450	MMM	594
D	252	DD	378	DD	504	DMM	648
		D*D	391	D*D	522	DDM	702
D*	270	D*D*	405	D*D*	540	DDD	756
						D*DD	774
						D*D*D	792
						D*D*D*	810

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

Example 1

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

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting x grade points)
Unit 1	120	12	Merit	6	72
Unit 2	60	6	Pass	4	24
Unit 4	30	3	Merit	6	18
Unit 8	30	3	Merit	6	18
Unit 9	60	6	Merit	6	36
Unit 3	60	6	Merit	6	36
Qualification grade totals	360	36	M		204

The learner has passed all the core units.

The learner has sufficient points for an M grade.

Example 2

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

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting x grade points)
Unit 1	120	12	Distinction	8	96
Unit 2	60	6	Merit	6	36
Unit 4	30	3	Merit	6	18
Unit 5	60	6	Merit	6	36
Unit 8	30	3	Merit	6	18
Unit 9	60	6	Distinction	8	48
Unit 3	60	6	Pass	4	24
Unit 6	60	6	Unclassified	0	0
Unit 12	60	6	Distinction	8	48
Qualification grade totals	540	54	MM		324

The learner has failed one optional unit but passed all the core units.

The learner has sufficient points for an MM grade.

Example 3

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

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting x grade points)
Unit 1	120	12	Unclassified	0	0
Unit 2	60	6	Merit	6	36
Unit 3	60	6	Distinction	8	48
Unit 4	30	3	Pass	4	12
Unit 5	60	6	Merit	6	36
Unit 6	60	6	Distinction	8	48
Unit 7	60	6	Merit	6	36
Unit 8	30	3	Merit	6	18
Unit 9	60	6	Distinction	8	48
Unit 10	60	6	Distinction	8	48
Unit 11	60	6	Distinction	8	48
Unit 12	60	6	Merit	6	36
Qualification grade totals	720	72	U		414

The learner has failed a core unit.

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

Example 4

Achievement of a Pearson BTEC Level 3 National Diploma in Children’s Play, Learning and Development (Early Years Educator) (1080 GLH) with an MMM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting x grade points)
Unit 1	120	12	Merit	6	72
Unit 2	60	6	Pass	4	24
Unit 3	60	6	Merit	6	36
Unit 4	30	3	Merit	6	36
Unit 5	60	6	Merit	6	36
Unit 6	60	6	Pass	4	24
Unit 7	60	6	Pass	4	36
Unit 8	30	3	Merit	6	18
Unit 9	60	6	Merit	6	36
Unit 10	60	6	Merit	6	36
Unit 11	60	6	Merit	6	36
Unit 12	60	6	Pass	4	24
Unit 13	60	6	Merit	6	36
Unit 14	30	3	Merit	6	18
Unit 16	60	6	Merit	6	36
Unit 18	30	3	Merit	6	18
Unit 19	60	6	Merit	6	36
Unit 22	30	3	Merit	6	18
Unit 26	60	6	Distinction	8	48
Unit 30	30	3	Unclassified	0	0
Qualification grade totals	1080	108	MMM		624

The learner has failed one option unit but has passed all the core units Units 1–11

The learner has sufficient points for an MMM grade.

Example 5

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

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	120	12	Distinction	8	96
Unit 2	60	6	Distinction	8	48
Unit 3	60	6	Distinction	8	48
Unit 4	30	3	Distinction	8	24
Unit 5	60	6	Merit	6	36
Unit 6	60	6	Distinction	8	48
Unit 7	60	6	Distinction	8	48
Unit 8	30	3	Distinction	8	24
Unit 9	60	6	Distinction	8	48
Unit 10	60	6	Distinction	8	48
Unit 11	60	6	Merit	6	36
Unit 12	60	6	Pass	4	24
Unit 13	60	6	Distinction	8	48
Unit 14	30	3	Distinction	8	24
Unit 16	60	6	Merit	6	36
Unit 18	30	3	Merit	6	18
Unit 19	60	6	Distinction	8	48
Unit 22	30	3	Merit	6	18
Unit 26	60	6	Distinction	8	48
Unit 30	30	3	Merit	6	18
Qualification grade totals	1080	108	D*DD		786

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

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

Example 6

Achievement of an Unclassified grade for the Pearson BTEC Level 3 National Diploma in Children’s Play, Learning and Development (Early Years Educator) (1080 GLH) with a DMM grade points total

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	120	12	Unclassified	0	0
Unit 2	60	6	Distinction	8	48
Unit 3	60	6	Distinction	8	48
Unit 4	30	3	Distinction	8	48
Unit 5	60	6	Merit	6	36
Unit 6	60	6	Distinction	8	48
Unit 7	60	6	Distinction	8	72
Unit 8	30	3	Distinction	8	24
Unit 9	60	6	Distinction	8	48
Unit 10	60	6	Distinction	8	48
Unit 11	60	6	Merit	6	36
Unit 12	60	6	Pass	4	24
Unit 13	60	6	Pass	4	24
Unit 14	30	3	Pass	4	12
Unit 16	60	6	Distinction	8	48
Unit 17	30	3	Pass	4	12
Unit 18	60	6	Distinction	8	48
Unit 25	30	3	Pass	4	12
Unit 26	60	6	Distinction	8	48
Unit 30	30	3	Pass	4	12
Qualification grade totals	1080	108	U		696

The learner has failed a core unit.

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

11 Quality assurance of centres

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

The key principles of quality assurance are that:

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

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

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

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

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

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

12 Further information and useful publications

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

Related information and publications include:

- Equality Policy
- Information Manual (updated annually)
- Access arrangements, reasonable adjustments and special considerations
- Quality Assurance Handbook (updated annually)
 - Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/uk/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/uk/resources/Pages/home.aspx

Additional resources

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

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

13 Professional development and support

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

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

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

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

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

BTEC training and support for the lifetime of the qualification

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

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

Your BTEC Support team

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

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Units

Unit 1: Child Development

Level: **3**

Unit type: **Core**

Guided learning hours: **120**

Assessment type: **External**

Unit introduction

While children are all different and special, groups of children of the same age usually share quite a few characteristics. Babies are known to cry and crawl, while 2 year olds have a reputation for tantrums. Most 3 year olds seem to love dressing-up, while 5 year olds are keen to tell on anyone breaking the 'rules'. Child development helps to explain why children share certain characteristics but equally why two children of the same age can be so different.

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

Unit content

- **emotional development** is the development of feelings about oneself and towards others; includes the development of self-esteem and self-concept
- **social development** is the growth of relationships with others.
- **The relationship between growth and development** and how they work together in supporting children's overall development.
- **Norms:** how children's development is measured against milestones that have been determined by looking at the development of large groups of children and determining what is typical or the 'norm'.
- **The normative age/stages and sequence in physical, cognitive, communication and language, social and emotional development from:**
 - birth up to 2 years
 - 2 up to 4 years
 - 4 up to 8 years.

Normative age/stages as follows:

- gross motor development – the usual sequence of development and progress from reflexes to coordinated movement
- fine motor development – the usual sequence of development from reflexes to coordinated movement
- cognitive development – how concepts, memory and understanding develop
- communication, language and literacy development – the development of receptive and expressive language from the pre-linguistic phase to fluency
- social development – the development of relationships and awareness of social rules
- emotional development – how attachments are formed and the development of self-esteem and the ability to manage feelings and impulses.

Cultural environment: how children's development needs to be considered in context as physical and genetic factors interrelate with the child's cultural environment.

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

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

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

Theories that consider how children learn behaviours:

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

Theories that consider the development of cognition and language:

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

continued

Unit content

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

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

Theories that consider children's moral development:

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

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

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

Theories that consider attachment:

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

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

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

Theories that consider how children learn behaviours:

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

Theories that consider the development of cognition and language:

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

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

- How to use Erikson's psychosocial theory of personality development by:
 - encouraging children to try out new things for themselves
 - reacting appropriately when children make mistakes
 - giving positive and unconditional support to the child
 - helping parents to understand the importance of their doing similarly at home.

continued

Unit content

- How to use the theory behind Harter's model of self-esteem and the 'looking glass effect' by:
 - providing positive and unconditional responses
 - smiling and using positive body language
 - showing an interest in what they are doing
 - making positive comments.

Theories that consider children's moral development:

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

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

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

Theories that consider attachment:

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

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

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

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

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

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

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

continued

Unit content

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

Teacher guidance

Early Years Educator Qualifications Criteria

When delivering this unit, teachers/tutors must be aware of the terminology used within the *Early Years Educator Qualifications Criteria* published by the National College for Teaching & Leadership, in particular for Section 1: *Support and promote children's early education and development* (criteria 1.1–1.10) and 2: *Plan to provide effective care, teaching and learning that enables children to progress and prepares them for school*. Teachers/tutors must ensure that learners are familiar with the range of terminology used within the criteria.

In learning aim A, it is expected that an understanding of the principles of children's growth and development will also include an understanding of the development of children's learning.

Learners must understand that children's development in one area may affect their development in other areas and that areas of development are interrelated. This may also be referred to as 'holistic development'.

The development of children's brains and neural growth may also be referred to as 'neurological development'.

Under language development, the development of reading and writing can also be referred to as the development of literacy skills.

Assessment guidance

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

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

This unit is externally assessed under examination conditions.

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

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

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

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

Resources

There are no special resources needed for this unit.

Unit 2: Play and Learning

Level: **3**

Unit type: **Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Do you remember playing when you were little? It is something that most children do. Whether it is splashing around in water or pretending to be a superhero, play seems to be an integral part of most people's childhoods, although up until recently it was not particularly valued.

Today, things have changed. Purposeful play is seen as an important way in which children learn and a lot of time is spent in early years settings looking at how purposeful play can be used to promote children's development. Under the United Nations Convention on the Rights of the Child, children have the right to relax and play and to join in a wide range of cultural, artistic and other recreational activities. This is why there is a specific unit on play and purposeful learning activities in this qualification.

By the time you have completed this unit, you will have a good understanding of why play is valued and how it supports children's learning and development. You will also have learned how play changes as children develop, including how children start to be able to play together and in more complex ways.

During the study of this unit, you will discover that there are many different types of play and different ways that it can be organised. This is important because, when you are working with children, you will need to plan for their different needs and interests. You will, therefore, also learn about the way early years professionals work to organise, resource and plan for purposeful play opportunities, activities and learning.

Learning aims

In this unit you will:

- A understand the links between play and children's development
- B understand how a range of play activities and opportunities can support children's learning and development
- C understand how theoretical and philosophical approaches to play and learning influence current practice in early years settings
- D understand early years professionals' involvement in children's purposeful play opportunities, activities and learning.

Learning aims and unit content

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

Unit content

- How sensory play supports children’s learning and development, including the development of:
 - fine motor skills and hand–eye coordination
 - exploration of early mathematical concepts of volume and shape
 - interest in textures and properties of different materials.
- How creative play supports children’s learning and development, including the development of:
 - fine motor skills and hand–eye coordination
 - expression and release of emotion.
- How construction play supports children’s learning and development, including the development of:
 - spatial awareness
 - hand–eye coordination
 - curiosity in structures and how things work.
- Play and learning opportunities for babies and children from birth up to 2 years including:
 - treasure-basket play
 - heuristic play
 - adult-initiated games including peek-a-boo and roll a ball.
- How play and learning opportunities provide babies and children with opportunities for interaction, exploration and the development of physical skills.
- Play and learning opportunities for children from 2 up to 8 years including:
 - role play
 - small-world play
 - painting
 - mark-making
 - jigsaw puzzles
 - play with water, sand and malleable materials.
- Resources that might be used to support different types of play and learning opportunities indoors and outdoors to include:
 - physical play
 - imaginative play
 - sensory play
 - creative play
 - construction play
 - treasure-basket play
 - heuristic play.
- The importance of all resources and objects being safe for children to handle.
- The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances in play and learning opportunities.

Unit content**Learning aim C: Understand how theoretical and philosophical approaches to play and learning influence current practice in early years settings**

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

Unit content**Learning aim D: Understand early years professionals' involvement in children's purposeful play opportunities, activities and learning**

- Benefits to babies' and children's development of adult involvement in play and learning activities and opportunities, to include:
 - the building of supportive relationships
 - extending children's physical communication and social skills
 - the acquisition of higher-level thinking skills.
- Skills that early years professionals need to use with babies and children in child-initiated and adult-initiated play and learning activities and opportunities, to include:
 - building on children's play interests
 - modelling new skills
 - sensitive interactions
 - recognising learning potential of spontaneous or unplanned events.
- Skills that early years professionals need to use to engage babies and children in adult-directed play and learning activities, including:
 - encouraging participation
 - playfulness
 - having a flexible approach
 - awareness of children's interests and needs
 - supporting children's group learning and socialisation.
- How to encourage children to participate and ensure a balance between adult-led and child-initiated activities.
- How to support children's group learning and socialisation in play and learning activities.
- How to recognise children's individual needs appropriate to their age/stage of development, to include:
 - gaining information from a range of sources
 - identifying play interests, strengths and specific needs.
- How to respond to children's individual needs to include gaining information from a range of sources, identifying play interests, strengths and specific needs (such as adapting activities, using additional resources, following advice from other professionals).
- The role of the early years professional in keeping children safe while also allowing children to explore, to include ongoing risk assessment, supervision, advising children.
- The role of early years professionals in developing and extending children's learning and thinking, including sustained shared thinking.
- The role of early years professionals in helping children to develop positive attitudes through play, to include helping children to value and respect others, developing an awareness of similarities and differences, and modelling behaviour.
- Ensuring provision for play and learning is inclusive.

Assessment criteria

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

Pass	Merit	Distinction
Learning aim A: Understand the links between play and children's development		
<p>3A.P1 Explain how play supports the physical, cognitive, language, social and emotional development of young children. #</p> <p>3A.P2 Explain how children play at different stages of development. §</p>	<p>3A.M1 Discuss the role of play in supporting the physical, cognitive, language, social and emotional development of a child at different stages.</p>	
Learning aim B: Understand how a range of play activities and opportunities can support children's learning and development		
<p>3B.P3 Explain how types of play support the learning and development of young children to include:</p> <ul style="list-style-type: none"> ● physical play ● imaginative play ● sensory play ● creative play ● construction play. <p>3B.P4 Explain how resources can best support different types of play and learning activities and opportunities in early years settings.</p>	<p>3B.M2 Analyse how selected types of play and learning activities and resources meet the needs of a child and support the child's holistic development.</p>	<p>3B.D1 Evaluate the extent to which different examples of play and selected resources support the holistic development of children from birth up to 2 years and children from 2 up to (but not including) 8 years.</p>

Pass	Merit	Distinction
Learning aim C: Understand how theoretical and philosophical approaches to play and learning influence current practice in early years settings		
3C.P5 Describe how theoretical, philosophical and other approaches to play and learning influence provision in early years settings.	3C.M3 Analyse the extent to which an early years curriculum/framework has been influenced by theoretical, philosophical or other approaches to play.	3C.D2 Evaluate the success of the application of a theoretical, philosophical or other approach to play in an early years setting.
Learning aim D: Understand early years professionals' involvement in children's purposeful play opportunities, activities and learning		
3D.P6 Explain the benefits to babies' and children's development of adult involvement in play and learning activities.	3D.M4 Analyse the skills that are required by early years professionals to effectively support children's learning and development in play and learning activities, with examples.	3D.D3 Evaluate how skilled early years professionals in early years settings can contribute to effective child-initiated play and adult-led play and learning activities.
3D.P7 Explain how early years professionals can effectively support learning and development: <ul style="list-style-type: none"> • in child-initiated play with individual children • in adult-initiated and directed activities with groups of children. 		

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2 and 3A.M1, 3B.P3, 3B.P4, 3B.M2 and 3B.D1
- Assignment 2: 3C.P5, 3C.M3 and 3C.D2, 3D.P6, 3D.P7, 3D.M4 and 3D.D3.

Assignment 1

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

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

To achieve 3A.M1, learners could include in the presentation a case study for each of the age ranges (birth up to 2 years and 2 up to but not including 8 years) and use this to discuss the role of play in supporting the physical, cognitive, language, social and emotional development of a child at different stages.

To achieve 3B.P3, learners could use a case study for each of the age ranges (birth up to 2 years and 2 up to but not including 8 years) or examples from their work placements to explain how different types of play support the learning and development of young children. All five types of play listed in the unit content and the criterion must be included (physical play, imaginative play, sensory play, creative play and construction play).

To achieve 3B.P4, learners could use case studies or examples from their work placements to explain how resources best support each of the different types of play and learning activities listed in the unit content.

To achieve 3B.M2, learners need to analyse how selected types of play, learning activities and resources meet the needs of a child and support the child's holistic development. Evidence can be from work placement or learner-/teacher/tutor-initiated case studies, or can build on the case studies used earlier in learning aim B.

To achieve 3B.D1, learners are required to specify the age of a child in each of the age ranges (birth up to 2 years and 2 up to but not including 8 years). They must also complete an evaluation with reference to specific examples of the extent to which different types of play and learning activities and selected resources support the holistic development of each child, highlighting the differences across the age ranges. The case studies used previously could be expanded on to achieve this criterion.

Assignment 2

To achieve 3C.P5, learners must describe how one theoretical, one philosophical and one other approach to play and learning can influence provision in early years settings.

To achieve 3C.M3, learners could use evidence from their work placements or case studies to analyse the extent to which an early years curriculum/framework relevant to the home country has been influenced by theoretical, philosophical or other approaches to play and learning.

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

To achieve 3D.P6, learners could produce a guide or leaflet for parents and carers explaining the benefits to children's development of adult involvement in play and learning activities.

To achieve 3D.P7, learners could use case studies or examples from their work placements to explain how early years professionals can effectively support the learning and development of individual children in child-initiated play, and groups of children in adult-initiated, directed play activities. Evidence must also include ways to recognise and respond to the individual needs of children.

To achieve 3D.M4, learners could use case studies or observations from their work placements to provide examples to analyse the skills that are required by early years professionals to effectively support children's learning and development in play and learning activities.

To achieve 3D.D3, learners could build on 3D.M4 to present reasoned conclusions about how skilled early years professionals contribute to effective child-initiated and adult-led play and learning activities, with reference to further reading.

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

Resources

There are no special resources needed for this unit.

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

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

Level: **3**

Unit type: **Optional specialist/Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

When working in early years settings, you will need to know how to support children's physical development through indoor and outdoor activities. An essential part of the early years professional's role in providing for children's physical development is to encourage and challenge them while managing their risk of harm.

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

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

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

Learning aims

In this unit you will:

- A understand the physical needs of children for their development and health
- B understand the role of the early years professional in supporting children's physical development
- C be able to meet a child's physical care needs
- D1 know how to recognise and respond to children who are unwell
- D2 understand the role of the early years professional in supporting children with ongoing health conditions.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the physical needs of children for their development and health</p> <ul style="list-style-type: none"> ● Why it is important that children's basic needs are met in order to support their development and for their health and wellbeing. ● How children's basic needs must be met before they can benefit from social and learning experiences in settings, reflecting Maslow's Hierarchy of Needs model. ● The importance of meeting children's physical needs for development and health to include: <ul style="list-style-type: none"> ○ the need for a nutritious diet for optimum health, which includes a balance of protein, carbohydrates, fats, minerals and vitamins in order to support exercise, growth and development ○ the role of sleep including its role in growth and repair, reducing the risk of obesity, for memory and concentration, and for providing a sense of wellbeing ○ the importance of exercise including practice of physical skills, the development of confidence and lifelong health benefits. ● Why good health and wellbeing are important for the growth and holistic development of babies and children. ● How health impacts on growth and development, as children who are unwell may have fewer opportunities to play, learn and socialise with others.
<p>Learning aim B: Understand the role of the early years professional in supporting children's physical development</p> <ul style="list-style-type: none"> ● The importance of observation in supporting children's physical development to include: <ul style="list-style-type: none"> ○ identifying children's interests ○ stage of development ○ specific needs. ● The importance of supporting children's physical development to children's holistic development, including wellbeing, confidence, spatial awareness and problem solving. ● How to select appropriate and safe resources and activities, including those to encourage: <ul style="list-style-type: none"> ○ fine and large muscle development ○ hand-foot coordination ○ fine motor development ○ hand-eye coordination. ● Approaches to providing children with appropriate physical challenges and helping them to learn to understand risk, to include: <ul style="list-style-type: none"> ○ risk assessment ○ supervision ○ discussions with children and boundary setting. ● The importance of managing risk when children are involved in physical activities in order that potential learning opportunities are not stifled. <p style="text-align: right;"><i>continued</i></p>

Unit content

- Ways to use the indoor and outdoor environment to support physical development, to cover a range of skills, including using activities and resources that can be used both indoors and outdoors, ensuring there is enough space for children to move freely.
- How to ensure inclusive provision, including gaining information about children's physical development, individual needs and interests from a range of sources.
- Ways that settings can work to ensure that children with additional needs have their particular needs met, to include planning for full participation, adapting activities, equipment, resources or environments, and providing adult support to ensure inclusive engagement.

Learning aim C: Be able to meet a child's physical care needs

- The importance of routines that respect and empower children in order to reduce anxiety and encourage independence, to include toileting and nappy changing.
- How to respect and empower children while meeting their physical needs, including:
 - use of a key person approach
 - involving children
 - sensitive and warm communications.
- How to work with parents to provide for individual needs, including children with additional needs, those who have ongoing health conditions and special dietary needs, by adapting routines and providing support.
- The role of the key person in planning physical care, including listening to parents to ensure continuity with home, and exchanging and recording information about children's physical care needs.
- How to ensure health and safety in provision of physical care, including infection control.
- The role of the early years professional in supporting children and families to make healthy lifestyle choices.
- How early years professionals can use everyday care routines as learning and development opportunities for children, including nappy changing and mealtimes, including:
 - encouraging children to practise skills
 - interacting with children
 - drawing children's attention to concepts
 - promoting healthy lifestyles.
- Other care routines, including:
 - sleep routines
 - use of comfort objects
 - preventing sudden infant death syndrome
 - sun protection for skin.
- How to support children's progression out of nappies, including:
 - identifying signs of interest and physical readiness
 - working closely with parents
 - creating a relaxed approach.

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

- The signs of illness, including:
 - rapid/difficulty with breathing
 - raised temperature
 - vomiting, diarrhoea
 - rash
 - pallor
 - cough
 - runny nose
 - sneezing
 - refusing food
 - change in behaviour.
- How to recognise symptoms that require urgent attention, to include:
 - breathing difficulty
 - altered consciousness level
 - a rash that does not fade on applying pressure.
- The procedures for reporting and recording illness in children, including:
 - the need to follow a setting's reporting procedures
 - accuracy of reporting.
- How and when parents are informed about illness, including:
 - the need to follow a setting's reporting procedures
 - clarity of communications.
- How to support children who are unwell, to include:
 - providing comfort and reassurance
 - providing a comfort object
 - staying with the child.
- Precautions to prevent the spread of infection if children are unwell, including:
 - isolation of child
 - infection control procedures
 - ventilation
 - applying exclusion periods for infectious diseases
 - reporting communicable diseases.
- The policy and procedures of the setting for giving medicines, including maintaining accurate records and informing parents/carers.

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

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

Assessment criteria

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

Pass	Merit	Distinction
<p>Learning aim A: Understand the physical needs of children for their development and health</p>		
<p>3A.P1 Explain why it is important to children's health and holistic development to provide:</p> <ul style="list-style-type: none"> ● a nutritious diet ● exercise ● sleep. 	<p>3A.M1 Discuss the relationship between how children's physical needs are addressed and their holistic development.</p>	
<p>Learning aim B: Understand the role of the early years professional in supporting children's physical development</p>		
<p>3B.P2 Explain how different types of indoor and outdoor activities and resources are used in early years settings to support the physical development of babies and children from birth up to 8 years. #</p> <p>3B.P3 Explain ways in which early years professionals can provide inclusive, risk-managed activities that support varied physical development of children.</p>	<p>3B.M2 Assess the contribution of early years professionals to inclusive provision in physical activities, using examples.</p>	<p>3B.D1 Evaluate how early years professionals can support a child's unique needs at different stages of their physical development.</p>

Pass	Merit	Distinction
Learning aim C: Be able to meet a child's physical care needs		
3C.P4 Plan, record and carry out safe and hygienic physical care routines to meet the age, stage and needs of a selected child and promote a healthy lifestyle.	3C.M3 Analyse the extent to which the implemented care routines contributed to the child's holistic development and promoted a healthy lifestyle.	3C.D2 Assess the effectiveness of the planning and implementation of the care routines, making recommendations for improvements.
Learning aim D1: Know how to recognise and respond to children who are unwell		
Learning aim D2: Understand the role of the early years professional in supporting children with ongoing health conditions		
3D1.P5 Describe how to recognise signs of illness in babies and children.	3D1.M4 Assess how partnership work with parents could meet the health needs of babies and children.	3D.D3 Evaluate the role of the early years professional in early years settings in meeting the needs of children who are unwell and those who need ongoing support, using examples.
3D1.P6 Explain procedures to follow in early years settings when babies and children are unwell.		
3D2.P7 Explain how early years professionals in early years settings support children with: <ul style="list-style-type: none"> • asthma • eczema • diabetes. 	3D2.M5 Discuss how early years professionals in early years settings can best support children with an ongoing health condition.	

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.M1, 3B.P2, 3B.P3, 3B.M2, 3B.D1
- Assignment 2: 3C.P4, 3C.M3 and 3C.D2
- Assignment 3: 3D1.P5, 3D1.P6, 3D2.P7, 3D1.M4, 3D2.M5 and 3D.D3.

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

Assignment 1

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

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

To achieve 3A.M1, this guide could be expanded to include a discussion of the relationship between how children's physical needs are met and their holistic development, using case studies and observations from settings.

To achieve 3B.P2, learners could produce a guide outlining how appropriate indoor and outdoor activities and resources can be used in early years settings to support children's physical development. This must include the role of observation as outlined in the unit content.

To achieve 3B.P3, learners could produce a procedures document on how adults work with children to ensure risk-free and inclusive activities that support their physical development in an early years setting. This must include both indoor and outdoor settings.

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

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

Assignment 2

Learners must carry out the requirements for 3C.P4 within a work placement setting. Learners must record the evidence produced for this criterion in the Practical Evidence Portfolio, which can be found in on our website (www.edexcel.com).

For 3C.P4, learners must produce accurate and appropriate written care routines that meet the physical needs of the selected child and carry them out in placement, demonstrating health and safety awareness, supporting learning and development, and promoting a healthy lifestyle.

For 3C.M3, learners need to analyse how the routines contributed to the child's holistic development and promoted a healthy lifestyle.

For 3C.D2, learners need to make a judgement about their own effectiveness in planning and carrying out the care routines and make recommendations for future improvements.

Assignment 3

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

To achieve 3D1.P5, learners could produce a reference document on how to recognise signs of illness in babies and children. This could include appropriate charts and diagrams as well as explanatory notes.

To achieve 3D1.P6, learners could then produce a step-by-step procedures document to follow in early years settings to support babies and children who are unwell. This must include working with parents and following policies and procedures as outlined in the unit content, including applying exclusion periods for infectious diseases.

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

To achieve 3D2.P7, learners could produce a guide on how early years professionals can support children with the three specified health conditions in early years settings. This must include how to work with parents to ensure inclusive and sensitive provision in meeting children's individual needs.

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

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

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

Resources

There are no special resources needed for this unit.

Unit 4: Health and Safety in Early Years Settings

Level: **3**

Unit type: **Core**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

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

In this unit you will look at the principles of preventing the spread of infection and how to create safe, secure environments, both indoors and outdoors, that still allow children to explore and take risks. You will know what to do in the event of an emergency. Finally, you will learn how to assess health and safety risks in early years settings.

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

Learning aims

In this unit you will:

- A understand prevention and control of infection in early years settings
- B understand how to keep children safe and secure in early years settings
- C be able to assess health and safety risks in early years settings.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand prevention and control of infection in early years settings</p> <ul style="list-style-type: none"> ● The importance of infection prevention and control in early years settings. ● How infection may be spread in early years settings. ● Common childhood infections and how they are spread. ● Current legislation, regulations and guidance, relevant to home country, that apply to infection prevention and control in early years settings. ● Infection prevention and control procedures to reduce/eliminate source and transmission of infection in early years settings, including: <ul style="list-style-type: none"> ○ hand-washing routines for adults and children ○ use of disposable gloves, disposable plastic aprons ○ safe handling and disposal of waste ○ management of spillages of blood and body fluids ○ decontamination/cleaning of environment, equipment and toys ○ food and kitchen hygiene. ● The immunisation programme for children and its role in infection control. ● The importance of maintaining accurate records and reports, including: risk assessments, immunisation records, outbreaks of infection.
<p>Learning aim B: Understand how to keep children safe and secure in early years settings</p> <ul style="list-style-type: none"> ● Common types of injuries to children of different ages, including burns, scalds, cuts, poisoning, injuries from falls. ● How injuries might be avoided in both group care and home-based care, to include understanding children's capabilities at different ages and stages of development. ● The importance of recognising and reporting hazards in the indoor environment, including home settings. ● The importance of recognising and reporting hazards in the outdoors environment, including play areas or outings. ● The role of risk assessment in identifying hazards, evaluating risk and deciding on precautions. ● Equipment and resources that can be used to minimise hazards. ● Current legislation, regulations and guidance, relevant to home country, that apply to safety and security in early years settings, including staff ratios, accident reporting, emergency evacuation, outings, steps to prevent access by unauthorised persons. ● Policies and procedures of the setting, including for: <ul style="list-style-type: none"> ○ evacuation of the premises ○ reporting accidents and injuries ○ actions to take when children are missing from the setting ○ preventing accidents and incidents when taking children on outings. <p style="text-align: right;"><i>continued</i></p>

Unit content

- The role of early years professionals in keeping children safe and secure to include:
 - making sure there is adequate supervision
 - keeping up-to-date registers
 - role-modelling safe behaviour
 - selecting resources and equipment appropriate to children's age/stage of development
 - understanding the principles of first aid in response to an accident
 - knowing how to carry out an emergency evacuation
 - knowing how and when to call for emergency help in medical and fire emergencies
 - staying calm and reassuring children.
- Maintaining accurate and coherent records and reports in line with the policies and procedures of the early years setting and regulatory body.

Learning aim C: Be able to assess health and safety risks in early years settings

- The risk assessment process, including:
 - identifying hazards
 - deciding who may be harmed and how
 - evaluating the risk
 - deciding on precautions
 - recording findings accurately and coherently and implementing them
 - reviewing assessment and updating it.
- How to assess infection and safety risks, including:
 - in indoor and outdoor play and learning experiences
 - in personal care routines
 - in provision of food
 - in cleaning and maintaining the environment, equipment and toys
 - when taking children on outings from the setting
 - recording findings accurately and coherently.

Assessment criteria

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

Pass	Merit	Distinction
Learning aim A: Understand prevention and control of infection in early years settings		
3A.P1 Explain why it is important to prevent and control the spread of infection in an early years setting.	3A.M1 Analyse how procedures in early years settings prevent and control the spread of infection.	
3A.P2 Describe how infection prevention and control is influenced by legislation, regulations and guidance, using examples of procedures in early years settings. § #		

Pass	Merit	Distinction
Learning aim B: Understand how to keep children safe and secure in early years settings		
3B.P3 Explain common hazards and how early years professionals could prevent accidents to babies and children in one early years setting to include: <ul style="list-style-type: none"> • understanding children’s capabilities • hazard recognition. 	3B.M2 Discuss how policies and procedures contribute to children’s safety and security in a selected early years setting.	3B.D1 Assess methods to keep children safe and secure in early years settings.
3B.P4 Describe how procedures for keeping children safe and secure are influenced by legislation, regulations and guidance, using examples from early years settings.		
3B.P5 Explain the responsibilities of early years professionals in early years settings in: <ul style="list-style-type: none"> • responding to an accident • responding to a missing child • evacuating the setting • calling for emergency help • taking children on an outing. 		
Learning aim C: Be able to assess health and safety risks in early years settings		
3C.P6 Present a risk assessment of health and safety hazards for a play and learning activity for children of a selected age in one early years setting.	3C.M3 Make adjustments to a risk assessment of a play and learning activity to include children at different stages of development.	3C.D2 Evaluate the extent to which risk assessment contributes to effective early years practice in a selected early years setting.

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2 and 3A.M1
- Assignment 2: 3B.P3, 3B.P4, 3B.P5, 3B.M2 and 3B.D1
- Assignment 3: 3C.P6, 3C.M3 and 3C.D2.

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

Assignment 1

The assessment for learning aim A may be met by one assignment to cover 3A.P1, 3A.P2 and 3A.M1. The assignment could be guidance on infection control procedures presented as if for the first section of the *Health and Safety Procedures* file for an early years setting. All of the unit content for learning aim A must be covered. Infection prevention and control is very important and learners could use experience from their placement settings to inform their evidence.

For 3A.P1, learners could provide an introduction to infection prevention and control explaining why infection prevention and control is important in an early years setting, with reference to how infection may be spread and common childhood infections.

To meet 3A.P2, learners need to use examples of procedures for prevention and control of infection from early years settings to illustrate how they comply with the relevant legislation, regulations and guidance for prevention and control of infection.

For 3A.M1, learners must analyse how procedures in early years settings prevent the spread of infection. This must be supported by examples. Learners could combine information from a range of placements to support this.

Assignment 2

Learning aim B may be met in a second assignment to cover 3B.P3, 3B.P4, 3B.P5, 3B.M2 and 3B.D1. The assignment could be information about safety and security in an early years setting presented as if for the second section of the *Health and Safety Procedures* file for an early years setting.

For 3B.P3, learners could use teacher/tutor-initiated case studies of children from birth up to but not including 8 years to explain common hazards and the precautions that early years professionals need to take to prevent accidents. Learners must include consideration of children's capabilities at different ages and stages of development.

For 3B.P4, learners need to use examples of the procedures used for keeping children safe and secure, as given in the unit content, to show how the relevant legislation, regulations and guidance are met. Learners could use examples from a range of placements to support this.

For 3B.P5, teacher/tutor-initiated case studies of an accident, a missing child, an evacuation of the setting, calling for emergency help and taking children on an outing could be used for learners to provide evidence of appropriate responses by the early years professional, and reasons why the actions would keep children safe and secure, with reference to the unit content.

Evidence for 3B.M2 requires learners to consider the role played by policies and procedures in keeping children safe and secure in a selected early years setting.

For 3B.D1, learners need to make a judgement about the extent to which children can be kept safe and secure in early years settings.

All of the unit content must be included in the learner evidence.

Assignment 3

Learning aim C could be met in a third assignment and presented to explain how to carry out risk assessments that support effective practice as if for the final chapter in the *Health and Safety Procedures* file for an early years setting.

For 3CP.6, learners need to present a risk assessment of health and safety hazards for a play and learning activity for a child of a selected age, following the process and procedures required by a setting. Learners must carry out the requirements for this criterion within a work placement setting. Learners must record the evidence produced for this criterion in their *Practical Evidence Portfolio*, which can be found on our website (www.edexcel.com).

For 3C.M3, learners need to develop the risk assessment presented for 3C.P6 to consider how to manage hazards presented if children at different stages of development are involved in the play and learning activity.

For 3C.D2, learners need to make a judgement about the extent to which risk assessment contributes to effective practice in a selected early years setting.

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

Resources

Learners will need to have access to the Statutory Framework for the Early Years Foundation Stage, England, or statutory guidance appropriate to the home country.

Unit 5: Working With Parents and Others in Early Years

Level: **3**

Unit type: **Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

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

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

Learning aims

In this unit you will:

- A1 understand the impact of parental rights, views and experiences on partnership work with parents and/or carers in early years settings
- A2 understand how to work cooperatively with parents and/or carers
- B understand how to work cooperatively with colleagues and other professionals in early years settings
- C be able to work with parents and/or carers and others in early years settings to meet the needs of children.

Learning aims and unit content

Unit content
<p>Learning aim A1: Understand the impact of parental rights, views and experiences on partnership work with parents and/or carers in early years settings</p> <ul style="list-style-type: none"> ● Parental rights and responsibilities as defined by legislation relevant to the home country. ● The importance of parents' and/or carers' enduring relationship with their children, including: <ul style="list-style-type: none"> ○ long-term emotional security ○ considering their long-term interests ○ acting as role models ○ protecting their children. ● The parental effect on children's learning, including the Effective Provision of Pre-school Education (EPPE) project which suggested that in the early years the home learning environment plays a significant part in children's outcomes. ● How parental views about the nature of childhood affect their parenting style, including their attitudes towards: <ul style="list-style-type: none"> ○ education ○ gender roles ○ routines ○ attitude to risk. ● The need to recognise how a parent's and/or carer's own experience of being parented impacts on how they may parent, e.g. may repeat elements, choose to parent very differently or alternate between parenting styles. ● How parental confidence and education may influence their parenting approach, as confidence is linked to authoritative parenting while levels of education are linked to the type of activities provided in the home learning environment. ● The impact of factors that may make parents and/or carers emotionally unavailable and how factors may interfere with security of attachment, including: <ul style="list-style-type: none"> ○ depression ○ relationship breakdown ○ illness ○ low income. ● How approaches in the setting which differ from those of parents and/or carers may impact on parental confidence, relationships with early years professionals and development of a collaborative approach to supporting children's learning and development.

Unit content**Learning aim A2: Understand how to work cooperatively with parents and/or carers**

- The importance of building professional relationships in partnership work with parents and/or carers to:
 - understand and respond to individual children's needs
 - support separation
 - provide continuity of care
 - be able to provide information to support children's development at home.
- The importance of respecting the emotional attachment that influences parents' and/or carers' choices and behaviours, including approaches to:
 - settling in and separation
 - provision of food
 - concerns about whether children are safe and have friends.
- The importance of communicating effectively to build and maintain professional relationships and partnerships with parents and/or carers, including:
 - building trust
 - exchanging and sharing information
 - tracking development
 - encouraging parents and/or carers to engage in the child's play, learning and development
 - preventing misunderstandings.
- The features of good communication/interpersonal skills, including:
 - warmth
 - empathy
 - interest
 - active listening
 - sincerity.
- How to communicate appropriately and with empathy, including:
 - verbal communication
 - body language
 - attitudes
 - written forms.
- Possible barriers that might create difficulties in communication, including:
 - disability
 - time
 - language barriers
 - difficulties with literacy
 - cultural factors.
- Strategies to overcome barriers that make communication difficult, including:
 - avoidance of assumptions
 - supporting individual needs
 - being respectful
 - flexibility of approach
 - reflection.

Unit content

- The importance of obtaining parental consent for a range of reasons, including:
 - passing on information
 - referrals
 - outings.
- The need for confidentiality and data protection when working with parents and/or carers, including:
 - legal requirements
 - maintaining trust and situations
 - why confidentiality and data protection may be breached in situations involving risk to a child's life.
- How to work in partnership with parents and/or carers in an early years setting, to include:
 - shared working
 - the key person approach
 - open door policy
 - ways to share information
 - providing information to support children's development at home
 - ways to encourage parents and/or carers to take an active role in the child's play, learning and development.
- Factors that might affect the participation of families in an early years setting, including:
 - time
 - confidence
 - expectations.
- How factors affecting participation of families may be overcome by good relationships, communication and the key person approach.
- How to signpost appropriate and suitable services for parents and/or carers, including referral to other services and professionals, websites, leaflets.
- The importance of recognising own limitations when giving advice, as inaccurate advice may cause harm to a child, breakdown in trust between family and service, prevent families from gaining the correct support that they need.
- The importance of challenging discriminatory behaviour and promoting respect for children, families and staff in partnership work with parents and/or carers, and the duty of early years professionals to protect children, families and staff from discrimination.

Unit content**Learning aim B: Understand how to work cooperatively with colleagues and other professionals in early years settings**

- The professional responsibilities of early years professionals to work cooperatively, including adherence to policies and procedures of the setting and current guidance.
- The roles and responsibilities of colleagues in early years settings, including special educational needs coordinator (SENCO), key person, early years teachers and early years professionals, and teachers.
- The roles and responsibilities of a range of professionals who may work with families, including social workers, police liaison and family support workers.
- The roles and responsibilities of health professionals, including health visitors, speech and language therapists, and dietitians.
- The roles and responsibilities of educational psychologists, child psychiatrists and counsellors.
- Why cooperative working is needed, including:
 - to improve life chances and outcomes for all children
 - to identify and coordinate support from different services for children and their families
 - opportunities for professionals to gain knowledge and skills from each other.
- The benefits of working cooperatively for the child and family, to include working with colleagues in own setting and with other professionals, as a way of providing services and support tailored to meet the child and family's needs, preventing misunderstandings, encouraging a climate of trust.
- Reasons why cooperative working may be difficult in a multidisciplinary team, including different professional priorities, approaches and ethos, time.
- Information sharing including:
 - maintaining confidentiality
 - parental consent
 - how and when to pass on concerns and make referrals to others
 - how to ensure there is data protection during cooperative work
 - purpose of multidisciplinary meetings, including case conferences.

Learning aim C: Be able to work with parents and/or carers and others in early years settings to meet the needs of children

- Effective work with parents and/or carers, colleagues and other professionals, including compliance with policies, procedures and current guidance for information sharing, data protection, parental consent.
- Effective partnership work with parents and/or carers, including:
 - sharing information about children's needs, interests and development
 - valuing parents' and carers' contributions, showing respect, empathy, interest, active listening
 - encouraging parents and/or carers to take an active role in the children's play, learning and development
 - understanding own limitations when giving advice.
- Demonstrating understanding about the roles and responsibilities of colleagues and other professionals who may work with children and families.
- Communicating effectively to share accurate information about children's needs and development including verbal, non-verbal and accurate written communication.

Assessment criteria

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

Pass	Merit	Distinction
<p>Learning aim A1: Understand the impact of parental rights, views and experiences on partnership work with parents and/or carers in early years settings</p> <p>Learning aim A2: Understand how to work cooperatively with parents and/or carers</p>		
<p>3A1.P1 Describe how concepts of parental rights and responsibilities affect the care of children in early years settings.</p> <p>3A1.P2 Explain how partnership work with parents in early years settings may be affected by parental views, experiences and parenting styles.</p>	<p>3A1.M1 Discuss the impacts arising from parental rights and parenting for the care of children in early years settings.</p>	<p>3A.D1 Evaluate how effective partnership work with parents and/or carers in early years settings can impact on outcomes for children.</p>
<p>3A2.P3 Explain the importance of building a professional relationship for partnership work with parents and/or carers in early years settings.</p> <p>3A2.P4 Examine how effective communication affects partnership working with parents and/or carers in early years settings. #</p> <p>3A2.P5 Explain, using examples from early years settings, the limitations of the role of the early years professional when giving advice to parents and/or carers.</p>	<p>3A2.M2 Analyse how different ways of building professional relationships with parents and/or carers can be used effectively to support partnership work in early years settings.</p>	

Pass	Merit	Distinction
Learning aim B: Understand how to work cooperatively with colleagues and other professionals in early years settings		
<p>3B.P6 Explain the role of other professionals in the lives of families with babies and children.</p> <p>3B.P7 Review the purpose of working collaboratively with other professionals for work in early years settings.</p> <p>3B.P8 Explain how cooperative work is managed to contribute to children’s health, wellbeing, learning and development.</p>	<p>3B.M3 Discuss, using examples, ways in which working collaboratively with other professionals benefits children and families.</p>	<p>3B.D2 Evaluate the extent to which collaborative work with colleagues and other professionals in early years settings could impact on outcomes for children.</p>
Learning aim C: Be able to work with parents and/or carers and others in early years settings to meet the needs of children		
<p>3C.P9 Work with parents and/or carers when meeting the needs of children.</p> <p>3C.P10 Demonstrate cooperative work with colleagues.</p>	<p>3C.M4 Demonstrate confidence when working with parents and/or carers and colleagues.</p>	<p>3C.D3 Assess the extent to which own work with parents and others in early years settings contributed to meeting the needs of children.</p>

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A1.P1, 3A1.P2, 3A2.P3, 3A2.P4, 3A2.P5, 3A1.M1, 3A2.M2 and 3A.D1
- Assignment 2: 3B.P6, 3B.P7, 3B.P8, 3B.M3 and 3B.D2
- Assignment 3: 3C.P9, 3C.P10, 3C.M4 and 3C.D3.

Assignment 1

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

To achieve 3A1.P2, learners could use examples from work placements to explain how partnership work with parents may be affected by parental views, experiences and parenting styles; reference to the unit content, for example how partnership work may be affected by factors which may make parents emotionally unavailable, must be included.

To achieve 3A2.P3, learners could use examples from work placements to explain the importance for effective partnership work in early years settings of building a professional relationship with parents and carers, and the consequences of not doing so.

To achieve 3A2.P4, learners could use examples from settings or observations to examine how effective communication affects partnership working with parents and/or carers in early years settings. This must include reference to features of good communication, their impact on effective relationships and effects of barriers to communication, as listed in the unit content.

To achieve 3A2.P5, learners could use observations or examples from work placements to explain the limitations of the role of the early years professional when giving advice to parents and/or carers.

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

To achieve 3A2.M2, learners could use examples from settings to analyse how best to build effective professional relationships with parents and/or carers that support partnership working.

To provide their evidence, learners are expected to synthesise their knowledge to show understanding of the unit content for both learning aim A1 and learning aim A2.

To achieve 3A.D1, learners could use evidence from work placements or observations and further reading to reach conclusions, using reasoned judgements, about the extent to which effective partnership work with parents and carers in early years settings could impact on outcomes for children, drawing on the unit content of learning aims A1 and A2.

Assignment 2

To achieve 3B.P6, learners could create materials for staff training about cooperative working. Learners could use case studies to explain the role of other professionals in the lives of families with babies and children.

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

To achieve 3B.P8, learners could use examples from work placement to explain how cooperative work is managed to support children's health, wellbeing, learning and development, with reference to effective information sharing.

To achieve 3B.M3, learners could build on 3B.P6, 3B.P7 and 3B.P8 to discuss the ways in which working cooperatively with other professionals affects children and families, with reference to health, wellbeing, learning and development.

For 3B.D2, learners are expected to synthesise their knowledge to show understanding of the unit content to provide their answer. To achieve this criterion, learners could use evidence from observations and further reading to make reasoned judgements that evaluate the extent to which cooperative work with colleagues and other professionals in early years settings could impact on outcomes for children.

Assignment 3

Learners must complete the requirements for criteria 3C.P10, within a work placement. Learners must record the evidence produced for this criterion in their *Practical Evidence Portfolio*, which can be found on our website (www.edexcel.com).

Evidence for 3C.P10 could include copies of daily diary entries, letters, emails, witness statements, minutes of meetings, and audio or video recordings that evidence coverage of the unit content.

It may not be possible for learners to work independently with parents and/or carers when recording evidence for 3C.P9, 3C.M4 and 3C.D3. Learners could work closely with their supervisors, for example by agreeing with the supervisor in advance how to meet a child's needs and then attending a meeting with their supervisor and the parents or carers if appropriate.

Alternatively, evidence for these criteria could be simulated, for example by using case studies of different situations and either discussing how they could work with the child's parents and/or carers, or through undertaking role-play activities to demonstrate interactions with parents and/or carers to meet the child's needs.

For 3C.D3, learners need to use evidence from their work placements and feedback from others to make judgements about how their work with parents and others helped to meet the needs of children.

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

Resources

There are no special resources needed for this unit.

Unit 6: Supporting Children's Speech, Communication and Language

Level: **3**

Unit type: **Optional specialist/Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

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

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

Learning aims

In this unit you will:

- A1 understand the role of speech, communication and language in children's overall development
- A2 understand how research into language development supports good practice
- B encourage and develop children's speech, language and communication
- C understand how to support children with varied language needs.

Learning aims and unit content

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

Unit content**Learning aim B: Encourage and develop children's speech, language and communication**

- Language development in children from:
 - birth up to 1 year
 - 1 up to 3 years
 - 3 up to 5 years
 - 5 up to 7 years.
- The importance and impact of assessing babies' and children's language and communication development.
- The importance of sufficient adult interaction that is developmentally appropriate to the development of language and communication skills.
- The importance of very early verbal interactions with babies, to include:
 - drawing babies' attention
 - facial expression, gesture and eye contact.
- The importance of appropriate adult support, to include:
 - giving children time to respond
 - acknowledging children's attempts to communicate
 - reflecting back the correct word/pronunciation and sensitively expanding children's statements.
- The importance of early years professionals having good command of the English language to support children's speech, language and communication development.
- The importance of creating an environment that encourages communication and language.
- How to create a language-promoting environment, what this means and why it is important, including:
 - small spaces
 - low level of background noise
 - activities and objects that excite children's interest
 - keeping group size to a minimum.
- How speech, language and communication development may be affected by background noise, to include television and radio.
- The importance of stories and rhymes to help children's speech production, auditory discrimination, repetition and rhythm.
- The importance of books to help children's communication, language and later literacy.
- Activities that promote language development, including imaginative play, puppets and story sacks.
- Possible ways of promoting speech, language and communication development, to include:
 - drawing children's attention to detail
 - accurate naming
 - active listening
 - helping children to sequence
 - making sure that children have new and interesting things to talk about.

Unit content**Learning aim C: Understand how to support children with varied language needs****Children who are developing more than one language, including:**

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

Children who have additional language needs, including:

- the importance of visual cues and props in the setting
- how to provide quality interaction to support language and communication development
- the importance and impact of following advice and programmes from speech and language therapists
- the importance of working closely with parents and carers to support the development of language
- how to work with children with hearing loss or language delay
- the role of the appointed special educational needs coordinator (SENCO) in a setting, including:
 - leading on planning and ensuring that the support is implemented
 - providing support and advice for colleagues in the setting
 - as a point of contact for parents and carers
- who to approach when additional help or specialist expertise may be needed, to include:
 - physiotherapist
 - speech and language therapist
 - educational psychologist
 - hearing support services
 - portage worker.

Assessment criteria

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

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

Pass	Merit	Distinction
Learning aim B: Encourage and develop children's speech, language and communication		
3B.P3 Describe how to provide an environment in an early years setting that promotes speech, communication and language.	3B.M3 Analyse the role of the early years professional in providing appropriate environments that support children's speech, communication and language, using examples.	
3B.P4 Use observations and assessments of children to plan and record learning activities that support and promote speech, communication and language in the early years. §	3B.M4 Provide consistent and effective support to promote children's speech, communication and language.	
3B.P5 Use effective command of the English language to support children's speech, communication and language in learning activities.		
Learning aim C: Understand how to support children with varied language needs		
3C.P6 Explain how to support children in an early years setting who are developing more than one language. §	3C.M5 Discuss how to plan for and give support to children with varied language and communication needs.	3C.D2 Evaluate the extent to which early years professionals contribute to the speech, communication and language development of children with varied needs.
3C.P7 Explain how to support children in an early years setting who have additional language needs.		

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A1.P1, 3A2.P2, 3A1.M1, 3A2.M2 and 3A.D1
- Assignment 2: 3B.P3, 3B.P4, 3B.P5, 3B.M3 and 3B.M4
- Assignment 3: 3C.P6, 3C.P7, 3C.M5 and 3C.D2.

Assignment 1

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

For 3A1.P1, learners could produce an introduction to a good practice guide for a specific setting to support speech, communication and language for children in the early years. The unit content for learning aim A1 must be applied to show the importance of effectively supporting speech, communication and language development in early years settings for children's holistic development.

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

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

For 3A2.P2 and 3A2.M2, learners should examine the work of at least two theorists to explain how theories can be applied to early years practice. If appropriate, learners could provide evidence from work placements to show how they have used theories studied in *Unit 1: Child Development* to demonstrate these theories.

To achieve 3A2.P2, learners must explain how at least three theories of development, as identified in the unit content, apply to early years practice.

To achieve 3A2.M2, learners need to assess how at least two different theories of language development have contributed to effective practice in an early years setting, using examples from work placements or observations.

Criterion 3A.D1 relates to both learning aims A1 and A2. Learners are expected to synthesise their knowledge to show understanding of the unit content for learning aims A1 and A2 to provide their answer. To achieve 3A.D1 learners need to make reasoned judgements about the contribution of one theory of language development to early years practice, based on evidence from work placements or observations and further reading. Examples from different settings/age ranges to compare how the theory is applied will enhance the learner evidence.

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

Assignment 2

For criteria 3B.P3 and 3B.M3, learners could add a chapter to the good practice guide to show how early years professionals can actively promote children's speech, communication and language development across the age ranges. The guide should cover three different settings and show how these environments are enabling, including the role of the early years professional and appropriate play and learning activities and resources, using the unit content for this learning aim to illustrate this. Examples of rhymes and stories appropriate for each age range can be used to explain how these help to develop children's speech, communication and language with reference to examples from work placements.

Learners must carry out the requirements for criteria 3B.P4, 3B.P5 and 3B.M4 within a work placement setting. Learners must record the evidence produced for these criteria in their *Practical Evidence Portfolio*, which can be found on our website (www.edexcel.com).

Evidence for 3B.P4, 3B.P5 and 3B.M4 could include activity plans and witness statements based on observations and assessment that demonstrate appropriate support for the speech, communication and language development of children across the age range in the early years.

Assignment 3

For criteria 3C.P6, 3C.P7 and 3C.M5, learners must show particular awareness and sensitivity to the needs of children learning English as an additional language or who have additional language needs, and how teamwork between colleagues, parents/carers, key persons and bilingual workers can help to support each other for the benefit of the child. The good practice guide can be developed further to include how to support children who are developing a different home language, or who have additional needs.

To achieve 3C.M5, learners need to discuss how to develop plans to support children with varied language and communication needs in two early years settings, using evidence from case studies or examples from settings/work placements. This could be presented in the format of a chapter for the good practice guide.

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

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

Resources

There are no special resources needed for this unit.

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

Level: **3**

Unit type: **Optional specialist/Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Did you know that it is very difficult for children to form friendships when they have low self-esteem, are anxious or worried? Early years professionals need a good understanding of personal, social and emotional development to know how to help children to feel happy, secure and good about themselves. This understanding will help practitioners to develop relationships with children and create environments that support their emotional wellbeing and social development.

To support children, practitioners need to know about factors that can impact on children's emotional wellbeing as this can affect the way they feel about themselves and the way they behave. Young children often display anxiety through their behaviour and, therefore, it is very important to know how to respond appropriately.

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

Learning aims

In this unit you will:

- A understand how the key person approach supports effective attachments
- B understand how to prepare and support children through transitions and significant events in their lives
- C understand the role of the early years professional in supporting children's personal, emotional and social development
- D support and promote children's positive behaviour.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand how the key person approach supports effective attachments</p> <ul style="list-style-type: none"> ● The importance of strong attachments, including in: <ul style="list-style-type: none"> ○ the development of further attachments and the ability to show empathy ○ effects on physiological and psychological stress levels ○ contribution to development in other areas. ● The role of the key person in establishing and developing attachments. ● How attachment theorists John Bowlby, Mary Ainsworth and the Robertsons have influenced current practice, including: <ul style="list-style-type: none"> ○ settling in ○ key person approach ○ preparing children for transitions and significant events. ● That it is good practice for children to have a key person in early years settings, including statutory requirements in frameworks such as the current Early Years Foundation Stage (EYFS). ● How the key person approach is applied in different types of settings. ● How the key person system supports effective relationships with parents, including: <ul style="list-style-type: none"> ○ improved information sharing ○ parents and carers developing trust ○ confidence in the setting. ● Why it is important for a key person to communicate with parents and carers. ● How children's language and social development benefit from the key person system as a result of the adult being 'tuned in' to the child and family. ● The importance of providing age-appropriate physical contact to support emotional development. ● How to recognise that a child has made a good attachment with their key person.
<p>Learning aim B: Understand how to prepare and support children through transitions and significant events in their lives</p> <ul style="list-style-type: none"> ● Different transitions and significant events that children may experience, including: <ul style="list-style-type: none"> ○ moving to school ○ starting and moving through day care ○ birth of a sibling ○ moving home ○ living outside of the home ○ family breakdown ○ loss of significant people ○ moving between settings and carers. ● Transitions that are common to all children and those that are particular only to some. <p style="text-align: right;"><i>continued</i></p>

Unit content

- How children may be affected by different types of transitions and significant events, including the possible effects on all-round development and the effects of stress.
- The importance of discussing transitions and significant events with parents/carers and children before planned changes in their lives.
- Strategies to prepare children for transitions and significant events, including discussions, books, photographs and storytelling.
- How to support transitions and significant events, to include making relationships with the baby/child and parents/carers before they start at a new setting, home visits, sharing information.
- How to work with colleagues and other professionals to offer support during transitions and significant events.
- How to support the settling-in process, including the key person building a relationship with the child before separation takes place.
- How to check that a child has settled in, including:
 - observing the child's behaviour at separation
 - observing the child's interest in joining in with activities
 - speaking to parents/carers about child's behaviour at home.
- The importance of recognising signs of concern or distress that may relate to a transitional experience.

Unit content**Learning aim C: Understand the role of the early years professional in supporting children's personal, emotional and social development**

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

Unit content**Learning aim D: Support and promote children's positive behaviour**

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

Assessment criteria

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

Pass	Merit	Distinction
Learning aim A: Understand how the key person approach supports effective attachments		
<p>3A.P1 Explain how the key person approach supports effective attachments.</p> <p>3A.P2 Explain the role of the key person in early years settings in meeting children's personal, emotional and social development needs.</p>	<p>3A.M1 Discuss the influence of attachment theory on the key person approach in early years settings.</p>	

Pass	Merit	Distinction
Learning aim B: Understand how to prepare and support children through transitions and significant events in their lives		
<p>3B.P3 Explain how children may be affected by different transitions and significant events.</p> <p>3B.P4 Explain how to prepare children in early years settings for different transitions and significant events. # 5</p>	<p>3B.M2 Assess the contribution of early years professionals in supporting children through different transitions and significant events.</p>	<p>3B.D1 Evaluate the extent to which early years professionals can support children through transitions and significant events.</p>
Learning aim C: Understand the role of the early years professional in supporting children's personal, emotional and social development		
<p>3C.P5 Explain how to develop relationships with children in early years settings that support their personal, social and emotional development.</p>	<p>3C.M3 Assess the success of particular techniques or approaches being used to support a child's personal, social and emotional development in relation to early years practice.</p>	<p>3C.D2 Evaluate the techniques and approaches that early years professionals take in supporting a child's personal, social and emotional development.</p>
<p>3C.P6 Explain why discriminatory behaviour and attitudes should be challenged in early years settings.</p>		

Pass	Merit	Distinction
Learning aim D: Support and promote children's positive behaviour		
3D.P7 Describe different factors that may affect children's behaviour.	3D.M4 Consistently and effectively promote and support children's positive behaviour appropriate to children at different ages and stages of development.	
3D.P8 Model and promote positive behaviours expected of children in the early years.		
3D.P9 Support children to manage their own behaviour and develop positive attitudes in relation to others. §		

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2, 3B.P3, 3B.P4, 3A.M1, 3B.M2 and 3B.D1
- Assignment 2: 3C.P5, 3C.P6, 3D.P7, 3C.M3 and 3C.D2
- Assignment 3: 3D.P8, 3D.P9 and 3D.M4.

Assignment 1

To achieve 3A.P1, learners could use examples from work placements to explain how the key person approach supports effective attachments. Reference to the unit content, for example to attachment theory and the importance of strong attachments, must be included.

To achieve 3A.P2, learners could use examples from settings or observations to explain the role of the key person in early years settings in meeting children's personal, emotional and social development needs. Reference must be made to the key person's role in meeting the needs of children across the age range in early years settings.

To achieve 3A.M1, learners could use observations or examples from settings to discuss how attachment theory has influenced the key person approach in early years settings. Reference must be made to how the key person approach is applied in different settings, and to how it supports children and effective relationships with parents and/or carers.

To achieve 3B.P3, learners could use observations or examples from settings to explain how children may be affected by different transitions. This must include reference to transitions and significant events that are common to all children changing settings, and those that are particular as listed in the unit content.

To achieve 3B.P4, learners could use observations or examples from work placements to explain how to prepare children in early years settings for different transitions and significant events. Evidence must cover children across the age range in early years settings.

To achieve 3B.M2, learners could use examples or observations of familiar and unfamiliar transitions and significant events to assess the contribution of early years professionals in supporting children through different transitions and significant events experienced by children of different ages.

To achieve 3B.D1, learners could use observations and further reading to make reasoned judgements about the extent to which early years professionals in an early years setting can support children through transitions and significant events, in response to their individual needs.

Assignment 2

To achieve 3C.P5, learners could use examples from work placements or observations to explain how to develop relationships with children in early years settings that support their personal, social and emotional development. Reference to the unit content, for example to how theories and models of self-esteem development apply, must be included.

To achieve 3C.P6, learners could use examples from settings or observations to explain why discriminatory behaviour and attitudes should be challenged in early years settings. Learners must include the effects on the child if such attitudes are not challenged.

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

To achieve 3C.D2, learners could use observations or examples from settings to present reasoned conclusions about the effectiveness of the techniques and approaches adults take in supporting a child's personal, social and emotional development, highlighting any differences across the age ranges and with reference to accepted best early years practice.

To achieve 3D.P7, learners could use examples from settings or observations to describe different factors that may affect children's behaviour. Reference to both long- and short-term factors must be included.

Assignment 3

Learners must carry out the requirements for 3D.P8, 3D.P9 and 3D.M4 within a work placement setting. Learners must record the evidence produced for these criteria in their Practical Evidence Portfolio, which can be found on our website (www.edexcel.com).

Evidence for 3D.P8, 3D.P9 and 3D.M4 could include witness statements, video recordings and reflections from different work placements.

For 3D.P8 and 3D.M4, evidence needs to include age/stage appropriate modelling and promotion of positive behaviour of children across the early years age range.

For 3D.P9, learners need to provide evidence of supporting children across the early years age range to manage their own behaviour and develop positive attitudes in relation to others.

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

Resources

There are no special resources needed for this unit.

Unit 8: Safeguarding in Early Years

Level: **3**

Unit type: **Core**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

It is essential that everyone working with children knows how to protect them from harm and understands that they have a duty to keep children safe. This unit is all about your role and responsibilities in keeping children safe and promoting their welfare. You will learn how to respond appropriately to concerns, including the importance of keeping detailed records and following a strict reporting process. You will develop an understanding of settings' policies and procedures with regards to safeguarding children's welfare, as well as strategies to help you become a vigilant early years professional and work safely.

It is important for you to know about the laws that early years settings must comply with to protect children. You also need to learn the correct procedure for recording and reporting your concerns and how to respond to children telling you about their experience. An important aspect of this unit is helping children to learn how to protect themselves.

It is also very important to recognise that you may work with children who are victims of abuse. In order for you to recognise abuse and report any concerns that you may have as soon as possible, you will need to learn about the signs and symptoms of all kinds of child abuse.

Learning aims

In this unit you will:

- A understand the role of the early years professional in safeguarding and promoting the welfare of children
- B understand types and indicators of child abuse
- C understand how to respond appropriately to concerns that a child has been abused.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the role of the early years professional in safeguarding and promoting the welfare of children</p> <ul style="list-style-type: none"> • The duty of care of those working with children to protect them from harm and to promote their welfare, with reference to current legislation, statutory guidance and Early Years Foundation Stage (EYFS). • Children’s right to be safe, with reference to the United Nations Convention on the Rights of the Child, the responsibilities of early years professionals to comply with current legislation and guidance relevant to home country including meeting welfare requirements, having policies for child protection, safe recruitment, information sharing, data protection. • The importance of passing on concerns about the practice of colleagues, professionals and others that may impact on the welfare of children, including whistle-blowing. • Putting the needs and welfare of the child at the centre of the care provision. • Recognising the individual needs of children and barriers to equality. • The importance of children having their voice heard, listening to them, valuing their contributions, opinions and ideas. • The importance of recognising children’s feelings. • The importance of supporting social and emotional development and encouraging independence. • The importance of being an approachable adult, being available to listen, listening actively, displaying positive body language. • The role of observation and reflection in recognising changes in children's behaviour. • How to empower children and develop their confidence and self-esteem through games and activities. • The importance of maintaining accurate and coherent records with respect to children’s overall welfare.
<p>Learning aim B: Understand types and indicators of child abuse</p> <ul style="list-style-type: none"> • Types of abuse, including domestic abuse, physical abuse and injury, neglect, emotional abuse and sexual abuse. • Why it is important to be vigilant for signs of child abuse such as changes in a child’s behaviour including tiredness, being withdrawn, regression, being over familiar with adults, displaying inappropriate behaviour or inappropriate play, physical marks and injuries, change(s) in behaviour, comments made by children and a change of disposition, being unusually dependent on a key person, comments made by parents/carers and disclosure by a child. • How abuse may affect children’s health, development, self-esteem, wellbeing and later lives. • That abuse can take place by a range of people who have contact with children to include those working with children, other adults in the home and also adolescents within the child’s family.

Unit content**Learning aim C: Understand how to respond appropriately to concerns that a child has been abused**

- Policies and procedures in settings, including policies to protect children, safe working practices, e-policy and whistle-blowing.
- How to respond appropriately to a child who is disclosing abuse to include remaining calm, providing reassurance, avoiding leading questions and listening carefully.
- Why it is important to believe a child, avoid judgements and not jump to conclusions.
- The reasons why it is important to respond appropriately to concerns.
- Why it is important to follow the reporting procedure of the setting to include reporting to the named person in the setting, careful and factual recording of events including noting times, dates and details of others present, maintaining confidentiality and sharing information appropriately.
- Child protection procedures, including the process of investigation, assessments, Child Protection Conferences, Child Protection Plans.
- Agencies involved at a local level to include police, social services, health.
- How agencies work together in the local area to include developing policies and procedures for safeguarding and protecting the welfare of children.
- The role of outside agencies, including the National Society for the Prevention of Cruelty to Children (NSPCC).
- The responsibilities of early years providers to comply with current legislation and guidance relevant to home country, including meeting welfare requirements, having policies for child protection, safe recruitment, whistle-blowing, information sharing, data protection.

Assessment criteria

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

Pass	Merit	Distinction
Learning aim A: Understand the role of the early years professional in safeguarding and promoting the welfare of children		
3A.P1 Explain how early years professionals must exercise their duty of care effectively, with reference to safeguarding children and promoting their welfare.	3A.M1 Analyse the role of the early years professional in safeguarding and promoting the welfare of children of different ages.	3A.D1 Evaluate the ways in which early years professionals can most effectively contribute to safeguarding and promoting the welfare of children.
3A.P2 Explain a child-centred approach toward safeguarding children and promoting their welfare.		
Learning aim B: Understand types and indicators of child abuse		
3B.P3 Explain types of child abuse and their indicators with reference to early years settings.	3B.M2 Discuss the impact of child abuse on a child's all-round development.	

Pass	Merit	Distinction
Learning aim C: Understand how to respond appropriately to concerns that a child has been abused		
<p>3C.P4 Explain why it is important to follow policies and procedures in safeguarding and promoting the welfare of children in early years settings. #</p> <p>3C.P5 Explain the process in an early years setting for reporting and recording concerns that a child has been abused.</p>	<p>3C.M3 Discuss, using examples, why it is important to respond appropriately if a child talks about an issue that is of concern.</p>	<p>3C.D2 Assess best practice in identifying potential abuse and responding effectively in early years settings.</p>

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment: 3A.P1, 3A.P2, 3A.M1, 3A.D1, 3B.P3, 3B.M2, 3C.P4, 3C.P5, 3C.M3 and 3C.D2.

Assignment

To achieve 3A.P1 and 3A.P2, learners could produce a reference document for a wide audience that explains the role of early years professionals in promoting the welfare of children and safeguarding them including the duty of care, references to the United Nations Convention on the Rights of the Child and relevant legislation and guidelines. For 3A.P2, learners should consider the importance of listening to and observing children with a focus on empowerment.

To achieve 3A.M1, learners could use case studies or examples from settings to analyse the role of the early years professional in safeguarding children of different ages. Examples should include ways that children are empowered by early years professionals to keep themselves safe. Examples must cover children in the age ranges of from birth to 3 years and 3 to 5 years.

To achieve 3A.D1, learners could present reasoned conclusions about the ways in which early years professionals can most effectively contribute to promoting the welfare of children and safeguarding them from abuse, highlighting any differences in approach for children in the early years at different ages and stages of development.

To achieve 3B.P3, learners could expand the document produced for 3A.P1 and 3A.P2 to include essential information about safeguarding and explains the types of abuse and indicators as listed in the unit content.

To achieve 3B.M2, learners could use case studies or appropriate examples from their placements to discuss how abuse affects the all-round development of children; reference to the unit content must be included.

To achieve 3C.P4, learners could use examples or case studies to illustrate the importance of following policies and procedures in safeguarding and welfare, and the consequences of not doing so.

For 3C.P5, learners could produce a step-by-step guide for an early years setting for reporting and recording concerns about abuse. This must include reference to policies, procedures, the process of investigation and the agencies involved.

To achieve 3C.M3, learners could use examples from the media or case studies to discuss the importance of responding appropriately where abuse is suspected or confirmed, or if a child talks about an issue in relation to safeguarding.

To achieve 3C.D2, learners could build on 3C.M3 to present a reasoned conclusion, with reference to accepted best practice for identifying and responding to safeguarding issues.

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

Resources

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

Unit 9: Observation, Assessment and Planning

Level: **3**

Unit type: **Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Have you ever wondered how people working with children know what to plan and organise for the children? The key to planning developmentally appropriate and engaging activities is high-quality observation.

Observations can tell us a great deal about a child, for example how they are feeling, how they are developing, their likes and dislikes, their current interests and who they like to play with. All of this information is vital when planning appropriate play activities and experiences to encourage children's progress. We are able to ensure that the activities and experiences we plan appeal to the children in our care and meet individual needs. In addition, through careful observation we are able to adapt and modify activities to ensure personalised learning.

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

Learning aims

In this unit you will:

- A understand the importance of observation, assessment and planning in work with children
- B be able to carry out and record accurate observations of children
- C be able to make accurate assessments from observations of children
- D be able to create, implement and review activity plans for children.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the importance of observation, assessment and planning in work with children</p> <ul style="list-style-type: none"> ● The importance of observing and assessing children to include: <ul style="list-style-type: none"> ○ providing information for parents and other professionals ○ understanding children’s needs and interests ○ tracking children’s progress in relation to normative development and curriculum outcomes ○ planning for next steps and shaping learning opportunities ○ understanding when a child is in need of additional support. ● How observations and assessments are used, to include informing planning: <ul style="list-style-type: none"> ○ for formative assessment ○ for summative assessment ○ for current assessment requirements relevant to home country. ● The importance of parental involvement in ongoing observation and assessment, including: <ul style="list-style-type: none"> ○ recognising parents/carers as partners in the care and education of the child ○ finding out about what the parent/carer has noticed about the child’s interests and development at home ○ discussing children’s progress. ● Other issues to consider when observing and assessing children, including permission, confidentiality, participant bias. ● The need to ensure planning reflects children’s developmental stage, play and learning needs, including to ensure children’s needs and interests are met, meet curriculum requirements and help organise a stimulating environment. ● The requirements of the relevant framework/curricula for planning, to include the creation of plans that ensure that all parts of the curriculum are being delivered, with a balance of adult-directed and child-initiated play. ● Factors that influence planning, including: <ul style="list-style-type: none"> ○ observations of children ○ Early Years Foundation Stage (EYFS). ○ discussions with key person, colleagues and parents/carers and children. ● The range of methods that might be used in the early years sector to plan for children’s development, to include: <ul style="list-style-type: none"> ○ a planning cycle ○ short-term and long-term planning ○ continuous provision sheets. ● The importance of planning to meet children’s additional needs and support their development, including individual education plans which include strategies for the additional support required compared to that provided for other children of the same age. ● The importance and value of reviewing plans and planning methods, to ensure that each child’s interests, strengths and individual needs are reflected, taking into account cultural differences and family circumstances, and that planning reflects the curriculum being used.

Unit content**Learning aim B: Be able to carry out and record accurate observations of children**

- Observational methods, including:
 - a checklist
 - time sample
 - narrative methods
 - target child observation
 - digital recordings.
- Non-contemporaneous ways to gain information, including:
 - event sample observation
 - a sociogram
 - gaining information from parents/carers and others.
- How to select the appropriate observational method(s) for your purpose, to include:
 - knowing what information you need to collect
 - how focused the observation needs to be
 - the reliability of the method.
- How to present records of observation, including:
 - age of child
 - number of children/adults present
 - the context and type of activity.
- Different observational methods used by settings to provide evidence of children's progress, including photographs, sticky notes, children's work products.

Learning aim C: Be able to make accurate assessments from observations of children

- How to identify a child's stage of development from observations, to include:
 - making links to developmental norms and drawing conclusions about the extent to which the development observed relates to the expected development
 - recognising the need for additional support.
- How to identify children's needs, interests and preferences from what has been observed, including:
 - noticing with what or with whom the child spends most time
 - the child's level of concentration.
- How to record assessments of children.
- How to relate what has been observed about a child's progress to the planning of activities and experiences in the setting, including:
 - identifying the area(s) of the curriculum framework that the observation relates to
 - using the framework to consider what to provide next for the child to progress.
- How to relate theories of play, learning and development to what has been observed, including:
 - identifying which theory of play, learning or development links to what has been observed
 - explaining why this association has been made.

continued

Unit content

- What to do if atypical development is suspected, to include:
 - the reporting process outlined in the setting
 - types of evidence
 - working closely with parents/carers and other professionals to facilitate early referrals.

Learning aim D: Be able to create, implement and review activity plans for children

- How to create appropriate activity plans for children's play, development and learning, to include:
 - the purpose of and rationale for the activity
 - links to the curriculum
 - role/involvement of the early years professional
 - types of resources
 - discussions with key person, colleagues, parents/carers
 - health and safety risk management.
- Formats for recording planned activities, to include formats used by different settings, with links to the curriculum, role of the adult.
- How to implement activity plans, including:
 - how to encourage children's participation
 - how to support and extend children's learning and thinking, including sustained shared thinking
 - providing opportunities for children to talk
 - making the activity enjoyable
 - adapting the activity if children are not engaged.
- How to review plans and planning methods, to include:
 - evaluating the effectiveness of the activity in supporting children's play/learning/development
 - what was less successful
 - considering children's views
 - planning the next steps with key person, colleagues, parents/carers.

Assessment criteria

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

Pass	Merit	Distinction
Learning aim A: Understand the importance of observation, assessment and planning in work with children		
3A.P1 Explain the importance of observing and assessing children in early years settings to plan how to support their play, learning and development and to meet their individual needs. §	3A.M1 Analyse issues to be considered when observing and assessing children in early years settings.	
Learning aim B: Be able to carry out and record accurate observations of children		
3B.P2 Justify the selection of a set of observational methods to observe the development of a child in an early years setting, giving valid reasons for your choice.	3B.M2 Analyse the appropriateness of selected observational methods for assessing the play and development of a child in an early years setting.	3B.D1 Evaluate the validity of the selected observational methods used, making recommendations to address potential weaknesses.
3B.P3 Present full and effective records that show that accurate observation of a child's play and development has taken place.		
Learning aim C: Be able to make accurate assessments from observations of children		
3C.P4 Describe the observed child's stage of development, making use of relevant theories of development.	3C.M3 Discuss how observation and assessment have contributed to an understanding of the child's development and needs.	3C.D2 Evaluate how observation, assessment and planning have contributed to the observed child's progress in relation to theories of development.
3C.P5 Select, giving valid reasons, different activities and strategies which could enable the observed child to progress further in their learning.	3C.M4 Analyse how formative and summative assessment can be used to shape a child's learning opportunities and plan next steps.	

Pass	Merit	Distinction
Learning aim D: Be able to create, implement and review activity plans for children		
3D.P6 Present and implement activity plans appropriate for an observed child to support their play, learning and development, linked to the relevant curriculum. # §	3D.M5 Analyse the extent to which the plans and implemented activities supported the child's play, learning and development.	3D.D3 Evaluate own practice in the planning, creation and implementation of activities in terms of how it supported the child's play, learning and development.
3D.P7 Review the effectiveness of the planning methods, plans and implemented activities in supporting the child's play, learning and development. #		

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.M1, 3B.P2, 3B.P3, 3B.M2, 3B.D1, 3C.P4, 3C.P5, 3C.M3, 3C.M4 and 3C.D2
- Assignment 2: 3D.P6, 3D.P7, 3D.M5 and 3D.D3.

Learners must carry out the requirements for assessment criteria 3B.P3 and 3D.P6 within a work placement setting. Learners must record evidence produced for these criteria in their Practical Evidence Portfolio which can be found on our website (www.edexcel.com).

Assignment 1

In this assignment, learners could produce guidance about observations for new early years practitioners.

To achieve 3A.P1, learners could use examples from work placements to explain the importance of observing and assessing children in early years settings in order to plan how to support their play, learning and development and how to meet their individual needs. Reference to the unit content, for example to understanding children's needs, interests and family circumstances, must be included.

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

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

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

To achieve 3B.M2, learners could use the observation records presented for 3B.P3 to analyse the appropriateness of the selected observational methods for assessing the play and development of a child in an early years setting.

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

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

To achieve 3C.P5, learners must use evidence from 3C.P4 to select different play opportunities, activities and strategies which could enable the observed child to progress further in their learning, giving valid reasons for their selections.

Criterion 3C.M3 builds on and 3C.P4. Learners could use the observations and assessment records made of the development of a child to discuss how observation and assessment have contributed to an understanding of the child's development and needs, with reference to theories of play, learning and development.

To achieve 3C.M4, learners could build on 3C.P5 to consider how to use both formative and summative assessment to shape learning opportunities and plan next steps for the child, with reference to the activities and strategies suggested for criterion 3C.P5.

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

Assignment 2

To achieve 3D.P6, learners could use examples of planning formats used in work placement settings to present two activity plans for an observed child to support their play, learning and development, linked to the relevant curriculum. Plans must include the rationale and the role of the adult in the activities.

To achieve 3D.P7, learners could use witness testimonies, feedback from others, personal reflections, further observations of the child, and comments from the child or parent/carer to review the effectiveness of the planning methods, plans and implemented activities in supporting the child's play, learning and development.

To achieve 3D.M5, learners could build on 3D.P7 to analyse the extent to which the plans and implemented activities supported the child's play, learning and development, considering the effect of different approaches to implementing the activities.

To achieve 3D.D3, learners could build on 3D.M5 to make reasoned judgements about their own effectiveness in the planning, creation and implementation of activities, in terms of how their own practice supported the child's play, learning and development, and to make recommendations for ways of developing their own practice.

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

Resources

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

Unit 10: Supporting Children's Literacy and Numeracy Development

Level: **3**

Unit type: **Optional specialist/Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Can you remember how you learned to read and write? Literacy skills are most important in our development, and we now understand that we begin to acquire these skills at a very young age through play. By the time you have completed this unit you will have a better understanding of the ways in which you can support children aged 2 up to 5 years with appropriate activities. This will include supporting reading and writing skills, and knowledge of the way that reading and writing skills develop. You will discover suitable books to read to children and exciting ways to stimulate their enthusiasm and engage them in storytelling. You will need to know some of the different theoretical approaches and strategies used to teach reading and to consider your role as an early years professional in supporting children's reading development.

It is important that as early years professionals we understand the sequence of mathematical development so we can plan activities that are age- and stage-appropriate, and encourage children's development and understanding. We need to offer experiences that are exciting, stimulate interest and provoke a desire to find out more. There are several different areas within mathematics, including number, shape, space and measures. Children gradually learn about each aspect through learning and development activities that are provided through play.

By the time you complete this unit, you will have a good understanding of early mathematical development in children aged 2 up to 5 years and will recognise the sequence that children follow in understanding concepts. This will be linked to the current early education curriculum (EYFS Statutory Framework) You will understand the role of early years professionals in supporting development, and consider how parents and carers can encourage learning at home.

Learning aims

In this unit you will:

- A understand children's literacy development
- B understand how to support children's literacy development
- C understand children's mathematical development
- D understand how to support children's mathematical development.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand children's literacy development</p> <ul style="list-style-type: none"> ● The importance of speech and language and how they contribute to the development of literacy, to include how children: <ul style="list-style-type: none"> ○ make the link between spoken sounds and the written symbols ○ understand the meaning of words ○ recognise the structure of sentences. ● How literacy in the early years is broken down into specific areas, to include: <ul style="list-style-type: none"> ○ reading ○ writing. ● How children develop skills in reading and writing, including linking sounds and letters, making marks, recognising simple words and understanding simple sentences. ● The importance of engaging young children's interest and curiosity in books and written materials, including: <ul style="list-style-type: none"> ○ understanding that in the English language print runs from left to right and from top to bottom ○ experiencing handling books and written materials ○ interactive computer programs that encourage and reinforce phonic awareness. ● The importance of a language-rich environment for literacy development and how this may be achieved, including: <ul style="list-style-type: none"> ○ clearly headed and labelled displays and word banks at children's level ○ labelling activities ○ different areas in the setting for reading and writing activities. ● The importance of phonemic awareness in learning to read as children will be able to recognise that words are made of individual speech sounds and be able to segment words into component sounds (phonemes), which is required before they can associate written symbols (graphemes) with sounds. ● Activities that support reading skills, such as: <ul style="list-style-type: none"> ○ learning rhymes ○ matching and sequencing activities ○ sharing stories ○ recognising letter shapes in the environment. ● Activities to support writing skills, to include: <ul style="list-style-type: none"> ○ mark-making using a range of materials ○ gross motor movements ○ painting and drawing ○ fine manipulative play/hand-eye coordination.

Unit content**Learning aim B: Understand how to support children's literacy development****Reading**

- The need to encourage early reading development by providing frequent opportunities to engage babies and children in stories and rhymes, pointing out pictures and words linked to actions that carry meaning.
- Understand the need to provide a variety of activities to support the development of literacy skills through music, storytelling, role play, story sacks, puppets, story CDs, circle time and small world.
- How settings might plan and organise their provision to deliver the curriculum frameworks through meaningful and purposeful practical activities that encourage the development of reading and writing skills in a language-rich environment.
- The different theoretical approaches to helping children to learn to read, to include when to begin, synthetic and analytical phonics, 'look and say', whole language/apprenticeship.
- The usual sequence by which children learn to read, to include:
 - recognising the link between the verbal and visual word
 - recognising own name
 - using pictures as cues
 - book conventions
 - phonetic awareness
 - retelling stories
 - building a visual vocabulary.
- Why early years professionals need to role-model reading books and writing so that children will see reading and writing skills being used and the pleasure gained.
- How to choose appropriate books for children at different ages and reading levels by getting to know the children's interests and preferences, which may include picture books and stories, fiction and non-fiction books.
- How to create stimulating experiences and activities that encourage reading, to include:
 - matching activities
 - sound snap
 - group story time.
- How to demonstrate using phonics to decode words using large book or whiteboard.
- How to share books with children encouraging them to use pictures as cues, decode words using phonic knowledge and recognise common, irregular words.

Writing

- The importance of encouraging early mark-making and writing development by understanding that words convey meaning, making marks as symbolic representations of thoughts and experiences, using paint, sand, large markers and crayons in either hand and in any direction.

continued

Unit content

- The link between learning to write and learning to read – they are interrelated and children need a wide range of literacy experiences to support the development of each – to include:
 - sand play
 - role play
 - painting
 - story sacks
 - print making
 - patterns
 - storytelling
 - poetry
 - music
 - drama
 - cutting and sticking.
- The development of handwriting, to include pencil grip and the importance of fine motor movements and hand-eye coordination.
- How to model the correct formation of letters and numbers in the setting so that they conform with the setting's policies.
- The usual sequence by which children learn to write, to include:
 - mark-making
 - emergence of letters
 - ascribing meaning to marks
 - applying grapheme/phoneme knowledge.
- The importance of giving children reasons to write for a purpose, as this is motivating.
- How to create stimulating experiences and activities that encourage writing development, including:
 - mark-making activities in sand
 - practising using different pens and brushes
 - play activities such as writing shopping lists in the children's role-play area.
- How to support left-handed children, including encouraging them to find a comfortable grip and providing resources to support left-handers.
- When early years professionals may need to scribe for children to write down their ideas, including when children are starting to learn to write and in shared writing activities.
- The importance of recognising that some children may be learning another language and script at home, and of valuing mark-making derived from different scripts.

Unit content**Learning aim C: Understand children's mathematical development**

- The importance of understanding the link between early everyday mathematical experiences and their contribution to future mathematical understanding of number, measurement, shape and space, and pattern recognition.
- The links between continual interaction and communication, particularly in the use of traditional and improvised rhymes and songs crucial to the development of numeracy and based on counting, positional language and pattern recognition.
- The links to cognitive development, including the need for children to have concrete experiences before moving to the abstract.
- How mathematics in the early years is broken down into numbers and space, shape and measures. The importance of knowing the sequence for counting and understanding numbers and calculating.
- The need to employ a range of strategies for developing mathematical skills including to improve counting from one to 20, placing in order, adding and subtracting single digit numbers and describe the shape and size of 3D (solids) and 2D (flat) shapes.
- The importance of early mathematical skills, including one-to-one correspondence, matching, pattern making, counting, the concept of the empty set 'zero', sorting, ordering, recording.
- The need for children to acquire mathematical language, including 'more', 'less', 'greater', 'smaller', 'heavier' 'circle', 'in front of', 'inside'.
- The importance of children's confidence and how early years professionals can influence this by giving positive and fun activities and experiences, and providing reinforcement and positive interactions to consolidate children's mathematical development.

Learning aim D: Understand how to support children's mathematical development

- The importance of supporting early experiences of mathematics through play and learning activities, providing the basis for understanding concepts such as number, measurement, shape and space, pattern recognition.
- How to support these early experiences by providing commentary, questioning, repetition, praise.
- How settings might plan and organise their provision to deliver the curriculum framework through meaningful, purposeful, practical activities, encouraging the use of mathematical language, problem solving and prediction.
- The importance of linking activities to the child's experience, to include learning through play, as this will make learning meaningful for them, e.g. number names, one-to-one correspondence, matching and ordering, recognising patterns, shapes and simple measures.
- How to give direct experience of mathematics through everyday activities, to include:
 - counting rhymes
 - playing simple board games
 - cooking
 - matching socks
 - setting the table
 - making patterns
 - recognising numbers and patterns in the environment.

continued

Unit content

- Ways to check that children understand the purpose of the activity, to include:
 - asking questions
 - modelling
 - observing children's reactions.
- The importance of allowing children sufficient time to process new concepts or information, as young children need time to be able to think through what they need to do.
- The importance of early years professionals demonstrating a good command of the English language in spoken and written form, and using the correct mathematical terms when explaining activities, avoiding confusion.
- The role of early years professionals in supporting children's mathematical understanding through questioning children, to check their understanding and support them in selecting resources available to help them, rather than focusing on completion of the task or the answer.
- The role of early years professionals in modelling mathematics, to include counting aloud and pointing out numbers on till receipts, tickets, number plates, signs, selecting coins, making purchases.
- How to explain and reinforce the use of mathematical language by providing a commentary or talking through what children are doing to familiarise them with vocabulary.
- Using interactive computer programs that encourage and reinforce mathematical concepts, as these help to engage children.
- The importance of working with parents and carers to encourage enjoyment of mathematics, including providing information about ways in which parents and/or carers can support their children.

Assessment criteria

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

Pass		Merit	Distinction
Learning aim A: Understand children's literacy development			
3A.P1 Describe experiences and activities that support early reading and writing skills.	3A.M1 Discuss the role of early reading and writing experiences in children's literacy development, using examples.	3A.D1 Evaluate the effectiveness of a range of early reading and writing experiences in meeting children's literacy development.	
Learning aim B: Understand how to support children's literacy development			
3B.P2 Describe different theoretical approaches to teaching children to read.	3B.M2 Discuss the extent to which different theoretical approaches may help children to learn to read.	3B.D2 Evaluate the role of the early years professional in planning provision to support literacy development for children across the age range from birth up until 5 years in an early years settings.	
3B.P3 Explain the use of synthetic phonics in helping children to read and write.	3B.M3 Analyse the contribution of early years professionals in supporting children in experiences and activities that encourage reading and writing skills.		
3B.P4 Explain how different experiences and activities are used to support children when learning to read and write. #			
3B.P5 Explain why it is important to understand the links between learning to read and learning to write.			

Pass	Merit	Distinction
Learning aim C: Understand children's mathematical development		
3C.P6 Explain how children's experiences support early mathematical development.	3C.M4 Discuss the extent to which experiences can impact on the development of children's mathematical skills.	
Learning aim D: Understand how to support children's mathematical development		
3D.P7 Select, with reasons, activities for children from 2 years up to 5 years that support development of numbers and space, shape and measures. * #	3D.M5 Discuss, using examples, the extent to which activities could support children's mathematical development.	3D.D3 Evaluate the extent to which early years professionals contribute to the mathematical development of children from birth up to 5 years.
3D.P8 Explain how early years professional can support mathematical development through activities.		

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.M1 and 3A.D1, 3B.P2, 3B.P3, 3B.P4, 3B.P5, 3B.M2, 3B.M3 and 3B.D2
- Assignment 2: 3C.P6, 3C.M4, 3D.P7, 3D.P8, 3D.M5 and 3D.D3.

Assignment 1

For learning aim A, learners could prepare a presentation for early years students about pre-reading and pre-writing skills. Copies of PowerPoint® presentation notes printed on A4 or presentation slides with development notes should be submitted as evidence.

To achieve 3A.P1, learners could use examples of experiences and activities appropriate for young children that support early reading and writing skills. Reference to the unit content, for example the role of a language rich environment, hearing stories and rhymes, understanding simple words, sequencing activities and mark-making, an appropriate range of books and games, and the use of displays, labels, pictures and posters in the environment, must be given.

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

Criterion 3A.D1 requires learners to evaluate the effectiveness of early reading and writing experiences in meeting children's literacy development. Learners could use evidence from case studies, observations and further reading to make reasoned judgements on the effectiveness of these activities.

For learning aim B, learners could produce a good practice guide to show their understanding of how to support children's literacy development. The guide could be divided into two sections: 1) supporting children to read; and 2) supporting children to write.

To achieve criteria 3B.P2 and 3B.P3, learners could use examples from settings of how synthetic phonics and different theoretical approaches are used to help children learn to read. Reference to the approaches should be included, as listed in the unit content.

To achieve criterion 3B.M2, learners could build on 3B.P2 and 3B.P3 by discussing the different theoretical models and how they help children to read, as outlined in the unit content.

For criterion 3B.P4, learners could use examples from settings to explain how different experiences and activities are used to support and encourage children's literacy development. At least three activities that are appropriate for children across the age range 2 years up to 5 years must be included. Reference to the unit content, for example, stimulating activities which provide a purpose for reading and writing, must be made.

To achieve criterion 3B.P5, learners could use examples and refer to the usual sequence by which children learn to read, given in the unit content, to explain why it is important to understand the links between learning to read and learning to write.

For 3B.M3, learners could use the examples given in 3B.P4 and 3B.P5 to analyse the role of early years professionals in the experiences and activities involved in supporting children across the age range from 2 years up to and including 5 years to read and write.

To achieve 3B.D2, learners could bring together their findings from 3B.P4, 3B.P5, 3B.M2 and 3B.M3 in order to evaluate the role of the early years professional in planning provision through the effective planning of activities and experiences for children across the age range from 2 years up to 5 years.

Assignment 2

For learning aim C, learners could provide information for other learners who are preparing for a work placement.

To achieve 3C.P6, learners could use case studies, examples from settings or observations to produce or contribute to a leaflet for new early years learners that explains how children's experiences can support their early mathematical development. Reference to the unit content, for example, linking activities to the child's experience and learning through play, need to be included.

To achieve 3C.M4, learners could build on 3C.P6 by discussing the extent to which experiences impact on the development of children's mathematical skills. This must include reference to the importance of appropriate early concrete experiences and the effects of lack of confidence.

To meet learning aim D, learners could produce a guide for parents and carers on how to support their children's mathematical development.

For criterion 3D.P7, learners could refer to curriculum guidance documents and use examples from their work placement settings to select activities for children that support the development of numbers and space, shape and measures development. Learners will need to choose four appropriate activities, for children across the age range and in different settings. They must give reasons for their choice of activities.

To achieve criterion 3D.P8, learners will need to explain how the early years professional can support mathematical development in the four activities described in 3D.P7. Reference to the unit content, for example, questioning children to check their understanding, will need to be included.

For criterion 3D.M5, learners could use the examples of activities given in 3D.P7 to discuss the extent to which the activities support children's mathematical development, with reference to reinforcement of mathematical concepts and readiness to move on to the next stage.

For 3D.D3, learners could write a conclusion to the parent guide that evaluates the extent to which the early years professional contributes to the mathematical development of children from 2 years up to 5 years. Learners will need to draw reasoned conclusions, based on evidence from case studies or observations and further reading, to evaluate the extent to which early years professionals contribute to the mathematical development of children, with reference to accepted best practice.

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

Resources

There are no special resources needed for this unit.

Unit 11: Reflective Practice

Level: **3**

Unit type: **Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

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

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

In this unit you will learn the importance of continuous reflection and how to apply this to your own practice. You will learn how to reflect on all areas of your work including that involving work with children, families, colleagues and others involved in the planning and care of children in the early years setting.

This unit is structured to enable you to develop a Practical Evidence Portfolio, which runs alongside this unit and all other units you undertake in this qualification. You will be encouraged to engage in continuing professional development and reflective practice to improve your own skills, practice and knowledge.

Learning aims

In this unit you will:

- A understand the purpose of reflective practice in relation to working with children and developing own practice
- B understand how to develop skills of reflective practice in promoting children's learning and development
- C be able to use the tools of reflective practice in relation to promoting children's learning and development.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the purpose of reflective practice in relation to working with children and developing own practice</p> <ul style="list-style-type: none"> • What is meant by the term 'reflective practice' to include monitoring, evaluating and revising own practice continuously to develop and change own perspectives, behaviours, attitudes and approaches. • How own and other's behaviours, beliefs, values, attitudes and approaches affect the ability to reflect effectively and effect change and development. • The importance of engaging in continuing professional development and reflective practice to improve own skills, practice and subject knowledge such as English, mathematics, music, history, science, modern foreign languages, art, crafts or cookery. • Reasons why reflective practice is important when working with children to include ensuring effective early learning experiences for children, extending children's learning, for personal and professional development, for continuous quality improvement and to enable a shared understanding through collaboration and dialogue between practitioners. • An understanding about why continuous reflection is important to include building on progress and checking that changes in practice are having the desired effect. • The importance of others in supporting own reflection and continual professional development.
<p>Learning aim B: Understand how to develop skills of reflective practice in promoting children's learning and development</p> <ul style="list-style-type: none"> • How to use current best practice in relation to promoting children's learning and development including the importance of adult/child relationships, playfulness and play opportunities, planning, observation and assessment. • Relevance of theories and philosophies of children's learning and development in reflective practice. • How to gain information about promoting children's learning and development to include reading, television, notes from shadowing others, visiting other settings. • How to gather information in order to engage in continuing professional development and reflective practice to improve own skills, practice and knowledge to include training, websites and using others such as teachers/tutors and supervisors. • Sources of information to gain awareness of own practice, including observations by others, feedback from colleagues, children and parents and assessment of children's outcomes, appraisals. • The skills required to evaluate own practice, including objectivity, open-mindedness and being self-critical without negativity. • Know how to recognise factors that might affect own practice, including experiences, values and own education. • Develop skills of reflection using different tools of reflection including SWOT analysis, SMART targets, models proposed by others including Schön, Gibbs, Kolb.

Unit content**Learning aim C: Be able to use skills of reflective practice in relation to promoting children's learning and development**

- Identify and use appropriate tools of reflection in promoting all areas of children's learning and development.
- Identify and use appropriate tools of reflection in relation to own learning and professional development in different aspects of working practice including own role and responsibilities, health and safety, promoting children's learning and development in different areas.
- Plan and carry out activities and tasks with children and identify ways to adapt activities to promote and extend children's learning and development.
- Reflect on own role in planning and carrying out activities and tasks with children and identify ways to improve own practice.
- Reflect on the effectiveness of theories and philosophies on the ways in which children develop and learn in supporting own practice in working with children.
- Reflect on own practice in working cooperatively with others and how they contribute to supporting own professional development.
- Reflect on own practice in promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
- Develop reflective accounts and a Personal Evidence Portfolio (PEP) that includes evidence of competently carrying out core aspects of practice, developing own skills of reflection and personal professional development, reflections of practice in promoting children's learning and development, reflections of practice working with others in promoting children's learning and development.
- Reflect on feedback received from children, colleagues and others on own working practice and identify strategies for improving own practice including further training, work experience, own research.

Assessment criteria

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

Pass	Merit	Distinction
Learning aim A: Understand the purpose of reflective practice in relation to working with children and developing own practice		
<p>3A.P1 Explain the role of reflective practice in supporting children's learning and development. #</p> <p>3A.P2 Explain the importance of continued professional development to improve own skills and early years practice.</p>	<p>3A.M1 Assess the effectiveness of reflective practice and how it contributes to work with children.</p>	<p>3A.D1 Evaluate the ways that continued professional development improves own skills, practice and knowledge in supporting children's learning and development.</p>
Learning aim B: Understand how to develop skills of reflective practice in promoting children's learning and development		
<p>3B.P3 Identify ways to gain information about developing own practice in promoting children's learning and development. # §</p> <p>3B.P4 Outline the tools that can be used to engage in and reflect on own skills, practice and knowledge. # §</p>	<p>3B.M2 Discuss appropriate sources of information and tools used to reflect on and improve skills, practice and knowledge in supporting different areas of children's learning and development.</p>	<p>3B.D2 Evaluate how improving own skills, practice and knowledge can impact on children's overall learning and development.</p>

Pass	Merit	Distinction
Learning aim C Be able to use skills of reflective practice in relation to promoting children's learning and development		
3C.P5 Develop a Practical Evidence Portfolio containing evidence of developing own practice, knowledge and skills when working with children. #§	3C.M3 Assess the value of developing and maintaining a Practical Evidence Portfolio in developing own continued professional development.	3C.D3 Evaluate the contribution of others in informing own Practical Evidence Portfolio and how this improves own skills, practice and knowledge. *

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Learners must carry out the requirements for this unit within a work placement setting. Learners must record the evidence produced in their *Practical Evidence Portfolio* (PEP), which can be found on our website (www.edexcel.com).

1. Learners will develop a Practical Evidence Portfolio (PEP), which will link the practical performance criteria within the core units of the National Certificate and Diploma in Children's Play, Learning and Development (Early Years Educator) with evidence from their THREE work placements. The PEP should be indexed and page numbered and will comprise:

Self-assessment reports (CPLD 1) at the start and end of each placement against the skills required of an effective early years practitioner

Self-assessment reports (CPLD 2) to consider performance against the relevant performance assessment criteria within the core units

Teacher/tutor/placement supervisor visit/observation report (CPLD 3) to assess a learner's professional practice skills and the extent of their knowledge and understanding of early years practice.

2. Set assignment for *Unit 11: Reflective Practice* (see *Annexe F*), which demonstrates how they have used reflective practice over the duration of their placements to develop their practice in relation to promoting children's learning and development.

The account should be based on evidence presented in the PEP and may include action plans, notes from research into current best practice, feedback from placement supervisors and work colleagues, diary notes and sound recordings. The appendix should include the PEP and any other evidence to support the account, along with a bibliography.

The account should be 1500–2000 words.

The unit will be internally assessed and subject to standards verification.

Unit 12: The Early Years Foundation Stage (EYFS)

Level: **3**

Unit type: **Optional specialist/Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Did you know that a child's early experiences can have an impact on the rest of their life? Every child deserves the best possible start and the opportunity to grow and thrive. High-quality early years education is one of the most important factors in a child's development.

The Early Years Foundation Stage (EYFS) is a framework for early years educators in England to follow to ensure that they meet the diverse needs of all the children in their setting and help them to fulfil their potential. The EYFS is mandatory in Ofsted-registered settings for children from birth to the end of the academic year in which a child has their fifth birthday. It gives detailed information on how to support children's learning, development and welfare. It outlines the knowledge, skills and understanding that young children should have acquired by the end of the EYFS in a set of early learning goals.

The EYFS is the framework that guides early years educators in their work with children and families, and this is why this is a core unit in the Certificate and Diploma qualifications. By the time you have completed this unit, you will have a good understanding of the structure of the EYFS, its key principles and welfare requirements, and the education programme within the EYFS. You will be able to promote children's welfare and plan and lead play activities and education programmes that support their progress towards the early learning goals.

Learning aims

In this unit you will:

- A understand the legal status, principles, themes and aims of the Early Years Foundation Stage
- B understand the education programme within the Early Years Foundation Stage
- C be able to plan, lead and assess purposeful play and education programmes that support children's progress towards Early Years Foundation Stage areas of learning and development
- D support safeguarding and welfare requirements within the Early Years Foundation Stage.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the legal status, principles, themes and aims of the Early Years Foundation Stage</p> <ul style="list-style-type: none"> • The scope and legal status of the Early Years Foundation Stage (EYFS) – that it is the curriculum framework for England only, the range of settings that it covers, the age of children it is for. • The legislation behind the safeguarding and welfare requirement regulations in the EYFS, including Childcare Act 2006, Children Act 1989 and 2004, Data Protection Act 1998, Equality Act 2010. • The overall structure of the EYFS, including the safeguarding and welfare requirements and the early education curriculum programme. • How early years settings are inspected to check their delivery of the EYFS, including the focus on emotional care and children’s progress. • How and why children’s development is assessed at different points, including the development check and the EYFS Profile assessment. • The aims of the EYFS, including school readiness, to reduce inequality and to ensure that children in the setting are safe. • The terminology used in the documentation, including the specific legal requirements, statutory guidance and practice guidance. • The overarching principles and themes of the EYFS, to include unique child, positive relationships, enabling environment, that children develop and learn in different ways and at different rates. • How these principles are reflected within the early education curriculum requirements, including the focus on individual progress and creating challenging and enjoyable experiences. • The importance of applying the principles to practice, including compliance with legal requirements, to create a stimulating, inclusive and enjoyable environment. • How settings can apply the principles to practice, to include planning for children, providing children with a key person and working with parents.
<p>Learning aim B: Understand the education programme within the Early Years Foundation Stage</p> <ul style="list-style-type: none"> • The requirement to deliver all areas of development through planned, purposeful play and the three characteristics of learning, such as playing and exploring, active learning, and creating and thinking critically. • The rationale behind each of the areas of learning in terms of children’s overall development, including the difference between the three prime areas of learning (personal, social and emotional development, communication and language, physical development) and the four specific areas (literacy, mathematics, understanding the world, expressive arts and design). • The scope of each of the areas of learning, including how the prime areas of learning relate to the specific areas. • How areas of learning are interrelated, including the way in which one play activity may provide opportunities for several areas of learning. <p style="text-align: right;"><i>continued</i></p>

Unit content

- The importance of ongoing formative assessment, including observing children's development and discussing children's progress with key persons, colleagues, parents and/or carers in order to use the information to plan for individual children's progress within the EYFS.
- The importance of balancing adult-led and child-initiated activities and how the balance may change according to the age/stage of development of children.

Learning aim C: Be able to plan, lead and assess purposeful play and education programmes that support children's progress towards Early Years Foundation Stage areas of learning and development

- How to plan play and activities to support children's progress in each of the areas of learning within the EYFS towards early learning goals.
- How to plan for children's progress within the EYFS, using observations, assessment, records, discussions with key persons, colleagues, parents and/or carers.
- How to plan an adult-directed activity, including the identification of children's needs and interests, links to the areas of learning, the need for activities to be purposeful and playful.
- How to balance adult-led and child-initiated activities, including allowing equal opportunities for each child to participate fully and be included.
- How to support and extend children's learning and thinking, including sustained shared thinking.
- How to lead and support children's progress in more than one area of learning.
- How to carry out observational assessment and record children's progress towards early learning goals.
- How to promote diversity, equality and inclusion when planning, leading and assessing play and education programmes.

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

- The rationale behind the safeguarding and welfare requirement.
- The requirements and practical implications with regard to children's protection, to include the requirement for a safeguarding policy and the importance of recognising and recording changes in children's behaviour.
- The requirements and practical implications with regard to suitable people, to include the disclosures that staff must make about convictions, cautions and court orders.
- The requirements and practical implications with regard to staff qualifications, training, support and skills, to include the requirement for ongoing supervision and staff appraisal.
- The requirements and practical implications with regard to the provision of a key person for each child.
- The requirements and practical implications with regard to staff ratios.
- The requirements and practical implications with regard to the health, safety and security of children, to include the administering of medicines, provision of food and drink, and accident and injury.
- The requirements and practical implications with regard to managing behaviour, to include the importance of a policy and ways of responding to unwanted behaviour.
- The requirements and practical implications of the safety and suitability of premises, environment and equipment, to include risk assessment, ban on smoking, how outings need to be organised.
- The requirements and practical implications with regard to equal opportunities, to include the importance of a policy and challenging inappropriate attitudes and practices.
- The requirements and practical implications in relation to information and records, to include confidentiality of information, provision of information for parents and carers, and circumstances when Ofsted must be notified.
- How to act on own responsibilities in relation to safeguarding and promoting health and safety.
- How to act on own responsibilities in relation to safety and security within an early years setting.
- How to identify and provide for children's physical welfare needs, including sleep and rest, food, drink.
- How to value diversity and promote equality of opportunity and anti-discriminatory practice in an early years setting.
- How to record and manage accurate and coherent information about children, ensuring confidentiality, including passing information to those who need to know.

Assessment criteria

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

Pass	Merit	Distinction
Learning aim A: Understand the legal status, principles, themes and aims of the Early Years Foundation Stage		
3A.P1 Summarise the legal status, structure and principles of the Early Years Foundation Stage. §	3A.M1 Analyse how the structure and principles of the Early Years Foundation Stage shape practice in early years settings.	3A.D1 Evaluate the potential impact of the Early Years Foundation Stage on outcomes for children.
3A.P2 Describe how delivery of the Early Years Foundation Stage is inspected.		
3A.P3 Explain the requirements for the assessment of children's progress in the Early Years Foundation Stage.		
Learning aim B: Understand the education programme within the Early Years Foundation Stage		
3B.P4 Explain how play and educational programmes in the Early Years Foundation Stage may provide opportunities for several areas of learning. #	3B.M2 Discuss, using examples, ways in which areas of learning can be interrelated in play and educational programmes in the EYFS.	

Pass	Merit	Distinction
<p>Learning aim C: Be able to plan, lead and assess purposeful play and educational programmes that support children's progress towards Early Years Foundation Stage areas of learning and development</p>		
<p>3C.P5 Plan and record purposeful play and educational programmes with colleagues, using observations and assessments of children's progress towards early learning goals, to include a balance of:</p> <ul style="list-style-type: none"> ● adult-led activities ● child-initiated activities. § 	<p>3C.M3 Analyse the extent to which the planned play and education programmes supported the child's progress towards early learning goals.</p>	
<p>3C.P6 Lead play and educational programmes to encourage children's participation and extend learning and thinking.</p>		
<p>3C.P7 Assess the effectiveness of the implemented play and educational programmes in supporting children's progress in areas of learning. §</p>		

Pass	Merit		Distinction
Learning aim D: Support safeguarding and welfare requirements within the Early Years Foundation Stage			
3D.P8 Act upon safeguarding and welfare responsibilities in the Early Years Foundation Stage.	3D.M4 Discuss how the requirements of the Early Years Foundation Stage contribute to safeguarding and welfare.	3D.D2 Evaluate the extent to which the safeguarding and welfare requirements can be managed through the education programme in the Early Years Foundation Stage.	
	3D.M5 Demonstrate consistent adherence to safeguarding and welfare responsibilities in the Early Years Foundation Stage.		

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2, 3A.P3, 3A.M1, 3A.D1, 3B.P4 and 3B.M2
- Assignment 2: 3C.P5, 3C.P6, 3C.P7, 3C.M3, 3D.P8, 3D.M4, 3D.M5 and 3D.D2.

Assignment 1

Learning aim A could be met in one assignment to cover 3A.P1, 3A.P2, 3A.P3, 3A.M1 and 3A.D1. Learners could produce a reference document for new early years practitioners about the structure and principles of the Early Years Foundation Stage (EYFS).

To achieve 3A.P1, learners could refer to statutory framework documents in order to give an overview of the scope, legal status, structure and principles of the EYFS. This needs to include reference to the range of settings, age of the children, the safeguarding and welfare requirements of keeping children safe and reducing inequality, the four overarching principles and the education programme with reference to school readiness.

For 3A.P2, learners could refer to framework guidance documents to describe how delivery of the EYFS is inspected. This must include reference to the responsibilities of Ofsted with regard to quality and standards.

To achieve 3A.P3, learners could refer to statutory framework documents to explain the requirements for assessment of children's progress in the EYFS. This must include information about the development check and the EYFS Profile assessment, as listed in the unit content.

To achieve 3A.M1, learners could refer to examples from practice and case studies of individual children to analyse how the principles of the EYFS shape practice.

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

For 3B.P4, learners could use examples from settings to explain how play and educational programmes in the EYFS can provide opportunities for several areas of learning. Examples should include those planned for children aged from birth up to 2 years and from 2 years up to 5 years. Reference needs to be made to the three characteristics of learning: playing and exploring, active learning, and creating and thinking critically, as listed in the unit content.

To achieve 3B.M2, learners could build on the response for 3B.P5, using examples of play activities to discuss ways in which areas of learning can be interrelated. Reference needs to be made to the interrelationship between prime areas and specific areas of learning.

Assignment 2

Learners must carry out the requirements for learning aims C and D within a work placement setting. Learners must record the evidence produced for these criteria in their *Practical Evidence Portfolio (PEP)*, which can be found on our website (www.edexcel.com).

To achieve 3C.P5, with relevant colleagues such as key workers and parents or carers, learners could use observations of children to identify children's needs and interests. They can use examples of planning formats used in early years placement settings to create plans for play and educational programmes, showing how these support progress towards early learning goals across areas of learning. Plans must include indoor and outdoor play activities that are both adult-led and child-initiated, providing opportunities for the children's participation.

To achieve 3C.P6, learners will lead planned play and educational programmes, encouraging children to participate and extending children's learning and thinking. They could provide evidence through reflective accounts and witness testimony by an appropriate person.

For 3C.P7, learners need to assess the success of the planned play and educational programmes, reflecting on desired progress towards the early learning goals identified in their plan.

To achieve 3C.M3, learners could build on to their response to 3C.P7 to analyse the extent to which the planned play activities supported children's progress across areas of learning, with reference to the characteristics of learning.

The first task for learning aim D could meet criteria 3D.M4 and 3D.D2.

To achieve 3D.M4, learners must explore the EYFS in greater depth, discussing how the requirements in Section 3 of the document contribute to practice that promotes safeguarding and welfare.

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

To achieve 3D.P8, learners must provide evidence of their own practice, giving examples of how they have used their own initiative to safeguard and promote the welfare of children aged from birth up to 2 years and from 2 years up to 5 years. Learners should include a range of examples, for instance meeting an individual child's dietary needs, reporting concerns, recording and reporting changes in behaviour, comforting a child who is ill. Learners should demonstrate that they know how to record and report concerns, observing confidentiality.

To achieve 3D.M5, learners must show that they follow safeguarding and welfare procedures consistently in practice, showing that they can identify children's needs and take appropriate action without recourse to being reminded of their responsibilities.

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

Resources

Learners will require an up-to-date copy of the Early Years Foundation Stage document. Learners must have access to work placements within an Early Years Foundation Stage setting, with children of different ages

Unit 13: Research Skills

Level: **3**

Unit type: **Core**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

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

In this unit you will learn about the purpose and role of research that relates to, or is relevant to, work with children. You will learn about the range of different methods you can use to gather information and the ethical issues surrounding research. You will then complete a small-scale research project focusing on a topic related to work with young children, chosen by you in consultation with your teacher/tutor.

The skills and knowledge you gain in this unit will provide a good basis for future work at a higher level.

Learning aims

In this unit you will:

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

Learning aims and unit content

Unit content
<p>Learning aim A: Produce a research proposal related to work with young children</p> <ul style="list-style-type: none"> ● The role of research, including informing policy or practice, highlighting gaps in provision, extending knowledge and understanding, improving outcomes for children by improving practice, informing policy, aiding reflection. ● How to identify a suitable focus for research, including discussions with teacher/tutor, observations of practice, reading journal articles and previous research, suitability of topic with reference to ethical issues, ability to formulate a relevant, realistic and identifiable research question, achievable objectives. ● The purpose of different types of research methods, including advantages and disadvantages of each, the difference between qualitative and quantitative data. ● The features of primary research, including questionnaires, interviews, case studies, scientific experiments, checklists, observation. ● How to select appropriate research methods. ● Consideration of the suitability of the chosen focus with reference to ethical issues, including: <ul style="list-style-type: none"> ○ confidentiality of participants and the setting ○ protection of data from the participants/electronic protection of data ○ representing participants accurately without breaking confidentiality ○ using the research only for the stated purpose ○ possible invasion of privacy ○ seeking permission from parents/carers when participants are under the age of 18 years ○ the use and misuse of statistics that inform practice, informed consent from participants and the 1947 Nuremberg Code in relation to ethical research ○ data protection legislation and the Freedom of Information Act, policies, procedures, authenticity, children's rights and parental wishes ○ examples of ethical breaches within research, e.g. Tuskegee Syphilis Study ○ conflicts of interest in research and how to avoid them, peer reviews, human subjects, mentoring, research misconduct, professional distance, disclosure and whistle-blowing ○ awareness of ethical considerations, including use and misuse of results, e.g. Andrew Wakefield and the MMR research. ● How to produce a research proposal, including a research question, achievable objectives with reasons, methodology, target group, sample, rationale, timescales, action plan, monitoring and modification.

Unit content**Learning aim B: Locate and present secondary research**

- The sources of reliable secondary research, including electronic journals, professional bodies, textbooks, periodicals, websites, research bodies, e.g. the Joseph Rowntree Foundation and government reports.
- How to carry out a literature review, including use of secondary sources such as the internet, journals, printed media, books.
- Conducting electronic searches using academic search engines and databases, e.g. Google Scholar, Current Educational Research UK (CERUK).
- Conducting effective electronic searches for academic journal articles, including using keywords, Boolean operators, advanced search tools, refining search criteria to narrow the range of information to a manageable size.
- Reading academic journal articles and understanding the components of an academic paper, including:
 - title
 - keywords
 - abstract
 - methodology
 - findings
 - discussion
 - conclusion
 - recommendations
 - bibliography.
- The features of academic referencing in the Harvard style.
- Producing a bibliography and reference list.

Learning aim C: Carry out a small-scale research project related to work with young children

- The skills required for research, including time management, organisational skills, non-judgemental practice.
- Carrying out the research, including primary and secondary research findings, addressing potential sources of bias, error, remaining a professional distance from the subject(s).
- Sampling methods for small-scale research projects.
- Methods of analysis, including drawing conclusions.
- Analysis of results, including compilation of data, use of methods of analysis valid for the data collected such as triangulation, use of percentages, use of statistical averages.
- Presentation, including demonstrating a good command of the English language in spoken (where applicable) and written form, use of graphs, use of computer software.
- The conventions of report writing, including a title, a contents list, an abstract or summary, an introduction summarising current research in the field with relation to the chosen topic, methodology, results or findings, discussion, a conclusion, recommendations for future research, references and appendices.

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

- Evaluation and conclusion, including comparison of findings with the original research question, discussion of findings, relationship of results to current research, identification of limitations of research project, validity of results, reliability of results, consequences or benefits of findings, potential areas for further development of the research, consideration of implications of research (such as bias, error), ethical issues (such as confidentiality, data protection), use and misuse of research.
- Recommendations as a result of the research findings, including recommendations for practitioners in their work or for policymakers determining research related to work with young children.
- The role and importance of research in supporting continued professional development to improve own skills and early years practice.

Assessment criteria

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

Pass	Merit	Distinction
Learning aim A: Produce a research proposal related to work with young children		
3A.P1 Present a realistic research proposal including: <ul style="list-style-type: none"> • objectives • selected research methods • related ethical issues. § 	3A.M1 Analyse how the selected research methods informed and shaped the research proposal.	3A.D1 Discuss research objectives in terms of feasibility and application to practice.
Learning aim B: Locate and present secondary research		
3B.P2 Be able to select secondary research appropriate for the research proposal. §	3B.M2 Discuss the reliability and relevance of the selected secondary research.	
Learning aim C: Carry out a small-scale research project related to work with young children		
3C.P3 Collect and record research findings relevant to the project objectives. * §	3C.M3 Produce a coherent argument and relevant conclusions based on the research findings.	
3C.P4 Present research findings in a relevant format demonstrating a good command of written English. # *		
3C.P5 Explain the possible implications of the research findings for current practice.		

Pass	Merit	Distinction
Learning aim D: Be able to evaluate the research project		
3D.P6 Describe how the research findings relate to the original research question.	3D.M4 Review the chosen research methods in relation to the results obtained, including for any sources of bias or error. 3D.M5 Recommend possible improvements to the research, referring to any relevant implications.	3D.D2 Evaluate the extent to which the findings from the research undertaken can be implemented.

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

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

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

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

The purpose of the assessment is to:

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

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

Resources

The resources needed for this unit will depend on the nature of the learner's research project.

Unit 14: Health, Education and Social Services for Children and Their Families

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

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

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

Assessment criteria

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

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2, 3A.M1 and 3A.D1.
- Assignment 2: 3B.P3, 3B.P4 and 3B.M2.
- Assignment 3: 3C.P5, 3C.M3 and 3C.D2.

Assignment 1

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

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

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

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

Assignment 2

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

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

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

Assignment 3

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

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

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

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

Resources

There are no special resources needed for this unit.

Unit 15: Food and Mealtimes in the Early Years

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

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

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

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

Unit content
<p>Learning aim A1: Understand how to provide food for children to encourage health and development</p> <ul style="list-style-type: none"> • Nutrients required by children and their role in health and development, to include protein, fats, carbohydrates, vitamins and minerals. • Foods which contain the nutrients children need, to include sources of protein, fats, carbohydrates, vitamins and minerals. • Current guidance in relation to the provision of food and drink for children aged up to 8 years, to include weaning, portion size and prevention of dental decay. • The individual dietary needs of children, including allergies, food intolerance and restrictions because of social, cultural or religious reasons. • How to work with parents and/or carers to ensure food and drink meets the individual needs of children, to include communicating with parents/carers to understand any dietary restrictions, respecting and following parents' wishes and recording information for all staff in the setting.
<p>Learning aim A2: Understand the role of the adult in encouraging children to develop healthy eating habits</p> <ul style="list-style-type: none"> • That it is important to encourage children to experience as many foods as possible: food preferences develop between ages 1 and 5 and so this will help children to develop healthy eating habits. • The factors that affect attitudes towards food, including food as reward and treats, food associated with love and nurturing, and insistence on finishing food. • How to work in partnership with parents/carers to encourage children to develop healthy eating habits, to include being sensitive to family situations which influence their food choices, providing leaflets about healthy eating and having a healthy eating policy. • How to organise snack and mealtimes to encourage the enjoyment of food, to include encouraging independence through self-serving and adults eating with children. • How to involve children in food preparation to encourage healthy eating, to include cooking and growing food.

Unit content**Learning aim B: Understand the role of the adult in preparing and serving food safely**

- The responsibilities of those preparing and serving food in early years settings to comply with current legislation and guidance relevant to home country, to include those governing food hygiene and food safety.
- The importance of safe working practices when preparing and serving food, to include practices to prevent food poisoning and ensuring that children with food allergies and intolerances are given the right food, as incorrect food choice or preparation can lead to illness.
- Personal hygiene for safe food practice, to include washing hands before handling food and after handling raw meat, and covering cuts.
- How to store food safely, including checking fridge temperature and use-by dates on food.
- How to prepare food safely, to include complete defrosting, separate preparation of raw meat and vegetables and fruit, cooking food thoroughly and not reheating food.
- Cleaning routines for safe food practice including cleaning of utensils, preparation of surfaces, floors and food storage areas.

Assessment criteria

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

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A1.P1, 3A1.P2, 3A2.P3, 3A2.P4, 3A1.M1, 3A1.M2, 3A.D1 and 3A.D2.
- Assignment 2: 3B.P5.

Assignment 1

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

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

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

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

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

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

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

3A.D1 relates to learning aims A1 and A2. Learners are expected to synthesise their knowledge to show understanding of the unit content for A1 and A2 to provide their answer. To achieve 3A.D1, using a case study or an example from a setting, learners need to present reasoned conclusions about the extent to which an early years setting contributes to children's health and development through the provision of food and make recommendations for improvements to practice.

3A.D2 relates to learning aims A1 and A2. Learners are expected to synthesise their knowledge to show understanding of the unit content for A1 and A2 to provide their answers. To achieve 3A.D2, using a case study or an example from a setting, learners need to present reasoned conclusions about the extent to which an early years setting can encourage children's healthy eating habits.

Assignment 2

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

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

This unit has links to *Unit 22: Cooking Activities With Children*.

Resources

There are no special resources needed for this unit.

Unit 16: Working With Children Under 3 Years

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

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

Good nutrition has a crucial role in contributing to development, and babies and young children have specific dietary needs. By the time you complete this unit, you should have a good understanding of how to meet the nutritional needs of children under the age of 3.

You will explore the needs of babies under 1 year, children from 1 to 2 years and children from 2 to 3 years, as each group has needs specific to their developmental stage. You will learn about the role of the adult and how to create environments and experiences that respect and value children in each of these age groups. The particular skills and qualities required by adults to work effectively with very young children are assessed in this unit, as these have been shown to be the cornerstone of effective provision.

Learning aims

In this unit you will:

- A understand how to meet the nutritional needs of children under 3 years
- B1 understand how to meet the specific developmental needs of babies under 1 year
- B2 understand how to meet the specific developmental needs of children from 1 to 2 years
- B3 understand how to meet the specific developmental needs of children from 2 to 3 years
- C understand the skills and qualities needed to work with children under 3 years.

Learning aims and unit content

Unit content
<p>Learning aim A: Understand how to meet the nutritional needs of children under 3 years</p> <ul style="list-style-type: none"> ● The nutritional requirements in the first 6 months, including differences between breast milk and between different types of first infant formula milk, follow-on milks and soya milk. ● The amount of formula and frequency of feeds for a baby, to include how to calculate the amount required in relation to the baby's weight. ● How to support mothers in an early years setting who are breastfeeding, to include providing a comfortable environment for a mother to feed or express milk. ● How to prepare feeds, including sterilisation of equipment, preparation of formula feeds and storage of breast milk. ● How to bottle-feed a baby, to include ensuring safety and creating a comfortable and relaxed experience which will promote attachment and interaction. ● Weaning, to include why weaning is necessary, current guidelines about when to start, foods to offer, foods to avoid and baby-led weaning. ● The nutritional needs of young children, to include the importance of iron, vitamin D and calcium. ● Meals, snacks and drinks for young children to meet their nutritional and energy needs, to include the importance of providing a variety of foods, water or milk drinks and opportunities to taste five fruit and vegetables a day.
<p>Learning aim B1: Understand how to meet the specific developmental needs of babies under 1 year</p> <ul style="list-style-type: none"> ● The importance of 'tuning in' to babies to support the development of attachments to key person by understanding and responding to their communications, to include interpretation of crying. ● How to respond to distressed babies, including staying calm, picking up the baby, speaking in a soothing voice, gentle rocking or stroking, looking for visible signs of illness, injury or discomfort. ● The importance of responding to individual needs in care routines and having routines similar to those at home as this will help the baby feel secure and follow parental preferences. ● How to balance the needs of individual babies with the needs of others in group care, including being organised by planning and preparing ahead for routines and activities and selecting activities to appeal to more than one child. ● How to prepare a sensory environment indoors and outdoors, to include activities to explore different sounds, vision, taste, smell and different textures. ● Objects and toys to support oral exploration that are safe and hygienic, including household objects and natural objects, which have an interesting texture, shape and smell.

Unit content**Learning aim B2: Understand how to meet the specific developmental needs of children from 1 to 2 years**

- How to create an environment and experiences indoors and outdoors to support curiosity and exploration, including books for sharing, mirrors, water, swings, sit and ride toys, heuristic play and soft play areas.
- How to provide routines that value and respect children, including sufficient time, offering choices, predictability and familiarity.
- The importance of transitional objects or comforters and how to make sure they are readily available if the child is distressed and at rest or sleep times.
- The importance of recognising that egocentricity is part of expected development and that it may lead to defiance and resistance; this will help adults to understand and respond appropriately to children.
- The role of the adult in supporting labile emotions, including staying calm and not overreacting.
- How to use distraction to manage unwanted behaviour and avoid conflict and tears, including showing the child something else to interest them or giving them an alternative toy.
- The importance of supporting the communication development of children from 1 to 2 years to their social and emotional development and learning, including how helping children to develop their receptive language and first words helps them understand what is happening and makes them feel more secure.

Learning aim B3: Understand how to meet the specific developmental needs of children from 2 to 3 years

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

Unit content

Learning aim C: Understand the skills and qualities needed to work with children under 3 years

- Qualities required for work with children under 3 years, including patience, a sense of humour, sensitivity, a caring approach, empathy, enthusiasm, calmness, offering a professional and positive role model, a genuine interest in young children.
- Skills for work with children under 3 years, including interpersonal skills, observational skills, organisational skills and initiative, and literacy and numeracy skills.

Assessment criteria

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

Pass	Merit	Distinction
Learning aim A: Understand how to meet the nutritional needs of children under 3 years		
<p>3A.P1 Explain the nutritional needs of children from birth to 3 years of age. §</p> <p>3A.P2 Describe the role of adults in early years settings in the preparation and feeding of children from birth up to 2 years.</p> <p>3A.P3 Plan a menu for one day in an early years setting to meet the nutritional and energy needs of children aged 2 to 3 years. # §</p>	<p>3A.M1 Discuss the importance of ensuring the nutritional needs of children from birth to 3 years are met.</p>	<p>3A.D1 Evaluate how an early years setting provides for the nutritional needs of children under 3 years, making recommendations for improvements.</p>

Pass	Merit	Distinction
<p>Learning aim B1: Understand how to meet the specific developmental needs of babies under 1 year Learning aim B2: Understand how to meet the specific developmental needs of children from 1 to 2 years Learning aim B3: Understand how to meet the specific developmental needs of children from 2 to 3 years</p>		
<p>3B1.P4 Describe how adults in early years settings respond to the individual needs of babies in care routines while meeting the needs of others in the group.</p>	<p>3B1.M2 Analyse the ways in which adults in early years settings can meet the specific developmental needs of babies under 1 year old.</p>	
<p>3B1.P5 Explain the features of a sensory environment in an early years setting for babies under 1 year.</p>		
<p>3B2.P6 Describe how to create an environment in an early years setting for children aged from 1 to 2 years where they feel secure and supported in active exploration.</p> <p>3B2.P7 Explain the role of adults in supporting the development of communication of children from 1 to 2 years.</p>	<p>3B2.M3 Analyse how the environment and communication aid the development and learning of children aged from 1 to 2 years using examples.</p>	<p>3B.D2 Evaluate the effectiveness of creating an environment for children from birth to 3 years that supports and promotes different areas of development and learning.</p>
<p>3B3.P8 Describe accessible activities and routines which involve children aged 2 to 3 years to help promote their social, emotional and developmental needs.</p> <p>3B3.P9 Explain the role of adults in promoting positive behaviour with children from 2 to 3 years.</p>	<p>3B3.M4 Analyse how adults and accessible activities and routines contribute to the social and emotional development and positive behaviour of children from 2 to 3 years.</p>	

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2, 3A.P3, 3A.M1 and 3A.D1.
- Assignment 2: 3B1.P4, 3B1.P5, 3B2.P6, 3B2.P7, 3B3.P8, 3B3.P9, 3B1.M2, 3B2.M3, 3B3.M4 and 3B.D2.
- Assignment 3: 3C.P10 and 3C.M5.

Assignment 1

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

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

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

To achieve 3A.P3, a sample menu for one day for a child aged between 2 and 3 years will need to be presented. The menu will need to include all drinks and snacks for a child and meet their nutritional and energy needs as recommended by national nutritional guidelines.

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

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

Assignment 2

The assessment for learning aims B1, B2 and B3 could be met by one assignment. The assignment could be presented as an article for an early years journal about how to meet the specific developmental needs of children aged under 3 years in an early years setting.

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

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

To achieve 3B1.M2, learners could use the case studies and examples used for 3B1.P4 and 3B1.P5 to analyse how adults in early years settings can meet the specific development needs of babies aged under 1 year, as included in the unit content of learning aim B1, with reference to best practice.

To achieve 3B2.P6, learners could use examples from early years settings to describe routines, resources, experiences and ways adults respond to children's egocentricity that provide an environment which supports children aged from 1 to 2 years to feel secure and supported in active exploration.

To achieve 3B2.P7, learners could use case studies, observations or examples from settings to explain the role adults play in supporting the development of communication of children from 1 to 2 years, with reference to the unit content; for example, how helping them to develop first words helps them to understand what is happening.

For 3B2.M3, learners could use case studies, observations and examples from settings as examples to analyse the extent to which the environment and communication aid the development and learning of children aged from 1 to 2 years, as included in the unit content of learning aim B1, with reference to accepted best practice.

To achieve 3B3.P8, learners could use observations or examples from settings to describe accessible activities and routines which involve children aged 2 to 3 years to help promote their social, emotional and developmental needs. Reference to the unit content, for example organisation of the environment, activities for role play and providing manageable challenge, will need to be included.

To achieve 3B3.P9, learners could use observations, case studies or examples from settings of children to explain the role of adults in promoting positive behaviour with children aged from 2 to 3 years. Reference will need to be made to understanding impulsive behaviour, guidelines for acceptable behaviour and ways to avoid temper tantrums, as included in the unit content.

For 3B3.M4, learners could build on their responses for 3B3.P8 and 3B3.P9 to analyse the extent to which adults and accessible activities/tasks and routines contribute to the social and emotional development and positive behaviour of children from 2 to 3 years, with reference to accepted best practice.

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

Assignment 3

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

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

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

Resources

There are no special resources needed for this unit.

Unit 17: Working With Children in Home-based Care

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

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

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

It is recommended that learners complete this unit before attempting *Unit 18: Managing a Home-based Childcare Business*.

Learning aims

In this unit you will:

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

Learning aims and unit content

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

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

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

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

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

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

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

Assessment criteria

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

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

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1 and 3A.M1
- Assignment 2: 3B.P2, 3B.P3, 3B.M2 and 3B.D1
- Assignment 3: 3C.P4, 3C.P5 and 3C.M3
- Assignment 4: 3D.P6, 3D.P7, 3D.M4 and 3D.D2
- Assignment 5: 3E.P8, 3E.P9 and 3E.M5.

Assignment 1

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

Assignment 2

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

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

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

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

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

Assignment 3

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

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

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

Assignment 4

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

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

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

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

Assignment 5

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

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

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

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

Resources

There are no special resources needed for this unit.

Unit 18: Managing a Home-based Childcare Business

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

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

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

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

It is recommended that learners complete *Unit 17: Working With Children in Home-based Care* before attempting this unit.

Learning aims

In this unit you will:

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

Learning aims and unit content

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

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

Assessment criteria

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

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2, 3A.P3 and 3A.M1
- Assignment 2: 3B.P4, 3B.P5, 3B.P6, 3B.M2 and 3B.D1
- Assignment 3: 3C.P7, 3C.M3 and 3C.D2.

Assignment 1

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

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

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

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

Assignment 2

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

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

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

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

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

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

Assignment 3

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

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

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

For 3C.D2, learners must consider how customer relationships with families are managed, and how management of these customer relationships affects viability of the home-based childcare business.

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

Resources

There are no special resources needed for this unit.

Unit 19: Working With Children Who Have Additional Needs

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

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

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

Assessment criteria

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

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

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2, 3A.P3 and 3A.M1
- Assignment 2: 3B.P4, 3B.P5, 3B.P6, 3B.P7, 3B.M2, 3B.M3 and 3B.D1
- Assignment 3: 3C.P8, 3C.P9, 3C.P10, 3C.M4 and 3C.D2.

Assignment 1

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

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

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

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

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

Assignment 2

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

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

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

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

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

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

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

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

Assignment 3

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

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

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

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

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

To achieve 3C.D2, learners could use evidence from case studies, observations and further reading to make reasoned judgements about the value of collaborative work with professionals and partnership work with parents when supporting children with additional needs, with reference to accepted best practice.

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

Resources

There are no special resources needed for this unit.

Unit 20: An Introduction to Playwork Principles

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

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

In this unit, you will learn about the principles that underpin the playwork approach supported by your teacher/tutor, who is a qualified playworker or has experience of working in settings that uphold the principles of playwork. You will examine the role of the adult in playwork environments and how playwork environments are organised.

You will also have the opportunity to observe the playwork principles in action in a placement or during visits to playwork settings.

Learning aims

In this unit you will:

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

Learning aims and unit content

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

Unit content
<p>Learning aim B2: Understand the organisation of playwork environments</p> <ul style="list-style-type: none"> • The importance of identifying children’s play needs in relation to resourcing and facilitating play. • How to meet the needs of both groups and individual children and young people, including consulting with children about ways this may be achieved. • How to ensure that the play environment is inclusive by ensuring provision is open and accessible to all, taking action to remove barriers so that all children and young people, including disabled and non-disabled and those from other minority groups, can participate. • Resources to facilitate self-directed play, including natural materials, construction materials, computer and IT equipment, real tools, bikes, trolleys, swings, climbing structures and ropes, paints, drawing equipment, modelling and fabrics. • How to give children and young people ownership of their play environment by consulting with children and young people, providing choice and enabling them to follow their own instincts, ideas and interests. • The importance of reviewing provision and acting on feedback from all users to improve the play experiences of the children and young people.
<p>Learning aim C: Be able to reflect on playwork principles in action</p> <ul style="list-style-type: none"> • How adults work with children and young people in a playwork environment to uphold the principles of playwork including relationships, management of risk and challenge, and interventions. • The extent to which children and young people determine and control their play in a playwork environment and how children and young people’s needs and rights for play could be supported further. • How the playwork environment is organised to support self-directed play and what can be done to improve organisation of the play space.

Assessment criteria

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

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

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2, 3A.M1 and 3A.D1.
- Assignment 2: 3B1.P3, 3B1.P4, 3B1.P5, 3B2.P6, 3B2.P7, 3B2.P8, 3B1.M2, 3B2.M3 and 3B.D2.
- Assignment 3: 3C.P9 and 3C.M4.

Assignment 1

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

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

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

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

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

Assignment 2

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

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

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

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

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

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

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

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

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

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

Assignment 3

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

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

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

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

Resources

The special resources required for this unit are a teacher/tutor who is a qualified playworker or has experience of working in settings that uphold the principles of playwork. Learners should have opportunities for a work placement in a setting that upholds the principles of playwork, or opportunities to observe playwork principles in action.

Unit 21: Supporting Children's Imaginative Play

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

Assessment criteria

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

Pass	Merit	Distinction
Learning aim A: Understand the importance of imaginative play for children		
3A.P1 Explain ways in which imaginative play supports learning. 3A.P2 Review the benefits of imaginative play for children's social, emotional and cultural development. §	3A.M1 Analyse the contribution of imaginative play to children's learning and development.	3A.D1 Evaluate how imaginative play can impact on outcomes for children.

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2, 3A.M1 and 3A.D1
- Assignment 2: 3B1.P3, 3B1.P4, 3B1.P5, 3B2.P6, 3B2.P7, 3B1.M2, 3B2.M3 and 3B.D2.

Assignment 1

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

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

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

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

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

Assignment 2

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

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

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

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

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

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

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

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

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

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

Resources

There are no special resources needed for this unit.

Unit 22: Cooking Activities With Children

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

Assessment criteria

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

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2, 3A.M1 and 3A.D1.
- Assignment 2: 3B1.P3, 3B1.P4, 3B2.P5, 3B2.P6, 3B1.M2, 3B2.M3 and 3B.D2.

Assignment 1

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

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

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

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

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

Assignment 2

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

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

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

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

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

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

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

3B.D2 relates to learning aims B1 and B2. Learners are expected to synthesise their knowledge to show understanding of the unit content for B1 and B2 to provide their evidence. Learners could reflect on plans given in 3B2.P5 and their answer for 3B2.P6, and seek feedback from others, to make judgements to evaluate own practice in planning cooking activities for children, in terms of ensuring children's safety and supporting learning and development. They should highlight any differences in approach across the age ranges (2 up to 4 years and 4 up to 8 years).

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

Resources

There are no special resources needed for this unit.

Unit 23: Supporting Children's Creativity

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

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

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

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

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

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

- How to provide a balance between structure and freedom of expression, including child-initiated play and adult-initiated play.
- The importance of providing open-ended experiences to encourage children to make connections and think creatively and how this is achieved through provision of resources and environment, scaffolding and sensitive intervention.
- How to encourage creative behaviours, to include asking open-ended questions, and adults modelling creative thinking and behaviour.
- How to encourage persistence and experimentation, and value children's ideas and efforts, to include by being available, interested and involved and by offering constructive feedback and encouragement.
- The importance of the planning cycle, to include planning based on observations of children's interests, and the process of implementing, observing, recording and assessing.
- How to involve children in the assessment and planning process by finding out from children, by questioning or observation of behaviour, why they have used material in a particular way. Are they satisfied with the results? What would they like to do next?
- The importance of involving parents, including provision of information about the benefits of creativity to their child's development and including them in the planning process.
- How to support creativity in the early years curriculum by recognising how creativity applies to all areas of learning and building creativity into planning.
- The importance of reflecting on own role in developing children's creativity to consider how to develop own practice.

Assessment criteria

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

Pass	Merit	Distinction
Learning aim A: Understand the value of creativity to children		
3A.P1 Explain the theoretical concepts that inform the definition of creativity.	3A.M1 Discuss how theoretical knowledge of creativity can be used to support children's development and learning.	3A.D1 Evaluate the theoretical concepts underlying creativity and the extent to which their application contributes to outcomes for children.
3A.P2 Explain, with examples, the benefits of creativity and the ways in which it can promote children's development and learning. # §		
Learning aim B: Understand barriers to creativity		
3B.P3 Explain why children in early years settings may not have opportunities to be creative.	3B.M2 Discuss ways to overcome barriers to creativity in early years settings, using examples.	
Learning aim C1: Understand how to provide an environment to support children's creativity		
Learning aim C2: Understand the role of the adult in supporting creativity		
3C1.P4 Describe how to organise the environment indoors and outdoors to support creativity in an early years setting.	3C.M3 Analyse how organisation and planning in the early years setting and adult involvement can encourage children's creative behaviours.	3C.D2 Evaluate the role of the adult in providing effective environments to support creativity.
3C2.P5 Explain how adults in early years settings can encourage children's creative behaviours through planning and involvement in experiences.		

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2, 3A.M1 and 3A.D1.
- Assignment 2: 3B.P3 and 3B.M2.
- Assignment 3: 3C1.P4, 3C2.P5, 3C.M3 and 3C.D2.

Assignment 1

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

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

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

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

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

Assignment 2

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

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

Assignment 3

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

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

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

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

3C.D2 relates to learning aims C1 and C2. Learners are expected to synthesise their knowledge to show understanding of the unit content for C1 and C2 to provide their answer. To achieve 3C.D2, learners could use evidence from case studies, observations and further reading to make reasoned judgements to evaluate the role of the adult in providing effective environments to support creativity, with reference to accepted best early years practice.

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

Resources

There are no special resources needed for this unit.

Unit 24: Supporting the Development of English For Children With Another Home Language

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

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

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

Assessment criteria

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

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

Pass	Merit	Distinction
Learning aim C: Understand how to support the development of English for children who have another home language		
<p>3C.P4 Describe the stages of second language development. #</p> <p>3C.P5 Explain how to create a learning environment to support linguistic diversity.</p> <p>3C.P6 Explain the role of observation in work with children who have another home language.</p> <p>3C.P7 Explain how adults use routines and activities in early years settings to support the development of English for children aged from 4 years up to 8 years.</p>	<p>3C.M3 Analyse how the stages of second language development inform routines and activities for children who have another home language.</p>	<p>3C.D2 Evaluate the effectiveness of routines and activities used to support English acquisition, making recommendations for improvement.</p>

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2 and 3A.M1.
- Assignment 2: 3B.P3, 3B.M2 and 3B.D1.
- Assignment 3: 3C.P4, 3C.P5, 3C.P6, 3C.P7, 3C.M3 and 3C.D2.

Assignment 1

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

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

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

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

Assignment 2

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

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

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

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

Assignment 3

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

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

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

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

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

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

To achieve 3C.D2, learners could use an example of a routine from a setting, observations of a child involved in activities, and further reading to make reasoned judgements about the effectiveness of the routine and activities in supporting the child's English acquisition. Recommendations for improvement must be made with reference to accepted best early years practice.

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

Resources

There are no special resources needed for this unit.

Unit 25: Promoting Children's Development Outdoors

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

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

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

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

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

Assessment criteria

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

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

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2, 3A.P3, 3A.M1 and 3A.D1.
- Assignment 2: 3B1.P4, 3B1.P5, 3B1.P6, 3B2.P7, 3B2.P8, 3B2.P9, 3B1.M2, 3B2.M3 and 3B.D2.

Assignment 1

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

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

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

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

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

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

Assignment 2

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

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

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

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

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

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

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

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

For 3B2.M3, learners could build on 3B2.P7, 3B2.P8 and 3B2.P9 using examples from settings or case studies to discuss how adults can best promote the development of children of different ages outdoors, with reference to children aged from birth up to 2 years, children from 2 years up to 4 years, and children from 4 years up to 8 years.

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

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

Resources

There are no special resources needed for this unit.

Unit 26: An Introduction to Working in a Montessori Setting

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

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

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

Unit content
<p>Learning aim A1: Understand the basic principles underpinning the Montessori approach</p> <ul style="list-style-type: none"> • The Montessori approach was first introduced at the beginning of the 20th century as a contribution to our understanding of early childhood practice. • The key fundamentals which underpin the effectiveness of the Montessori approach, to include supporting the child as an active learner, respecting the inner life of the child, trusting the child's inner motivation, providing freedom within limits and encouraging the child's inner discipline. • The pedagogical principles which scaffold the fundamentals, including vertical grouping, the work-cycle, the favourable environment and an empathetic practitioner.
<p>Learning aim A2: Understand Montessori's view of children's development</p> <ul style="list-style-type: none"> • Children develop in stages organised into three distinctive periods of six years each. • The first stage, the Absorbent Mind (birth to age 6), is considered to be fundamental to children's optimum development. • Sensitive periods are noticeable during the stage of the Absorbent Mind and are evident in children's acute interest in various aspects of their environment. • Sensitive periods are the optimum time for developing new skills, acquiring knowledge and getting to know the environment and people around them. • Children have an innate drive towards independence, concentration, resilience, self-discipline and social awareness, which needs to be fostered.

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

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

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

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

Unit content

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

- Ways to provide a favourable environment, to include providing freedom of movement, structure and order, an attractive, warm and inviting environment, materials for active learning, vertical grouping, and closeness to nature and the natural world.
- How to support active learning, to include enabling children to make free choices and interact and discover the materials independently.
- How to organise resources to enable children to have access to the full range of activities, including arrangement of resources to enable free choice and independence.
- How to encourage children to return materials/activities ready for others to use to help children to respect materials, the environment and others by providing structure and order.
- Ways to facilitate children to learn from one another by encouraging older children to help younger children.

Assessment criteria

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

Pass	Merit	Distinction
<p>Learning aim A1: Understand the basic principles underpinning the Montessori approach</p> <p>Learning aim A2: Understand Montessori's view of children's development</p>		
<p>3A1.P1 Describe the philosophy of the Montessori approach. §</p> <p>3A1.P2 Explain how the Montessori pedagogical principles are supported by:</p> <ul style="list-style-type: none"> • vertical grouping • the 'work-cycle' • the favourable environment • an empathetic practitioner. § <p>3A2.P3 Describe the Absorbent Mind stage of development.</p> <p>3A2.P4 Explain the importance of children's sensitive periods.</p>	<p>3A1.M1 Analyse the impact of the Montessori approach on children's development and learning.</p>	<p>3A.D1 Evaluate the potential impact on children's development and learning of application of Montessori principles.</p>
	<p>3A2.M2 Discuss the implication of sensitive periods for children's learning.</p>	

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A1.P1, 3A1.P2, 3A2.P3, 3A2.P4, 3A1.M1, 3A2.M2 and 3A.D1
- Assignment 2: 3B1.P5, 3B1.P6, 3B2.P7, 3B2.P8, 3B1.M3, 3B2.M4 and 3B.D2
- Assignment 3: 3C.P9, 3C.M5 and 3C.D3.

Assignment 1

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

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

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

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

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

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

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

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

Assignment 2

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

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

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

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

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

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

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

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

Assignment 3

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

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

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

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

Resources

The special resources required for this unit are the need for a work placement in a Montessori early years setting or an opportunity to observe Montessori early years practice.

Unit 27: An Introduction to Working in a Steiner Waldorf Setting

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

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

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

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

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

Assessment criteria

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

Pass	Merit	Distinction
Learning aim A: Understand the principles underpinning Steiner Waldorf education		
3A.P1 Explain Steiner's education principles. # §	3A.M1 Analyse the impact of Steiner's education principles on children's development and learning in the early years.	

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

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1 and 3A.M1.
- Assignment 2: 3B1.P2, 3B1.P3, 3B1.P4, 3B1.P5, 3B2.P6, 3B2.P7, 3B2.P8, 3B1.M2, 3B2.M3 and 3B.D1.
- Assignment 3: 3C.P9, 3C.M4 and 3C.D2.

Assignment 1

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

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

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

Assignment 2

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

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

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

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

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

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

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

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

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

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

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

Assignment 3

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

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

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

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

Resources

The special resources required for this unit are opportunities for a work placement in a Steiner Waldorf early years setting or to observe Steiner Waldorf early years practice.

Unit 28: An Introduction to Work as a Community Nursery Nurse

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Did you know that Community Nursery Nurses work closely under the supervision of health visitors to improve the health and wellbeing of families with children under 8? Health promotion involves preventing ill health and early detection of health difficulties. Promoting children's health includes immunisation and developmental screening programmes. It also involves advising and supporting parents to prevent accidents in the home and provide a healthy diet for their children.

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

Unit content
<p>Learning aim A: Understand the roles and responsibilities of a Community Nursery Nurse</p> <ul style="list-style-type: none"> ● The role of a Community Nursery Nurse (CNN), including services aimed at improving the health and wellbeing of families with children up to the age of 8. ● The range of work as a CNN, to include undertaking child development assessments, health promotion, child protection and work with individual families and parenting groups, encouraging play, promoting positive behaviour and giving advice on infant feeding and nutrition, hygiene and safety and accident prevention in the home. ● The context for work as a CNN, including child health clinics and visiting families in their own homes. ● How the CNN works as part of a skill-mix team to promote child health, including health visitors, CNNs, qualified nurses and administrative support workers. ● The importance of understanding the roles and responsibilities of other members of the team in relation to the health of children and families, to ensure effective partnership working in order to make sure clients get the best service. ● Why it is important to understand that the CNN is accountable to the Nursing and Midwifery Council registrant or delegating professional, and only undertakes activities which are delegated. ● The importance of following agreed policies and procedures for confidentiality, complete and accurate record keeping and lines of reporting, to ensure consistency of care for the child and the child's carer.

Unit content**Learning aim B: Understand the range and scope of child health promotion in the community**

- That health promotion is a process to enable people to increase control over, and to improve, their health.
- The principle that health promotion is not something that is done on or to people, but is done by, with and for people, either as individuals or as groups.
- That primary prevention involves the prevention of diseases and conditions before their onset, including making the environment safe, maintaining a safe water and food supply, and immunising against infectious diseases.
- That secondary prevention involves measures for early detection of departures from good health and for prompt and effective corrective actions.
- Factors that affect child health, including pre- and post-natal factors, biological factors, environmental factors and emotional factors.
- The current immunisation programme for children and young people.
- The importance of immunisation programmes in preventing infections and how information about these may be given to parents, including in child health records, in leaflets and verbally.
- The role of health surveillance programmes in promoting child health, including growth monitoring, and physical and developmental screening.
- Current advice given to parents about feeding and nutrition programmes which follow national recommendations, including those for breastfeeding, weaning and healthy eating.
- The advice given to parents to reduce accidents in the home, including safety precautions in relation to developmental stages and safety equipment.
- The advice and support given to parents to reduce the risk of sudden infant death syndrome, including preventing overheating, placing babies on their back with their feet touching the end of the cot and risks when babies are exposed to cigarette smoke.
- How adult health and lifestyle issues impact on the health of children, to include smoking, postnatal depression, disability, substance misuse and domestic violence.
- How child health is promoted in work with families, to include parenting programmes, support groups for mothers with postnatal depression and smoking cessation support.

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

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

Assessment criteria

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

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

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2 and 3A.M1.
- Assignment 2: 3B.P3, 3B.P4, 3B.P5, 3B.P6, 3B.M2, 3B.M3 and 3B.D1.
- Assignment 3: 3C.P7, 3C.P8, 3C.M4 and 3C.D2.

Assignment 1

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

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

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

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

Assignment 2

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

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

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

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

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

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

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

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

Assignment 3

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

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

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

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

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

Resources

There are no special resources needed for this unit.

Unit 29: Meeting the Needs of Children Who May Have An Autism Spectrum Disorder

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

Unit content**Learning aim C1: Understand the needs of children who have, or who may have, an autism spectrum disorder**

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

Learning aim C2: Understand the role of the adult in supporting children who have, or who may have, an autism spectrum disorder

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

Assessment criteria

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

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

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2, 3A.P3 and 3A.M1.
- Assignment 2: 3B.P4, 3B.P5, 3B.P6, 3B.M2 and 3B.D1.
- Assignment 3: 3C1.P7, 3C1.P8, 3C2.P9, 3C2.P10, 3C2.P11, 3C1.M3, 3C2.M4 and 3C.D2.

Assignment 1

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

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

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

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

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

Assignment 2

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

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

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

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

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

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

Assignment 3

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

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

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

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

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

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

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

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

3C.D2 relates to learning aims C1 and C2. Learners are expected to synthesise their knowledge to show understanding of the unit content for C1 and C2 to provide their evidence. To achieve 3C.D2, learners need to evaluate, based on evidence from case studies or observations and further reading, the role of the adult in early years settings in supporting the needs of individual children who have, or who may have, an Autism Spectrum Disorder, recognising that each child is unique.

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

Resources

There are no special resources needed for this unit.

Unit 30: Career Development in Early Years

Level: **3**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

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

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

Learning aims

In this unit you will:

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

Learning aims and unit content

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

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

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

Assessment criteria

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

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

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

English Functional Skills signposting

* Mathematics Functional Skills signposting

§ Information and Communication Technology Functional Skills signposting

Teacher guidance

Assessment guidance

Proposed assessment structure for the unit:

- Assignment 1: 3A.P1, 3A.P2, 3A.M1 and 3A.D1.
- Assignment 2: 3B1.P3, 3B2.P4, 3B2.P5, 3B1.M2, 3B2.M3 and 3B.D2.

Assignment 1

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

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

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

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

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

Assignment 2

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

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

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

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

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

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

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

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

Resources

There are no special resources needed for this unit.

Annexe A

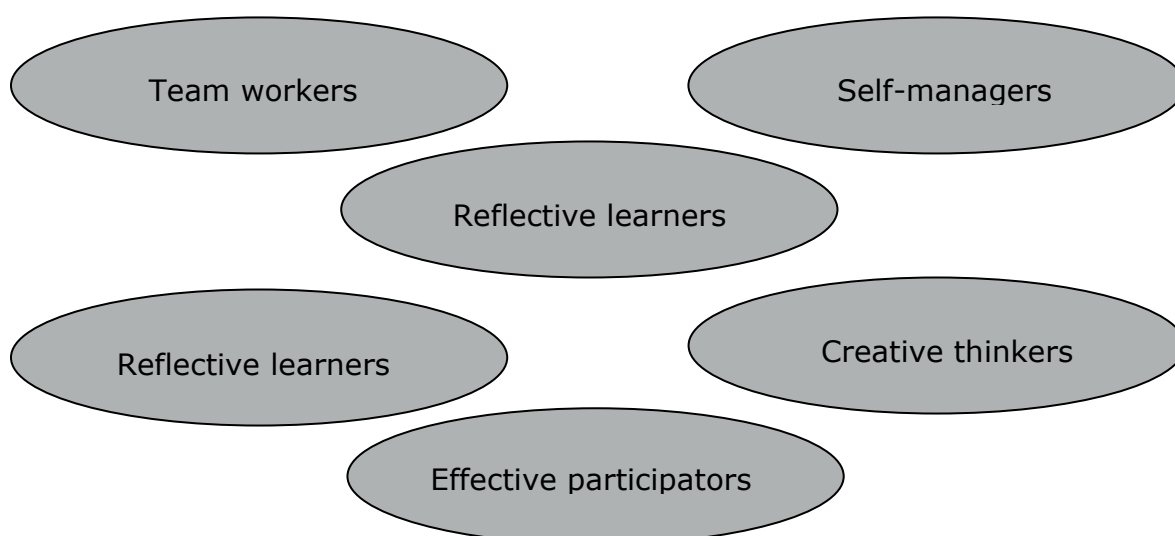
Personal, learning and thinking skills

Source – QCDA

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

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

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



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

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

The Skills

Independent enquirers

Focus:

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

Young people:

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

Creative thinkers

Focus:

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

Young people:

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

Reflective learners

Focus:

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

Young people:

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

Team workers

Focus:

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

Young people:

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

Self-managers

Focus:

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

Young people:

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

Effective participators

Focus:

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

Young people:

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

Summary of the PLTS coverage throughout the programme

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

Key:

- ✓ indicates opportunities for development
- a blank space indicates no opportunities for development

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
1	✓	✓				
2	✓	✓				
3	✓	✓				✓
4	✓	✓			✓	
5	✓	✓		✓		✓
6	✓	✓				✓
7	✓	✓		✓		
8	✓	✓				
9	✓	✓	✓		✓	✓
10	✓	✓				
11	✓	✓	✓	✓	✓	✓
12	✓	✓	✓		✓	✓
13	✓	✓				✓
14	✓	✓				
15	✓	✓			✓	
16	✓	✓				
17	✓	✓				
18	✓	✓				✓
19	✓	✓				
20	✓	✓				
21	✓	✓	✓			
22	✓	✓	✓		✓	
23	✓	✓	✓		✓	✓
24	✓	✓				

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

Annexe B

English Functional Skills signposting

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

Unit no. and title	Learning aim	Assessment criterion reference	Functional skills criteria (details of the criteria can be found below)
Unit 1: Child Development	N/A	N/A	N/A
Unit 2: Play and Learning	A	3A.P1	3A – where learners produce a written response to communicate information, ideas and opinions
Unit 3: Meeting Children’s Physical Development, Physical Care and Health Needs	B	3B.P2	3A – where learners produce a written response to communicate information, ideas and opinions
Unit 4: Health and Safety in Early Years Settings	A	3A.P2	2A – where learners read a range of relevant legislative texts to gather information and ideas
Unit 5: Working With Parents and Others in Early Years	A2	3A2.P4	1A – where learners engage in discussion describing ways to communicate effectively with parents
Unit 6: Supporting Children’s Speech, Communication and Language	A2	3A2.P2	3A – where learners read two different theories of language to gather information and ideas, summarise them and compare them
Unit 7: Supporting Children’s Personal, Social and Emotional Development	B	3B.P4	1A – where learners present information and ideas clearly and persuasively to others
Unit 8: Safeguarding in Early Years	C	3C.P4	2A – where learners read a range of policies and procedures, identifying their purpose and explaining the importance of following them
Unit 9: Observation, Assessment and Planning	D	3D.P6 3D.P7	1A – where learners present information and ideas clearly and persuasively to others

Unit no. and title	Learning aim	Assessment criterion reference	Functional skills criteria (details of the criteria can be found below)
Unit 10: Supporting Children's Literacy and Numeracy Development	B	3B.P4 3D.P7	3A – where learners present information on complex subjects clearly and concisely
Unit 11: Reflective Practice	B	3A.P1 3B.P3 3B.P4 3C.P5	3A – where learners present information and ideas concisely, logically and persuasively
Unit 12: The Early Years Foundation Stage (EYFS)	B	3B.P4	3A – where learners present information and ideas concisely, logically and persuasively
Unit 13: Research Skills	C	3C.P4	3A – where learners present their research report clearly and concisely
Unit 14: Health, Education and Social Services for Children and Their Families	B	3B.P4	3A – where learners present information on inspection clearly and concisely
Unit 15: Food and Mealtimes in the Early Years	A2	3A2.P3	1A – where learners give a presentation of information and ideas about children's attitudes to food
Unit 16: Working With Children Under 3 years	A	3A.P3	3A – where learners present information clearly and concisely
Unit 17: Working With Children in Home-based Care	E	3E.P8	2A – where learners select and use texts relating to two different agencies, utilising relevant information
Unit 18: Managing a Home-based Childcare Business	A	3A.P1	2A – where learners select and use texts relating to registration requirements
Unit 19: Working With Children Who Have Additional Needs	A	3A.P1	3A – where learners present information on definitions of additional needs concisely, logically and persuasively

Unit no. and title	Learning aim	Assessment criterion reference	Functional skills criteria (details of the criteria can be found below)
Unit 20: An Introduction to Playwork Principles	A	3A.P2	3A – where learners present information on the relationship of play to playwork principles concisely, logically and persuasively
Unit 21: Supporting Children's Imaginative Play	B1	3B1.P4	1A – where learners present and demonstrate information on how to organise resources to support play
Unit 22: Cooking Activities With Children	B2	3B2.P6	1A – where learners present plans for cooking activities with children
Unit 23: Supporting Children's Creativity	A	3A.P2	3A – where learners write about the role of play in creativity concisely, logically and persuasively
Unit 24: Supporting the Development of English for Children with Another Home Language	C	3C.P4	3A – where learners write about the stages of second language development concisely, logically and persuasively
Unit 25: Promoting Children's Development Outdoors	A	3A.P1	3A – where learners write about how the outdoors supports children's emotional and social development concisely, logically and persuasively
Unit 26: An Introduction to Working in a Montessori Setting	B1	3B1.P5	1A – where learners present information on how to organise learning and resources to support children
Unit 27: An Introduction to Working in a Steiner Waldorf Setting	A	3A.P1	2A – where learners read and summarise text that describes Steiner Waldorf education principles

Unit no. and title	Learning aim	Assessment criterion reference	Functional skills criteria (details of the criteria can be found below)
Unit 28: An Introduction to Work as a Community Nursery Nurse	B	3B.P4	3A – where learners write about child health promotion concisely, logically and persuasively
Unit 29: Meeting the Needs of Children Who May Have An Autism Spectrum Disorder	A	3A.P2	2A – where learners read and summarise a range of text related to research into autism
Unit 30: Career Development in Early Years	B2	3B2.P5	3A – where learners write information and ideas for own development concisely, logically and persuasively

English Functional Skills criteria

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

Annexe C

Mathematics Functional Skills signposting

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

Unit no. and title	Learning aim	Assessment criterion reference	Functional skills criteria (details of the criteria can be found below)
Unit 10: Supporting Children's Literacy and Numeracy Development	D	3D.P7	1B/3A/3B – where learners select activities to support children's mathematical development
Unit 13: Research Skills	B	3C.P3 3C.P4	3B – where learners use diagrams and/or tables to present their research findings

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

Mathematics Functional Skills criteria

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

Annexe D

Information and Communication Technology Functional Skills signposting

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

Unit no. and title	Learning aim	Assessment criterion reference	Functional skills criteria (details of the criteria can be found below)
Unit 2: Play and Learning	A	3A.P2	2A/3A – where learners use internet search facilities to find relevant information and relevant software to represent findings
Unit 4: Health and Safety in Early Years Settings	A	3A.P2	2A/3A – where learners use internet search facilities to find relevant information and relevant software to represent findings
Unit 6: Supporting Children’s Speech, Communication and Language	A2	3A2.P2 3B.P4 3C.P6	2A/3A – where learners use internet search facilities to find relevant information and relevant software to represent findings
Unit 7: Supporting Children’s Personal, Social and Emotional Development	B	3B.P4 3D.P9	2A/3A – where learners use internet search facilities to find relevant information and relevant software to represent findings
Unit 9: Observation, Assessment and Planning	A	3A.P1 3D.P6	2A/3A – where learners use internet search facilities to find relevant information and relevant software to represent findings
Unit 11: Reflective Practice	C	3B.P3 3B.P4 3C.P5	1A/1B/3A/3B/3D – here learners plan a computerised log of own practice and use software to achieve this and present findings
Unit 12: The Early Years Foundation Stage (EYFS)	A	3A.P1 3C.P5 3C.P7	2A/3A – where learners use internet search facilities to find relevant information and relevant software to represent findings
Unit 13: Research Skills	A/B	3A.P1 3B.P2 3C.P3	1A/1B/2A/2B/3A/3B/3D – where learners plan own research, use internet search facilities and use software to present outcomes
Unit 16: Working With Children Under 3 Years	A	3A.P1 3A.P3	1A/2A/3A/3B – where learners use ICT to investigate nutritional needs and plan menus

Unit no. and title	Learning aim	Assessment criterion reference	Functional skills criteria (details of the criteria can be found below)
Unit 17: Working With Children in Home-based Care	E	3E.P8 3E.P9	2A/3A – where learners use ICT to research agencies and present information
Unit 18: Managing a Home-based Childcare Business	A	3A.P2	3A/3B/3D – where learners use software to advertise and promote a childcare business
Unit 19: Working With Children Who Have Additional Needs	B	3B.P5	2A – where learners investigate the processes involved in a special educational needs statutory assessment
Unit 21: Supporting Children's Imaginative Play	A	3A.P2	2A – where learners use ICT to research the benefits of play
Unit 22: Cooking Activities With Children	B2	3B2.P5	1A/3A/3B – where learners use ICT to plan and present their plans
Unit 23: Supporting Children's Creativity	B	3A.P2	2A – where learners use ICT searching to investigate the role of play in creativity
Unit 25: Promoting Children's Development Outdoors	A	3A.P1	2A - where learners use ICT searching to explain how the outdoors supports children's emotional and social development
Unit 26: An Introduction to Working in a Montessori Setting	A1	3A1.P1 3A1.P2	2A – where learners use ICT searching to explain the Montessori approach
Unit 27: An Introduction to Working in a Steiner Waldorf Setting	A	3A.P1	2A – where learners use ICT searching to find out about Steiner Waldorf education principles
Unit 29: Meeting the Needs of Children Who May Have An Autism Spectrum Disorder	A	3A.P2	2A/3A/3B – where learners use ICT to find out about research into autism and present their findings
Unit 30: Career Development in Early Years	B2	3B2.P4	2A/3A/3B – where learners use ICT research to select a career pathway and present findings

Information and Communication Technology Functional Skills criteria

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

Annexe E

Unit mapping overview

Pearson BTEC Level 3 Nationals in Children's Care, Learning and Development (specification end date 31/12/2013) and new NQF versions of the Pearson BTEC Level 3 National qualifications in Children's Play, Learning and Development (specification start date 01/09/2014) .

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

Old units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	New units																						
Unit 16	P	P	P				P			P	P			P									
Unit 17	P	P	P		P	P	P		P	P	P			P									
Unit 18																							
Unit 19							P					P											
Unit 20																							
Unit 21			P				P																
Unit 22			P				P																
Unit 23			P				P																
Unit 24																							
Unit 25			P				P					P											
Unit 26																							
Unit 27																							
Unit 28									P														
Unit 29					P																		
Unit 30			P	P	P		P											P	P	P			

Old units	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
	New units														
Unit 1												P			
Unit 2												P			
Unit 3												P			
Unit 4												P			
Unit 5															
Unit 6												P			
Unit 7												P			
Unit 8															
Unit 9												P			P
Unit 10															
Unit 11															P
Unit 12															
Unit 13															
Unit 14															
Unit 15															
Unit 16												P			
Unit 17															
Unit 18															
Unit 19															
Unit 20								P	P	P					

Old units	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
New units															
Unit 21															
Unit 22															
Unit 23															
Unit 24															
Unit 25															
Unit 26															
Unit 27															
Unit 28															
Unit 29				P											
Unit 30															P

KEY

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

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

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

Annexe F

Unit 11: Reflective Practice – Set assignment

Introduction

Your teacher/tutor will introduce you to this unit before you start your first placement. You will need to collect evidence for this assignment throughout your programme of study, including the 750 hours of work placement. Throughout your 750 hours of work placement you should be reflecting on your own progress as a practitioner and noting any areas for improvement. You should be proactive in gathering appropriate evidence in support of your work in promoting the learning and development of children aged from birth to 7 years, 11 months. Your teacher/tutor will provide guidance on completing initial self-assessment activities that will help you reflect on your current skills and knowledge of working with children aged from birth to 7 years, 11 months (see Form CPLD 1 in the *Practical Evidence Portfolio* (PEP)). You will use relevant theories studied throughout your programme to support your reflections and in planning this assignment.

At the **start** of each placement, you should complete **Form CPLD 1** to reflect on the skills you think you have already and those you need to develop. At the **end** of the placement period, complete **Form CPLD 1** again to identify the skills and knowledge you have gained through the placement, identifying any areas for development.

In addition, as you complete each unit of your course, complete **Form CPLD 2** to reflect on how you have met each of the relevant unit performance criteria, e.g. *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs – 3C.P4 Plan, record and carry out safe and hygienic physical care routines to meet the age, stage and needs of a selected child and promote a healthy lifestyle* is appropriate to every placement and, therefore, may have several relevant commentaries to be evidenced and referenced.

Form CPLD 2 will be a working document completed over the duration of your course.

Evidence for the assignment

- a) You will need to collect, analyse and evaluate evidence about how you work with children to promote their learning and development from **all** of your work placements in order to meet the requirement in this unit for evidence covering the age range of birth up to 7 years, 11 months.

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

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

The methods of providing evidence must be discussed with your teacher/tutor so that your PEP includes sufficient valid and reliable evidence to support your final assignment.

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

The evidence you collect must be presented as an Appendix to the assignment.

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

Assignment tasks

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

Assignment, Task 1: What is reflective practice and why is it important when working with children aged from birth to 7 years, 11 months?

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

(3A.P1 Explain the role of reflective practice in supporting children's learning and development.)

(3A.P2 Explain the importance of continued professional development to improve own skills and early years practice)

Develop your account to consider how reflective practice contributes to promoting children's development and learning. You can provide examples from working with children of different age ranges and areas of development as well as knowledge from other units you have completed on your programme.

(3A.M1 Assess the effectiveness of reflective practice and how it contributes to work with children.)

Review the information given for 3A.M1 and draw conclusions about how continuous reflection on your practice helps to improve your own skills in supporting children's learning and development, and how it supports your own progression.

(3A.D1 Evaluate the ways that continued professional development improves own skills, practice and knowledge in supporting children's learning and development.)

Assignment, Task 2: Developing skills of reflection

Write an account about the ways in which you can find information that helps you develop your own knowledge, skills and practice working with children aged from birth to 7 years, 11 months. You will need to identify different sources where you can find information and training opportunities, as well as some of the tools that would be useful to help you engage in and reflect on your own practice and professional development.

(3B.P3 Identify ways to gain information about developing own practice in promoting children's learning and development.)

(3B.P4 Outline the tools that can be used to engage in and reflect on own skills, practice and knowledge.)

Develop your account by selecting a range of sources and tools identified in 3B.P3 and 3B.P4 to discuss how they would help you to promote different areas of children's learning and development.

Your account should provide examples to illustrate why the chosen source/tool would be appropriate and how it can help improve your skills, practice and knowledge in supporting specific areas of learning and development.

(3B.M2 Discuss appropriate sources of information and tools used to reflect on and improve skills, practice and knowledge in supporting different areas of children's learning and development.)

Produce a conclusion as to how reflective practice can improve your own skills, practice and knowledge. Your conclusion should also consider the impact of how not engaging in reflective practice can affect children's learning and development as well as your own professional development.

(3B.D2 Evaluate how improving own skills, practice and knowledge can impact on children's overall learning and development.)

Assignment, Task 3: Reflective practice in action

Your PEP shows how you have worked with children to promote their learning and development in all of your work placements. You should use the knowledge and skills developed throughout your programme using evidence from this and other units to build a portfolio of evidence (Practical Evidence Portfolio (PEP)) that demonstrates how you have continually developed your own skills, knowledge and practice working with children. Evidence will comprise work completed for your PEP (including weekly reflective journal accounts, assessment activities and completion of your skills log). You should start by completing self-assessment activities and developing action plans evidencing the ways in which you continually engage in reflective practice to improve your own skills, knowledge and practice as well as promoting children's learning and development.

(3C.P5 Develop a Practical Evidence Portfolio (PEP) containing evidence of developing own practice, knowledge and skills working with children.)

Using the evidence you have presented in your PEP, evaluate the strengths and weaknesses of your own practice, recommending areas for improvement. You should ensure you make reference to working with children covering the whole age range, including different areas of learning and development. Your assessment and evaluation can form part of your conclusion for Assignment, Task 2.

(3C.M3 Assess the value of developing and maintaining a Practical Evidence Portfolio in developing own continued professional development.)

(3C.D3 Evaluate the contribution of others in informing own Practical Evidence Portfolio and how this improves own skills, practice and knowledge.)

Assignment checklist

The responses to tasks are within 1500–2000 words	
Supporting evidence is located in an appendix and/or PEP	
Reference has been made to your work with children during each placement in order to cover the required age range of birth up to 7 years, 11 months	
Links to relevant theories and theorists are identified	

Annexe G

Unit 13: Research Skills – Set assignment: Instructions for teacher/tutor-assessors

Assessment

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

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

Evidence for assessment

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

The following must be submitted for assessment:

- a research proposal for a small-scale research project
- a report on the primary and secondary research findings, including an evaluation of the methodology involved in the research and a bibliography of the literature review
- appendices:

A: a tutorial record (in any format) evidencing discussion between learner and teacher/tutor and agreement of the research topic and plan

B: permission letters

C: consent forms

D: primary research questions and findings

E: assignment checklist.

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

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

Once the teacher/tutor-assessor is in agreement with the learner, a summary of the research focus, including the research question, should be completed by the learner, signed by the teacher/tutor-assessor and given back to the learner to enable work to begin on the project.

- When reviewing drafts of learners' work, teacher/tutor-assessors should ensure they use their professional judgement and do not give excessive guidance.
- Learners should be given opportunities to practise handling research results prior to embarking on their own projects. Giving learners samples of completed questionnaires and interview transcripts is an effective way to do this. In groups ask learners to analyse and present their results, and consider any ethical issues in relation to their findings.

Milestones and interim feedback

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

Examples of appropriate milestones for monitoring progress are as follows.

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

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

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

Authentication of a project

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

Helping learners to use resources correctly and avoid plagiarism

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

Submission and assessment procedures

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

Annexe H

Unit 13: Research Skills – Set assignment: Introduction for learners

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

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

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

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

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

Assignment task

Research for Work with Young Children

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

You should carry out the research project as follows.

- a) Begin by identifying an early years topic of your choice and carry out a literature review of studies carried out in that field.
- b) Agree your title with your teacher/tutor before commencing your research project.
- c) Complete primary data collection methods (methods must be approved by your teacher/tutor before they are used with participants).
- d) Analyse the data and produce and present your findings.
- e) Produce a coherent argument and conclusions from your findings.
- f) Produce a report on your research project, including an evaluation.

The evidence that you produce for assessment will be:

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

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

1 Title page

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

3 Contents list

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

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

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

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

(3A.P1 Present a realistic research proposal including:

- *objectives*
- *selected research methods*
- *related ethical issues.)*

(3A.M1 Analyse how the selected research methods informed and shaped the research proposal.)

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

(3B.P2 Be able to select secondary research appropriate for the research proposal.)

(3B.M2 Discuss the reliability and relevance of the selected secondary research.)

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

(3C.P3 Collect and record research findings relevant to the project objectives.)

(3C.P4 Present research findings in a relevant format demonstrating a good command of written English.)

(3C.M3 Produce a coherent argument and relevant conclusions based on the research findings.)

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

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

(3C.P5 Explain the possible implications of the research findings for current practice.)

(3D.P6 Describe how the research findings relate to the original research question.)

(3D.M4 Review the chosen research methods in relation to the results obtained, including for any sources of bias or error.)

(3D.M5 Recommend possible improvements to the research, referring to any relevant implications.)

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

11 References and bibliography – Harvard system

12 Appendices to include:

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

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

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

Annexe I

Mapping of Early Years Educator (Level 3): Qualifications Criteria against unit learning aims and Pass assessment criteria

EYE criteria	BTEC CPLD unit	Learning aim(s)	Assessment criteria
1 Support and promote children's early education and development			
1.1 Understand the expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7. Children's development patterns to include: <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and numeracy • physical • emotional • social • neurological and brain development. 	1	A, B, C, D, E	N/A
	2	A, B	3A.P1, 3A.P2, 3B.P3
1.2 Understand the significance of attachment and how to promote it effectively.	1	A, B, C, D	N/A
	5	A1, A2	3A1.P1, 3A1.P2, 3A2. P3, 3A2.P4, 3A2.P5
	7	A	3A.P1
1.3 Understand a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.	1	B, C	N/A
	2	C	3C.P5
	6	A2	3A2.P2
	7	A, C, D	3A.P1, 3A.P2, 3C.P5, 3D.P7

EYE criteria	BTEC CPLD unit	Learning aim(s)	Assessment criteria
1 Support and promote children's early education and development			
1.4 Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances.	1 3 6 7 10	D, E A, D2 A1, A2, B, C D A, C	N/A 3A.P1, 3D2.P7 3A1.P1, 3A2.P2, 3B.P3, 3B.P4, 3B.P5, 3C.P6, 3C.P7 3D.P7 3A.P1, 3C.P6
1.5 Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	1 2 3 5 6 7 10 12	A, D D B A2, B, C C C, D B C, D	N/A 3D.P6, 3D.P7 3B.P3 3A2.P4, 3B.P7, 3B.P8, 3C.P9, 3C.P10 3C.P6, 3C.P7 3C.P6, 3D.P8, 3D.P9 3B.P4 3C.P5, 3C.P6, 3D.P8
1.6 Understand the importance to children's holistic development of: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development. 	1 3 6 7 10	A, D, E A, C A1 D A	N/A 3A.P1, 3C.P4 3A1.P1 3D.P7 3A.P1

EYE criteria	BTEC CPLD unit	Learning aim(s)	Assessment criteria
1 Support and promote children's early education and development			
1.7 Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.	10	A, B, C, D	3A.P1, 3B.P2, 3B.P3, 3C.P6, 3D.P7, 3D.P8
1.8 Understand the potential effects of, and how to prepare and support children through, transitions and significant events in their lives. Transitions and significant events include: <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people • moving between settings and carers. 	1 7	D B	N/A 3B.P3, 3B.P4
1.9 Understand the current early education curriculum requirements.	12	A, B	3A.P1, 3A.P3, 3B.P4
1.10 Promote equality of opportunity and anti-discriminatory practice.	3 5 6 7 12	C B, C B, C C, D C, D	3C.P3 3B.P8, 3C.P9, 3C.P10 3B.P4, 3B.P5, 3C.P6, 3C.P7 3C.P6, 3D.P8, 3D.P9 3C.P5, 3C.P6, 3D.P8

EYE Criteria	BTEC CPLD Unit	Learning aim(s)	Assessment criteria
2 Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school			
<p>2.1 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.</p> <p>To include: Communication and language (extending vocabulary, language structure, and dialogue, for example)</p> <ul style="list-style-type: none"> • physical development • personal, social and emotional development • literacy • mathematics • understanding the world • expressive arts and design. 	2	B, D	3B.P3, 3D.P7
2.2 Ensure plans fully reflect the stage of development, individual needs and circumstances of children.	9 12	D C	3D.P6, 3D.P7 3C.P5
2.3 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.	3 6 7 9 10 12	C B C, D D B, D C	3C.P4 3B.P4 3C.P5, 3D.P8, 3D.P9 3D.P6 3B.P4, 3D.P7 3C.P5, 3C.P6
2.4 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.	6 7 12	B D C	3B.P4 3D.P9 3C.P5, 3C.P7

EYE Criteria	BTEC CPLD Unit	Learning aim(s)	Assessment criteria
2 Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school			
2.5 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	6	B	3B.P4, 3B.P5
	7	B, C, D	3B.P4, 3C.P5
	9	D	3D.P6
	10	B, D	3B.P4, 3D.P7
	12	C	3C.P6
2.6 Support and promote children's speech, language and communication development.	6	B	3B.P4
2.7 Support children's group learning and socialisation.	7	D	3D.P9
	12	C	3C. P6
2.8 Model and promote positive behaviours expected of children.	7	D	3D.P8
	12	C	3C.P6
2.9 Support children to manage their own behaviour in relation to others.	7	D	3D.P9
	12	C	3C.P6
2.10 Understand when a child is in need of additional support.	7	C	3C.P5
	9	A	3A.P1
2.11 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	5	C	3C.P9, 3C.P10
	9	D	3D.P6

EYE Criteria	BTEC CPLD Unit	Learning Aim(s)	Assessment criteria
3 Make accurate and productive use of assessment			
3.1 Understand how to assess within the current early education curriculum framework using a range of assessment techniques.	9	B, C	3B.P3, 3C.P4
	12	C	3C.P5
3.2 Carry out and record observational assessment accurately.	9	B, C	3B.P3, 3C.P4
3.3 Identify the needs, interests and stages of development of individual children.	9	D	3D.P6
3.4 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.	6	B	3B.P4
	9	B, C, D	3B.P3, 3C.P5, 3D.P6
	12	C	3C.P5
3.5 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.	5	B, C	3B.P6, 3C.P9, 3C.P10
	9	D	3D.P6, 3D.P7
	12	C	3C.P5

EYE Criteria	BTEC CPLD Unit	Learning aim(s)	Assessment criteria
4 Develop effective and informed practice			
4.1 Demonstrate a good command of the English language in spoken and written form.	6 13	B C	3B.P5 3C.P4
4.2 Explain the importance of continued professional development to improve own skills and early years practice.	11	A	3A.P2
4.3 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).	11 13	C C	3C.P5 3C.P3, 3C.P5

EYE Criteria	BTEC CPLD Unit	Learning aim(s)	Assessment criteria
5 Safeguard and promote the health, safety and welfare of children			
5.1 Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	4	A, B	3A.P2, 3B.P4
	5	B	3B.P8
	8	A, C	3A.P1, 3C.P4
	12	A, D	3A.P1, 3D.P8
5.2 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	4	C	3C.P6
	5	C	3C.P9, 3C.P10
	8	A	3A.P1
	12	D	3D.P8
5.3 Plan and carry out physical care routines suitable to the age, stage and needs of the child.	3	C	3C.P4
5.4 Understand why health and well-being is important for babies and children and promote healthy lifestyles.	3	A	3A.P1
5.5 Understand how to respond to accidents and emergency situations.	3	D1, D2	3D1.P5, 3D1.P6, 3D2.P7
	4	B	3B.P5
5.6 Demonstrate skills and knowledge for the prevention and control of infection. Prevention and control of infection including: <ul style="list-style-type: none"> ● hand washing ● food hygiene ● dealing with spillages safely ● safe disposal of waste ● using correct personal protective equipment ● knowledge of common childhood illnesses and immunisation ● exclusion periods for infectious diseases. 	3	C, D1, D2	3C.P4, 3D1.P5, 3D1.P6, 3D2.P7
	4	A, C	3A.P1, 3A.P2, 3C.P6

EYE Criteria	BTEC CPLD Unit	Learning aim(s)	Assessment criteria
5 Safeguard and promote the health, safety and welfare of children			
5.7 Carry out risk assessment and risk management in line with policies and procedures.	4	C	3C.P6
5.8 Understand safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse , and know how to act to protect them. Types of abuse including: <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual abuse. 	8 12	A, B, C D	3A.P1, 3A.P2, 3B.P3, 3C.P4, 3C.P5 3D.P8
5.9 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met. Records and reports include: <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety and security • accidents • daily registers 	3 4 6 8 9	C, D1 A, B, C B C B	3C.P4, 3D1.P5, 3D1.P6 3A.P1, 3B.P4, 3C.P6 3B.P4 3C.P5 3B.P3

EYE Criteria	BTEC CPLD Unit	Learning aim(s)	Assessment criteria
6 Work in partnership with the key person, colleagues, parents and/or carers or other professionals			
6.1 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.	5 12	A1, A2, B C C	3A1.P1, 3A1.P2, 3A2.P3, 3A2.P4, 3A2.P5, 3B.P8, 3C.P10 3C.P5
6.2 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.	3 5	C B, C	3C.P4 3B.P7, 3B.P8, 3C.P9
6.3 Encourage parents and/or carers to take an active role in the child's play, learning and development.	5	C	3C.P9

Annexe J

Recognition for Prior Learning and Exemptions

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning (source: Ofqual, Regulatory arrangements for the Qualifications and Credit Framework).

RPL enables recognition of achievement from a range of activities using any appropriate assessment methodology. Centres may wish to 'RPL' learners' achievement on the predecessor version of the Pearson BTEC Nationals in Children's Play, Learning and Development (2012), in instances where they have not certificated learners' achievement already. For further details of the RPL policy, please see here: <http://www.edexcel.com/Policies/Pages/default.aspx>.

Alternatively, if learners have already certificated their achievement, they may be eligible for exemptions as detailed below. 'Exemptions' enables a learner to claim exemption from some of the achievement requirements of a qualification, using evidence of **certificated** achievement deemed to be of equivalent value. The mapping below identifies RPL opportunities and exemptions, in relation to the predecessor qualifications.

Predecessor qualifications

600/5535/2	Pearson BTEC Level 3 National Award in Children's Play, Learning and Development
600/5536/4	Pearson BTEC Level 3 National Subsidiary Award in Children's Play, Learning and Development
600/5536/4	Pearson BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development
600/5537/6	Pearson BTEC Level 3 National Certificate in Children's Play, Learning and Development
600/5933/3	Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development

This annexe shows which units the learner would be exempt from if they were to take a larger-size qualification starting from 2014, and indicates any areas of work included within the revised units offered from September 2014 that they would need to carry out.

Any claims for exemption should be verifiable and may be requested by the Standards Verifier as part of the verification process. Any additional work completed by the learner would still be subject to Standards Verifier sampling. It is the centre's responsibility to map the learner's work, and to make the Standards Verifier aware of this mapping during the sampling period.

The table on the next page lists the units in this specification mapped against the units from the qualifications listed above.

Unit offered from September 2012	Unit offered from September 2014
Unit 1 Child Development	Unit 1: Child Development Full mapping
Unit 2: Play in Early Years Settings	Unit 2: Play and Learning Learners must explain how early years professionals can effectively support learning and development both in child-initiated play with individual children and in adult-initiated and directed activities with groups of children.
Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs	Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs Learners must be able to plan, record and carry out physical care routines.
Unit 4: Health and Safety Practice in Early Years Settings	Unit 4: Health and Safety in Early Years Settings Aspects of legislation are now included within Learning aims A and B. Learners must present a risk assessment for a play and learning activity.
Unit 5: Collaboration with Parents, Colleagues and Other Professionals in Early Years	Unit 5: Working with Parents and Others in Early Years Learners must be able to demonstrate working with parents and/or carers and colleagues.
Unit 6: Supporting Children's Communication and Language	Unit 6: Supporting Children's Speech, Communication and Language Learners must be able to plan and record learning activities that support and promote speech, communication and language in the early years, and use effective command of the English language to support children's speech, communication and language.
Unit 7: Supporting Children's Personal, Social and Emotional Development	7: Supporting Children's Personal, Social and Emotional Development Learners must be able to support and promote children's positive behaviour by modelling positive behaviours and supporting children to manage their own behaviour.

Unit offered from September 2012	Unit offered from September 2014
Unit 8: Child Protection	8: Safeguarding in Early Years The content of the unit has been re-ordered. Learners must explain a child-centred approach towards safeguarding children.
Unit 9: Observation, Assessment and Planning for Play and Development	9: Observation, Assessment and Planning Full mapping although learning aims have been reworded.
Unit 19: Promoting Mathematical Development in Children Aged From Four up to Eight Years Unit 20: Promoting Literacy in Children Aged From Four up to Eight Years	10: Supporting Children’s Literacy and Numeracy Development This unit focuses on the age range 2 up to 5 years. Learners must understand children’s literacy and mathematical development, and how to support this.
Unit 11: Reflecting on Own Early Years Practice	Unit 11: Reflective Practice Learners must: <ul style="list-style-type: none"> ● explain the importance of continued professional development ● identify ways to gain information about developing own practice ● outline the tools of reflective practice ● develop a practical evidence portfolio containing evidence of developing own practice.
Unit 22: Implementing the Early Years Foundation Stage in England	Unit 12: The Early Years Foundation Stage Learners must lead play and educational programmes and assess their effectiveness. Learners must act upon safeguarding and welfare responsibilities.
Unit 12: Research Skills	Unit 13: Research Skills Learners must be able to locate and select secondary research appropriate for the research proposal
Unit 13: Health, Education and Social Services for Children and Their Families	Unit 14: Health, Education and Social Services for Children and their Families Full mapping

Unit offered from September 2012	Unit offered from September 2014
Unit 14: Food and Mealtimes in the Early Years.	Unit 15: Food and Mealtimes in the Early Years. Full mapping
Unit 15 Working With Children under Three years	Unit 16: Working With Children Under 3 years Full mapping
Unit 16: Working With Children in Home-based Care	Unit 17: Working With Children in Home-based Care Full mapping
Unit 17: Managing a Home-based Childcare Business	Unit 18: Managing a Home-based Childcare Business Full mapping
Unit 18: Working with Children with Additional Needs	Unit 19: Working with Children with Additional Needs Full mapping
Unit 21: An Introduction to Playwork Principles	Unit 20: An Introduction to Playwork Principles Full mapping
Unit 24: Supporting Children's Imaginative Play	Unit 21: Supporting Children's Imaginative Play Full mapping
Unit 25: Cooking Activities With Children	Unit 22: Cooking Activities With Children Full mapping
Unit 26: Supporting Children's Creativity	Unit 23: Supporting Children's Creativity Full mapping
Unit 27: Supporting the Development of English for Children with Another Home Language	Unit 24: Supporting the Development of English for Children with Another Home Language Full mapping
Unit 28: Promoting Children's Development Outdoors	Unit 25: Promoting Children's Development Outdoors Full mapping
Unit 29: An Introduction to Working in a Montessori Setting	Unit 26: An Introduction to Working in a Montessori Setting Full mapping

Unit offered from September 2012	Unit offered from September 2014
Unit 30: An Introduction to Working in a Steiner Waldorf Setting	Unit 27: An Introduction to Working in a Steiner Waldorf Setting Full mapping
Unit 31: An Introduction to Work as a Community Nursery Nurse	Unit 28: An Introduction to Work as a Community Nursery Nurse Full mapping
Unit 32: Meeting the Needs of Children who May Have an Autism Spectrum Disorder	Unit 29: Meeting the Needs of Children who May Have an Autism Spectrum Disorder Full mapping
Unit 33: Career Development in Early Years	Unit 30: Career Development in Early Years Full mapping



CHILDREN'S PLAY, LEARNING
AND DEVELOPMENT

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