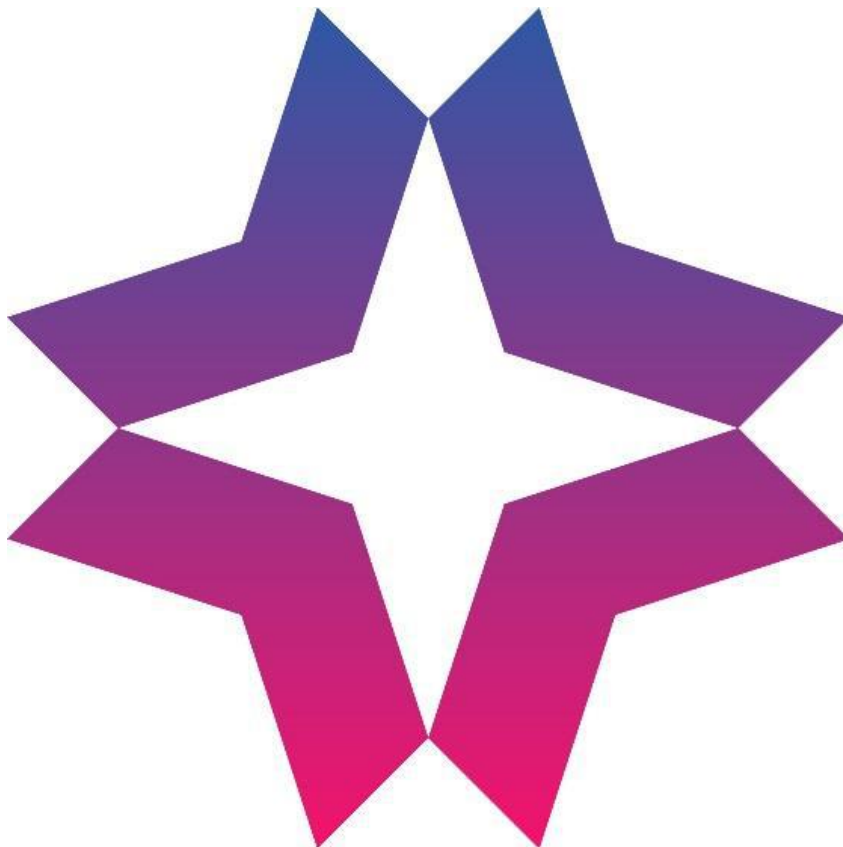


## **SPECIFICATION**

### **IAO LEVEL 3 DIPLOMA IN EARLY LEARNING AND CHILDCARE (EARLY YEARS EDUCATOR)**

**QUALIFICATION NUMBER: 601/3890/7**



## **Change control**

Following the announcement that the EYFS framework is changing from September 2021, Innovate Awarding has reviewed the Level 3 Diploma in Early Learning and Childcare (Early Years Educator) and made the relevant changes in line with the amends provided by the Department of Education.

Please see the supporting document which highlights all the changes made within this current version of the specification.

Any enquiries about this process can be directed to [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing, and we currently have qualifications in the following sectors:

**Active Leisure**  
**Business and Management**  
**Childcare**  
**Employability**  
**Retail**

**Health and Social Care**  
**Hospitality and Catering**  
**IT**  
**Logistics**  
**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://www.innovateawarding.org)

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800  
Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”*

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## Qualification summary

**Qualification Accreditation Number (QAN)** 601/3890/7

**Qualification review date** 31<sup>st</sup> January 2023

**Guided Learning Hours (GLH)** Minimum 310 hours

**Total Qualification Time (TQT)** 670 hours

**RQF level** 3

**Qualification credit value** 67 credits

**Minimum credits at/above level** 67 credits

**Assessment requirements** Portfolio of Evidence, Practical demonstration/Assignment

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Assurance Consultants (EQACs).

**Aims and objectives of the qualification**

This qualification is aimed at learners who wish to work in the Early Years sector in England. It provides the knowledge and skills required for Early Years Educators.

This qualification meets the full and relevant criteria set by the National College for Teaching and Leadership.

**Entry guidance**

This qualification is suitable for learners aged 16 and over.

It is suitable for those who work or want to work within the Early Years sector in England and provides learners with an opportunity to demonstrate their knowledge and competence to care for children from birth to five years.

To count in the ratios defined in the EYFS at Level 3, learners must hold a full and relevant Early Years Educator qualification and a Level 2 qualification in English and maths. GCSEs are no longer the only recognised qualifications and now includes functional skills.

More information can be found on the Department for Education's Early Years Educator list [here](#)

**Progression opportunities** Learners who achieve this qualification could progress into employment working with children from 0 to 5 years in roles such as Early Years Educator, nursery nurse, child minder, pre-school assistant. Learners could also progress to further study or training such as:

- IAO Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)

**Funding** For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

### **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### **Complaints**

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

### **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### **Enquiries and appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification Level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification Size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.



## Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

## RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

## Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

## **Early Years Educator Qualifications Assessment Principles devised by the Joint Awarding Body Quality Group and approved by the National College of Teaching and Leadership.**

### **1. Introduction**

- 1.1 This document sets out those principles and approaches to unit/qualification assessment for qualifications approved by the National College for Teaching and Leadership (NCTL). The information is intended to support the quality assurance processes of those Awarding Organisations that offer EYE qualifications in the Sector. It should also be read alongside individual unit assessment requirements where appropriate.
- 1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

### **2. Assessment Principles**

- 2.1 *Assessment decisions for **competence based learning outcomes** must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.*
- 2.2 Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence.
- 2.4 Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements by the individual Awarding Organisation.
- 2.5 Given the nature of work with children and their families, which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony as a source of performance evidence in the workplace. Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities. Expert witnesses must only be used for observation where they have occupational expertise for **specialist areas**, or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions.

- 2.6 Assessment of **knowledge based learning outcomes** may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions.

### 3. Internal Quality Assurance

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

### 4. Definitions

- 4.1 Occupationally competent

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

- 4.2 Occupationally knowledgeable

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

- 4.3 Qualified to make assessment decisions

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. (Appendix 1 list of acceptable qualifications).

- 4.4 Qualified to make quality assurance decisions

Awarding Organisations will determine what will qualify that undertaking internal quality assurance to make decisions about that quality assurance.

- 4.5 Expert witness:

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

- They have a working knowledge of the units on which their expertise is based
- They are occupationally competent in their area of expertise
- They have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- They have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- They can demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence
- That they have no conflict of interest in the outcome of the evidence.

### **Guidance:**

#### **Competence based learning outcomes**

Competence based learning outcomes are those starting with "Be able to..."

#### **Knowledge based learning outcomes**

Knowledge based learning outcomes are those starting with "Know..." or "Understand..."

## Appendix 1

### List of acceptable qualifications

Holders of any of the qualifications below must also meet the requirements set out in sections 4.1-4.3 of this document.

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- RQF Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- RQF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- RQF Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award

### **Qualification structure**

Learners must complete all mandatory units to gain the required 67 credits.

The total Guided Learning Hours (GLH) for this qualification is 310 hours.

The Total Qualification Time (TQT) for this qualification is 670 hours.

### **Unit structures**

All units are listed below.

## Mandatory units

| Unit ref   | Unit title   | Level | Credits | GLH |
|------------|--|-------|---------|-----|
| T/506/5950 | Applying the early education framework                                   | 3     | 5       | 22  |
| M/506/5963 | Assessment planning in early years settings                              | 3     | 3       | 13  |
| A/506/5531 | Continuing professional development for early years practitioners        | 3     | 4       | 20  |
| F/506/5532 | Equality, diversity and inclusion for early years practitioners          | 3     | 3       | 20  |
| A/506/5951 | Health, safety and security procedures in early years settings           | 3     | 6       | 32  |
| H/506/5538 | Personal care and wellbeing for children in early years settings         | 3     | 5       | 24  |
| F/506/5949 | Plan and lead activities and educational programmes                      | 3     | 3       | 17  |
| D/506/5540 | Providing children with additional support in early years                | 3     | 4       | 20  |
| A/506/5948 | Safeguarding children in early years settings                            | 3     | 5       | 23  |
| T/506/5947 | Supporting children through transitions and significant events           | 3     | 4       | 15  |
| J/506/5533 | Supporting children's holistic development                               | 3     | 5       | 15  |
| K/506/5962 | Supporting positive behaviour in children during early years             | 3     | 4       | 15  |
| K/506/5945 | Understanding child development  | 3     | 4       | 15  |
| H/506/5944 | Understanding theories and philosophical approaches to child development | 3     | 3       | 20  |
| D/506/5943 | Using assessment techniques for children in early years                  | 3     | 4       | 19  |
| Y/506/5942 | Working in partnership with parents and others in early years settings   | 3     | 5       | 20  |

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| <b>Title:</b>  | <b>T/506/5950 Applying the early education framework</b>  |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit value:</b>   | <b>5</b>  |
| <b>GLH:</b>  | <b>22</b>   |
| <b>Learning outcome<br/>The learner will:</b>  | <b>Assessment criteria<br/>The learner can:</b>   |
| 1. Understand the current early education curriculum requirements                                    | 1.1 Explain the structure of the current early education curriculum framework<br>1.2 Explain the purposes of the current early education curriculum framework   |
| 2. Be able to apply the educational requirements of the current early education curriculum framework | 2.1 Describe the areas of learning in the current early education curriculum framework<br>2.2 Plan activities for children covering all <b>areas of learning</b><br>2.3 Implement activities that support a child's individual learning needs<br>2.4 Provide play and educational opportunities which are: <ul style="list-style-type: none"> <li>• adult-led</li> <li>• child-initiated</li> </ul> 2.5 Observe children's development to enable progression<br>2.6 Evaluate the effectiveness of activities in supporting children's learning and development<br>2.7 Plan for children's further developmental progression |
| 3. Be able to assess within the current early education curriculum framework                         | 3.1 Explain the current early education curriculum framework requirements for assessing children's development<br>3.2 Describe <b>methods of assessing</b> children's development in own work setting<br>3.3 Carry out an assessment of children's development<br>3.4 Record outcomes of an assessment<br>3.5 Use the results of assessment to evaluate children's progress<br>3.6 Plan for children's progress involving <b>others</b>   |



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| <p><b>Additional information</b></p> <p><b>Areas of learning</b> in the Early Years Foundation Stage (EYFS):</p> <p>The prime areas of learning are:</p> <ul style="list-style-type: none"> <li>• communication and language</li> <li>• personal, social and emotional development</li> <li>• physical development</li> </ul> <p>The specific areas of learning are:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Understanding the world</li> <li>• Mathematics</li> <li>• Expressive arts and design</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Colleagues</li> <li>• Carers</li> <li>• Other professionals</li> </ul> <p><b>Methods of assessing:</b></p> <ul style="list-style-type: none"> <li>• Verbal assessment</li> <li>• Formative</li> <li>• Summative</li> <li>• Two Year Check</li> <li>• Early Years Foundation Stage Profile</li> </ul> |   |
| <b>Unit aim</b>  | <p>This unit introduces learners to the current early education curriculum framework. The current early education curriculum framework is a framework for practitioners in England to work to ensure they meet the wide ranging needs of all the children in their setting to help them to fulfil their potential. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English.</p> |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>   | <p>This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles</p>   |
| <b>Details of the relationship of the unit and relevant national occupational standards</b>  | <p>N/A</p>  |

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| <b>Title:</b>  | <b>M/506/5963 Assessment planning in early years settings</b>   |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit value:</b>   | <b>3</b>  |
| <b>GLH:</b>  | <b>13</b>   |
| <b>Learning outcome<br/>The learner will:</b>                            | <b>Assessment criteria<br/>The learner can:</b>   |
| 1. Understand methods of assessing children's learning and development   | 1.1 Describe methods of assessment relevant to the current early education curriculum framework<br>1.2 Explain why a child centred model of assessment and planning is required<br>1.3 Analyse how the outcomes of observations and assessments inform planning<br>1.4 Explain the importance of parents' and/or carers' involvement in observation and assessment<br>1.5 Explain the influence <b>theories of play and development</b> have on assessment                                      |
| 2. Be able to plan for assessment for individuals and groups of children | 2.1 Ensure plans for assessment fully reflect children's': <ul style="list-style-type: none"> <li>• stage of development</li> <li>• rate of development</li> <li>• individual needs</li> <li>• circumstances</li> </ul> 2.2 Involve children and their parents and/or carers in the planning process<br>2.3 Support children to develop a plan that focuses on the achievement of positive outcomes<br>2.4 Describe the roles and responsibilities of all those involved in implementing a plan |
| 3. Be able to complete an observational assessment                       | 3.1 Carry out an <b>observational assessment</b><br>3.2 Follow procedures relating to: <ul style="list-style-type: none"> <li>• permissions</li> <li>• confidentiality</li> <li>• health, safety and security</li> </ul> 3.3 Complete assessment records  |

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| <p>4. Be able to provide further learning experiences, environments and opportunities for children from assessment</p>  | <p>4.1 Plan learning experiences, environments and opportunities appropriate to:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• stage</li> <li>• rate of development</li> <li>• needs of individual and groups of children</li> </ul> <p>4.2 Reflect on the effectiveness of plans and planning methods used</p> <p>4.3 Implement plans for children’s further development</p> |
| <p><b>Additional information</b></p> <p><b>Theories of play and development:</b></p> <ul style="list-style-type: none"> <li>• Pavlov’s theory of classical conditioning</li> <li>• Skinner’s theory of operant conditioning</li> <li>• Vygotsky’s approach to the development of children’s reasoning</li> <li>• Bruner’s theoretical framework</li> <li>• Chomsky’s model about the acquisition of language</li> <li>• Bandura’s social learning theory</li> <li>• Piaget’s model of how children’s logic and reasoning develops</li> <li>• Athey’s identification of schemas</li> <li>• The information processing theory of cognitive development</li> <li>• Anna Ephgrave In the moment planning</li> <li>• Loris Malaguzzi – Reggio Emilia</li> <li>• Curiosity Approach</li> <li>• Forest Schools</li> <li>• Respectful Parenting – Magda Gerber</li> </ul> <p><b>Observational assessment</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Checklist</li> <li>• Snapshot</li> <li>• Photo</li> <li>• In the moment</li> </ul> |   |
| <p><b>Unit aim</b></p>  | <p>This unit provides learners with the understanding and competence to carry out assessment and planning of learning and development with children. The unit also addresses the importance of the involvement of children in assessment and planning. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English.</p>   |

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| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>    | This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles |
| <b>Details of the relationship of the unit and relevant national occupational standards</b> | N/A  |

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| <b>Title:</b>   | <b>A/506/5531 Continuing professional development for early years practitioners</b>   |
| <b>Level:</b>   | <b>3</b>  |
| <b>Credit Value:</b>  | <b>4</b>  |
| <b>GLH:</b>   | <b>20</b>   |
| <b>Learning Outcomes</b><br><b>The learner will:</b>  | <b>Assessment Criteria</b><br><b>The learner can:</b>   |
| 1. Understand the scope of own work responsibilities supporting children in their early years | 1.1 Explain the roles and responsibilities within own duties<br>1.2 Explain the requirements of <b>standards and codes of practice</b> within the setting relating to own duties<br>1.3 Analyse <b>current policies, frameworks and influences</b> relevant to the early years sector   |
| 2. Be able to reflect on own practice supporting children in early years                      | 2.1 Analyse the process of reflection<br>2.2 Explain the importance of reflective practice in continuously improving: <ul style="list-style-type: none"> <li>• skills</li> <li>• practice</li> <li>• subject knowledge</li> </ul> 2.3 Reflect on own day to day working practice in line with policies and procedures of own work setting<br>2.4 Evaluate the effectiveness of own practice within own setting  |
| 3. Be able to assess own practices for continuous professional development                    | 3.1 Explain the importance of continued professional development<br>3.2 Use feedback to evaluate own performance<br>3.3 Identify areas for own development<br>3.4 Evaluate the available options for continued professional development<br>3.5 Agree an action plan with line manager to improve: <ul style="list-style-type: none"> <li>• skills</li> <li>• practice</li> <li>• subject knowledge</li> <li>• time management</li> </ul> 3.6 Review own action plan with line manager |

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|   | 3.7 Record progress in relation to professional development  |
| <b>Additional information</b><br><br><b>Standards and codes of practice:</b> <ul style="list-style-type: none"> <li>• Codes of practice</li> <li>• Minimum standards</li> <li>• Regulations</li> <li>• National occupational standards</li> </ul> <b>Current policies, frameworks and influences:</b> <ul style="list-style-type: none"> <li>• Equality Act 2010</li> <li>• United Nations Convention on the Rights of the Child (UNCRC)</li> <li>• Current research</li> <li>• Social and economic influences such as work patterns and financial constraints</li> </ul> |  |
| <b>Unit aim</b>   | <p>This unit introduces the knowledge and competence required for the application of professional practice, reflection and review and requires a focused approach to the development of strategies to address professional development. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English.</p> |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>  | This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles   |
| <b>Details of the relationship of the unit and relevant national occupational standards</b>   | N/A  |

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| <b>Title:</b>  | <b>F/506/5532 Equality, diversity and inclusion for early years practitioners</b>  |
| <b>Level:</b>  | <b>3</b>   |
| <b>Credit Value:</b>   | <b>3</b>   |
| <b>GLH:</b>  | <b>20</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>   | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Understand the importance of promoting diversity, equality and inclusion in an early years setting                                  | 1.1 Define the terms: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• oppression</li> </ul> 1.2 Explain how <b>legislation</b> , codes of practice and practice relate to own duties<br>1.3 Explain the importance of supporting <b>others</b> to encourage diversity, equality and inclusion<br>1.4 Analyse how inclusive practice encourages equality and supports diversity<br>1.5 Explain the effects of discrimination on individuals                    |
| 2. Be able to support equality of opportunity and anti-discriminatory practice within the early years setting                          | 2.1 Work with others to promote diversity, equality and inclusion<br>2.2 Interact with <b>others</b> in ways which acknowledge: <ul style="list-style-type: none"> <li>• cultural differences</li> <li>• family circumstances</li> </ul> 2.3 Apply anti-discriminatory legislation and codes of practice to own duties<br>2.4 Explain how to challenge discrimination in a way that promotes positive change<br>2.5 Implement safe activities for children to develop awareness of equality, diversity and inclusion |
| <b>Additional information</b>  |  |
| <b>Legislation:</b>  |  |
| <ul style="list-style-type: none"> <li>• Equality Act 2010</li> <li>• EYFS 2021</li> <li>• SEND Code of Practice: 0-25 2015</li> </ul> |  |

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| <b>Others:</b>   |   |
| <ul style="list-style-type: none"> <li>• Parents</li> <li>• Colleagues</li> <li>• Carers</li> <li>• Other professionals</li> </ul> |   |
| <b>Unit aim</b>  | This unit addresses the importance of equality, diversity and inclusion, and how to promote these in the early years setting. The unit also looks at the importance of promoting equality of opportunity and anti-discriminatory practice. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English. |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>   | This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles  |
| <b>Details of the relationship of the unit and relevant national occupational standards</b>  | N/A   |



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| <b>Title:</b>   | <b>A/506/5951 Health and safety and security procedures in early years settings</b>  |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>6</b>   |
| <b>GLH:</b>   | <b>32</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>  | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Understand the legal requirements and guidance relating to health, safety and security in early years settings | 1.1 Describe <b>legislation, guidance, policies and procedures</b> relating to health, safety and security in an early years setting<br>1.2 Explain how <b>legislation, guidance and policies and procedures</b> are implemented in own early years setting  |
| 2. Be able to act upon own responsibilities in relation to health, safety and security                            | 2.1 Analyse the impact <b>legislation, guidance and policies and procedures</b> have on own role and responsibilities<br>2.2 Carry out own responsibilities in relation to: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• security</li> <li>• confidentiality of information</li> <li>• staff to child ratios</li> </ul> 2.3 Explain how health, safety and security is: <ul style="list-style-type: none"> <li>• monitored</li> <li>• maintained</li> </ul> 2.4 Explain potential conflicts between the rights and choices of children and health, safety and security requirements |
| 3. Understand how to respond to accidents and emergency situations  | 3.1 Identify <b>accidents, incidents, emergencies and illnesses</b> which take place in an early years setting<br>3.2 Explain the policies and procedures of own setting for responding to <b>accidents, incidents, emergencies and illnesses</b><br>3.3 Explain the actions to take if <b>accidents, incidents, emergency or illness</b> situations occur<br>3.4 Explain the procedures for recording and reporting <b>accidents, incidents, emergency or illness</b> situations  |

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| <p>4. Be able to carry out a risk assessment</p>                        | <p>4.1 Identify potential risks in:</p> <ul style="list-style-type: none"> <li>• indoor environments</li> <li>• outdoor environments</li> <li>• outings/trips</li> </ul> <p>4.2 Explain the stages of risk identification and assessment</p> <p>4.3 Undertake a health and safety risk assessment of:</p> <ul style="list-style-type: none"> <li>• resources</li> <li>• indoor environments</li> <li>• outdoor environments</li> </ul> <p>4.4 Manage identified risks in line with policies and procedures</p> |
| <p>5. Be able to maintain records and reports to legal requirements</p> | <p>5.1 Maintain accurate and clear <b>records and reports</b></p> <p>5.2 Implement the processes used by own setting to comply with data protection legislation</p>  |

### **Additional information**

#### **Legislation, guidance and policies and procedures:**

- Current legislation and guidance
- The United Nations Convention on the Rights of the Child
- Health and Safety at Work Act 1974
- COSHH Regulations 1994
- RIDDOR 1995
- Food Safety Act 1990
- Children Act 1989
- Duty of care
- Codes of practice
- Early Years Foundation Stage (EYFS)
- Working in an open and transparent way
- Sharing concerns and recording / reporting incidents
- Health, Safety and Welfare Policy

#### **Accidents, incidents, emergencies, and illnesses:**

- Accidents involving children or adults
- Emergencies such as fire, missing children, evacuation
- Taking appropriate action
- Incidents – all types
- Recognising signs of illness such as fever, rashes or unconsciousness

#### **Records and reports:**

- Risk assessments
- Accidents / incidents
- Daily registers
- Health, safety and security

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| <ul style="list-style-type: none"> <li>Near misses</li> </ul>                               |   |
| <b>Unit aim</b>   | <p>This unit looks at creating safe environments that enable children to explore and take risks, with the supervision of practitioners. The unit also looks at recognising hazards and carrying out risk assessments in the early years setting. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English.</p> |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>    | <p>This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles</p>   |
| <b>Details of the relationship of the unit and relevant national occupational standards</b> | <p>N/A</p>  |

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| <b>Title:</b>   | <b>H/506/5538 Personal care and wellbeing for children in early years settings</b>   |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>5</b>   |
| <b>GLH:</b>   | <b>24</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>                                      | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Be able to implement infection control procedures within the early years setting | 1.1 Describe <b>legislation guidance and policies and procedures</b> relating to infection control<br>1.2 Explain procedures for the prevention and control of infection<br>1.3 Follow prevention and control of infection procedures for: <ul style="list-style-type: none"> <li>• hand washing (staff and children)</li> <li>• food hygiene</li> <li>• dealing with spillages</li> <li>• disposal of waste</li> <li>• using correct personal protective equipment</li> </ul> |
| 2. Understand childhood diseases  | 2.1 Describe common childhood illnesses<br>2.2 Explain the exclusion periods for infectious diseases<br>2.3 Explain the purpose of the immunisation programme for children<br>2.4 Explain the procedure for administration of non-prescription and prescription medication.  |
| 3. Be able to carry out physical care routines                                      | 3.1 Identify physical care routines carried out in the early years setting<br>3.2 Plan physical care routines for children to meet the age, stage and needs of the child with involvement of <b>others</b><br>3.3 Carry out physical care routines for children for: <ul style="list-style-type: none"> <li>• skin</li> <li>• hair</li> <li>• oral health</li> <li>• toileting</li> <li>• dressing/undressing</li> <li>• nappy changing</li> <li>• rest and sleep</li> </ul>   |

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| <p>4. Be able to support children’s health and wellbeing</p>  | <p>4.1 Explain the importance of health and wellbeing for children</p> <p>4.2 Explain the importance of exercise and physical activity for children</p> <p>4.3 Plan activities to support healthy lifestyles for children in own early years setting</p> |
| <p>5. Be able to maintain records and reports to legal requirements</p>   | <p>5.1 Maintain accurate and clear <b>records and reports</b></p> <p>5.2 Implement the processes used by own setting to comply with data protection and information handling legislation</p>   |
| <p><b>Additional information</b></p> <p><b>Legislation, guidance and policies and procedures:</b></p> <ul style="list-style-type: none"> <li>• Current legislation and guidance</li> <li>• Current early education curriculum framework</li> <li>• Sharing concerns and recording / reporting incidents</li> <li>• Codes of practice</li> <li>• Duty of care</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• Special educational needs coordinator (SENCO)</li> <li>• Early years teachers</li> <li>• Teachers</li> <li>• Family support workers</li> <li>• Dieticians</li> <li>• Child Psychiatrists</li> <li>• Key person</li> <li>• Early years professional</li> <li>• Social workers</li> <li>• Health visitors</li> <li>• Educational psychologist</li> </ul> <p><b>Records and reports:</b></p> <ul style="list-style-type: none"> <li>• Medication requirements</li> <li>• Risk assessments</li> <li>• Daily registers</li> <li>• Planning</li> <li>• Health, safety and security</li> <li>• Special dietary needs</li> </ul> |  |
| <p><b>Unit aim</b></p>  | <p>This unit identifies the knowledge, understanding and skills required to support children’s wellbeing. The unit also addresses the importance of the prevention and control</p>   |

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|   | of infection in an early years setting. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>    | This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles  |
| <b>Details of the relationship of the unit and relevant national occupational standards</b> | N/A   |

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| <b>Title:</b>   | <b>F/506/5949 Plan and lead activities and educational programmes</b>  |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>3</b>   |
| <b>GLH:</b>   | <b>17</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>  | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Understand areas of learning and development in the current early education curriculum   | 1.1 Explain the requirements of the areas of learning and development in the current early education curriculum<br>1.2 Explain how the areas of learning and development are co-dependent<br>1.3 Describe the outcomes for children that form part of the current early education curriculum<br>1.4 Explain how outcomes are assessed and recorded<br>1.5 Explain the importance of planning activities that demonstrate differentiation to support children's individual learning and development needs |
| 2. Be able to implement purposeful play opportunities, experiences and educational programmes relating to early education curriculum requirements | 2.1 Apply the principles of the <b>early education curriculum framework</b> to planning and implementation<br>2.2 Plan activities that include all <b>areas of learning and development</b> of the current early education curriculum requirements<br>2.3 Implement activities that include the <b>learning and development areas</b> of the current early education curriculum requirements<br>2.4 Observe children to identify areas in need of further development                                    |
| 3. Be able to engage with children in activities and experiences  | 3.1 Engage with children in activities that support their learning and development<br>3.2 Use language to support and extend children's learning when undertaking activities<br>3.3 Facilitate activities to support children's group learning and socialisation   |

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| <p><b>Additional information</b></p> <p><b>Early education curriculum framework:</b></p> <ul style="list-style-type: none"> <li>• Early Years Foundation Stage (EYFS)</li> </ul> <p><b>Learning and development areas:</b></p> <ul style="list-style-type: none"> <li>• Communication and language (extending vocabulary, language structure and dialogue for example)</li> <li>• Personal social and emotional development</li> <li>• Physical development</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the world</li> <li>• Expressive arts and design</li> </ul> |   |
| <b>Unit aim</b>  | <p>This unit introduces learners to the knowledge, understanding and skills required to support play and learning activities. The unit looks at the planning and implementation involved in delivering purposeful play opportunities and educational programmes. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English.</p> |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>   | <p>This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles.</p>  |
| <b>Details of the relationship of the unit and relevant national occupational standards</b>  | <p>N/A</p>  |



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| <b>Title:</b>  | <b>D/506/5540 Providing children with additional support in early years</b>  |
| <b>Level:</b>  | <b>3</b>   |
| <b>Credit Value:</b>   | <b>4</b>   |
| <b>GLH:</b>  | <b>20</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>   | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Be able to identify when a child is in need of <b>additional support</b>  | 1.1 Explain indicators of a child being in need of <b>additional support</b><br>1.2 Analyse reasons for a child being in need of <b>additional support</b><br>1.3 Inform <b>relevant people</b> about concerns regarding a child<br>1.4 Record concerns about a child in line with procedures in own work setting  |
| 2. Be able to engage with children to meet their additional needs  | 2.1 Plan activities to meet additional needs, working in partnership with: <ul style="list-style-type: none"> <li>• parents and/or carers</li> <li>• <b>other professionals</b></li> </ul> 2.2 Adapt resources and approaches to provide additional support<br>2.3 Engage positively with children during activities and play opportunities to meet children's additional needs<br>2.4 Reflect on how children with additional needs have been supported, including: <ul style="list-style-type: none"> <li>• actions taken</li> <li>• outcomes</li> </ul> 2.5 Identify areas: <ul style="list-style-type: none"> <li>• of success</li> <li>• that need improvement</li> </ul> |
| <b>Additional information</b>  |  |
| <b>Additional support:</b> <ul style="list-style-type: none"> <li>• Poverty and social disadvantage</li> <li>• Disability or special educational needs</li> <li>• Abuse or bullying</li> <li>• Lack of information or poor provision locally</li> <li>• Cultural</li> <li>• Rurality</li> <li>• Communication barriers</li> <li>• Mental and physical health</li> <li>• Attitudinal</li> </ul> |  |

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| <p><b>Relevant people:</b></p> <ul style="list-style-type: none"> <li>• Parents / Carers</li> <li>• Key person</li> <li>• Early years professional</li> <li>• Social workers</li> <li>• Health visitors</li> <li>• Dieticians</li> <li>• Child psychiatrists</li> <li>• Special educational needs coordinator (SENCO)</li> <li>• Early years teachers</li> <li>• Teachers</li> <li>• Family support workers</li> <li>• Speech and language therapists</li> <li>• Educational psychologist</li> <li>• Counsellors</li> </ul> <p><b>Other professionals:</b></p> <ul style="list-style-type: none"> <li>• Colleagues from other agencies and services</li> <li>• Multi-disciplinary teams</li> <li>• Carers</li> <li>• External partners</li> <li>• Others who are important to the child</li> <li>• Colleagues</li> <li>• Advocates</li> </ul> |  |
| <b>Unit aim</b>   | <p>This unit addresses the knowledge, skills and competence required to identify when a child is in need of additional support. The unit also looks at working in partnership with parents and/or carers and other professionals. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English.</p> |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>  | <p>This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles.</p>   |
| <b>Details of the relationship of the unit and relevant national occupational standards</b>   | <p>N/A</p>   |

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| <b>Title:</b>   | <b>A/506/5948 Safeguarding children in early years settings</b>  |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>5</b>   |
| <b>GLH:</b>   | <b>23</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>  | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Understand the legal requirements and guidance impacting on safeguarding in early years settings | 1.1 Explain child protection in the context of safeguarding children in early years settings<br>1.2 Outline <b>legal requirements and guidance</b> within own UK Home Nation relating to: <ul style="list-style-type: none"> <li>• safeguarding</li> <li>• health and safety</li> <li>• security</li> <li>• duty of care</li> <li>• confidentiality of information</li> <li>• promoting the welfare of children</li> <li>• local safeguarding partners</li> </ul> 1.3 Explain organisational <b>policies and procedures</b> that are in place to: <ul style="list-style-type: none"> <li>• protect children</li> <li>• those who work with them</li> </ul>                     |
| 2. Be able to act upon own responsibilities in relation to promoting the welfare of children        | 2.1 Analyse the impact legal requirements and guidance have on own role and responsibilities<br>2.2 Adhere to own responsibilities in relation to: <ul style="list-style-type: none"> <li>• confidentiality of information</li> <li>• safeguarding</li> <li>• duty of care</li> <li>• promoting the welfare of children</li> <li>• reporting issues and concerns</li> </ul> 2.3 Explain how to minimise the risks to children from: <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• buying and selling online</li> <li>• sexual exploitation</li> </ul> 2.4 Support children to know how to protect themselves and <b>others</b> |

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| 3. Understand indicators of potential or actual abuse or harm                      | 3.1 Describe the different <b>types of abuse</b><br>3.2 Describe signs and symptoms of the different <b>types of abuse</b><br>3.3 Explain the importance of observing and monitoring children’s behaviour for changes<br>3.4 Describe how to raise awareness of suspected abuse  |
| 4. Understand how to respond to allegations that a child has been abused or harmed | 4.1 Describe the actions which must be taken when there are concerns about harm, abuse or neglect in line with policies and procedures<br>4.2 Explain why it is important to: <ul style="list-style-type: none"> <li>• believe a child</li> <li>• remain non judgemental</li> </ul> 4.3 Describe the roles and responsibilities of the organisations that may be involved when a child has been abused or harmed |
| 5. Be able to maintain records and reports to legal requirements                   | 5.1 Maintain accurate and clear <b>records and reports</b><br>5.2 Share information to ensure the needs of all children are met<br>5.3 Explain the processes used by own organisation to comply with data protection   |

**Additional information**

**Legal requirements and guidance:**

- Current legislation and guidance
- The United Nations Convention on the Rights of the Child
- Early Years Foundation Stage (EYFS)
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2019)
- Children and Families Act (2014)
- Equality Act (2010)
- The children Act (1989)
- The Children Act (2006)
- Local Safeguarding Partners (LSP)

**Policies and procedures:**

- Working in an open and transparent way
- Duty of care
- Physical contact
- Off site visits
- Sharing concerns and recording / reporting incidents
- Safeguarding children
- Listening to children and young people
- Whistleblowing
- Intimate personal care

- Photography and video
- Recognising when a child is in danger or at risk of abuse
- Actions to take in the event of a safeguarding incident
- E-safety

**Types of abuse:**

- Physical
- Sexual abuse
- Child Sexual Exploitation
- Modern Slavery
- County Lines
- Neglect
- Emotional
- Bullying
- FGM
- Online abuse
- Grooming
- Domestic Abuse

**Records and reports:**

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

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| <p><b>Unit aim</b></p>   | <p>This unit introduces learners to the roles, responsibilities and requirements of safeguarding children in early year's settings. The unit also explores legislation, guidelines, policies and procedures which impact on safeguarding, including data protection and information handling. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English.</p> |
| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>    | <p>This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles</p>  |
| <p><b>Details of the relationship of the unit and relevant national occupational standards</b></p> | <p>N/A</p>   |

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| <b>Title:</b>   | <b>T/506/5947 Supporting children through transitions and significant events</b>  |
| <b>Level:</b>   | <b>3</b>  |
| <b>Credit Value:</b>  | <b>4</b>  |
| <b>GLH:</b>   | <b>15</b>   |
| <b>Learning Outcomes<br/>The learner will:</b>                                      | <b>Assessment Criteria<br/>The learner can:</b>   |
| 1. Understand how <b>transitions and significant events</b> affect children's lives | 1.1 Describe <b>theories</b> relating to transitions<br>1.2 Analyse the impact <b>transitions and significant events</b> can have on children's lives<br>1.3 Explain the importance for children having stable relationships during periods of <b>transition</b><br>1.4 Explain why it is important for children to develop resilience<br>1.5 Explain own setting's policies and procedures relating to transitions   |
| 2. Be able to prepare children for <b>transitions and significant events</b>        | 2.1 Support children to express their feelings, views and hopes in relation to forthcoming transitions <b>and significant events</b><br>2.2 Use child centred approaches to support children in decision making<br>2.3 Encourage children and <b>others</b> to make positive choices in preparation for <b>transitions and significant events</b>   |
| 3. Be able to support children through <b>transitions and significant events</b>    | 3.1 Use a solution focused approach to encourage children to develop a positive outlook when experiencing <b>transitions and significant events</b><br>3.2 Work with <b>others</b> to support children's wellbeing and resilience<br>3.3 Provide opportunities for children to explore the effects of <b>transitions and significant events</b> on their lives<br>3.4 Record concerns about a child's health or wellbeing following <b>transitions and significant events</b><br>3.5 Explain why transitions should be gradual and at the child's individual pace<br>3.6 Support children through transitions |

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| <p><b>Additional information</b></p> <p><b>Transitions and significant events:</b></p> <ul style="list-style-type: none"> <li>• Moving to school</li> <li>• Birth of a sibling</li> <li>• Living outside of the home</li> <li>• Loss of significant people</li> <li>• Moving home</li> <li>• Family breakdown</li> <li>• Moving between settings and carers</li> <li>• Starting and moving through day care</li> </ul> <p><b>Theories:</b></p> <ul style="list-style-type: none"> <li>• Piaget</li> <li>• Vygotsky</li> <li>• Bredekamp</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• Special education needs coordinator (SENCO)</li> <li>• Early years teachers</li> <li>• Teachers</li> <li>• Family support workers</li> <li>• Speech and language therapists</li> <li>• Educational psychologist</li> <li>• Counsellors</li> <li>• Key person</li> <li>• Early years professional</li> <li>• Social workers</li> <li>• Health visitors</li> <li>• Dieticians</li> <li>• Child psychiatrists</li> </ul> |   |
| <b>Unit aim</b>   | This unit provides the knowledge, understanding and the competence required to support children going through transitions and significant events in their lives. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English. |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>  | This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles  |
| <b>Details of the relationship of the unit and relevant national occupational standards</b>   | N/A   |

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| <b>Title:</b>   | <b>J/506/5533 Supporting children’s holistic development</b>  |
| <b>Level:</b>   | <b>3</b>  |
| <b>Credit Value:</b>  | <b>5</b>  |
| <b>GLH:</b>   | <b>15</b>   |
| <b>Learning Outcomes<br/>The learner will:</b>  | <b>Assessment Criteria<br/>The learner can:</b>   |
| 1. Understand patterns of children’s holistic development                                 | 1.1 Explain the term holistic development<br>1.2 Analyse the importance to children’s holistic development of: <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> </ul>   |
| 2. Be able to use approaches for children’s development of early literacy and mathematics | 2.1 Explain the systematic synthetic phonic approach<br>2.2 Implement <b>strategies for developing early literacy and mathematics</b><br>2.3 Evaluate strategies for developing early literacy and mathematics<br>2.4 Apply approaches that can be used to engage children in a group or as an individual within <ul style="list-style-type: none"> <li>• literacy and reading</li> <li>• mathematics</li> </ul>  |
| 3. Be able to support children’s speech, language and communication development           | 3.1 Identify the communication development needs of children<br>3.2 Implement early intervention criteria<br>3.3 Facilitate play and activities to support : <ul style="list-style-type: none"> <li>• speech, language and communication development</li> <li>• imagination and memory</li> <li>• understanding and creativity</li> </ul> 3.4 Record approaches in an Individual learning plan with intervention strategies meeting the needs of the children<br>3.5 Evaluate activities in terms of the development of children’s speech, language and communication<br>3.6 Explain how multi-agency teams work together to support children’s development of speech, language and |



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|  | communication   |
| <b>Additional information</b><br><b>Strategies for developing early literacy and mathematics:</b><br><b>Literacy strategies:</b> <ul style="list-style-type: none"> <li>• Language comprehension</li> <li>• Word reading</li> <li>• Reading</li> <li>• Systematic phonics</li> <li>• Conversations</li> <li>• Imaginative play</li> <li>• Language rich environment</li> <li>• Writing transcription</li> <li>• Writing composition</li> </ul> <b>Mathematics strategies:</b> <ul style="list-style-type: none"> <li>• Counting</li> <li>• Spatial reasoning</li> <li>• Shape, space and measure</li> <li>• Patterns and relationships</li> <li>• Cognitive development</li> </ul> |   |
| <b>Unit aim</b>  | This unit provides knowledge, understanding and the competence required to promote children’s development. The unit also explores systematic synthetic phonics and strategies for developing early literacy and mathematics. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English. |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>   | This unit be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles   |
| <b>Details of the relationship of the unit and relevant national occupational standards</b>  | N/A   |

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| <b>Title:</b>   | <b>K/506/5962 Supporting positive behaviour in children during early years</b>   |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>4</b>   |
| <b>GLH:</b>   | <b>15</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>  | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Understand strategies supporting the development of positive behaviour in children | 1.1 Explain how <b>legislation, frameworks, codes of practice and policies</b> apply to supporting positive behaviour of children<br>1.2 Analyse the difference between proactive and reactive strategies when promoting positive behaviour<br>1.3 Explain the importance of identifying patterns of behaviour and triggers to challenging behaviour when establishing proactive and reactive strategies<br>1.4 Explain the importance of maintaining a child-centred approach when establishing proactive strategies<br>1.5 Identify sources of support where there are concerns about the behaviour of a child<br>1.6 Describe when the Common Assessment Framework should be used to identify a child's needs |
| 2. Be able to support children to understand their behaviour                          | 2.1 Use observations to identify triggers that could lead to changes in behaviour<br>2.2 Support children to develop an understanding of the consequences of their behaviour<br>2.3 Respond consistently to incidences of inappropriate behaviour with positive approaches   |
| 3. Be able to identify behavioural boundaries with children in own work setting       | 3.1 Explain to a child what is expected of them in relation to their behaviour<br>3.2 Establish behavioural goals and boundaries with children and parents and/or carers<br>3.3 Record agreed behavioural goals and boundaries in line with the early years setting's policies and procedures  |

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|  | 3.4 Discuss next steps with parents and/or carers   |
| 4. Be able to promote positive behaviours expected of children in own role   | 4.1 Explain the importance of reinforcing positive behaviour with children<br>4.2 Promote the positive behaviour of children through role modelling<br>4.3 Support children to manage their own behaviour in relation to others<br>4.4 Provide support to a child to help them meet behavioural goals and boundaries<br>4.5 Identify sources of help and support where there are concerns about the behaviour of a child<br>4.6 Record progress towards the achievement of behavioural goals<br>4.7 Review progress towards behavioural goals |
| <b>Additional information</b><br><br><b>Legislation, frameworks, codes of practice and policies:</b> <ul style="list-style-type: none"> <li>• Current early education curriculum framework</li> <li>• Guidelines: Working Together to Safeguard Children</li> <li>• Safe working practices</li> <li>• Policies to protect children.</li> <li>• Information sharing</li> <li>• Behaviour management policies</li> <li>• United Nations Convention on the Rights of the Child</li> <li>• Health and Safety at Work Act 1974</li> <li>• Equality Act 2010</li> <li>• Children Act 1989</li> <li>• SEND Code of Practice: 0-25 2015</li> </ul> |   |
| <b>Unit aim</b>  | This unit addresses the knowledge, skills and competence required to promote positive behaviours expected of children. The unit also explores how to support children to manage their own behaviour in relation to others. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English.   |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>   | This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles  |
| <b>Details of the relationship of the unit and relevant national occupational standards</b>  | N/A   |

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| <b>Title:</b>  | <b>K/506/5945 Understanding child development</b>  |
| <b>Level:</b>  | <b>3</b>   |
| <b>Credit Value:</b>   | <b>4</b>   |
| <b>GLH:</b>  | <b>15</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>   | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Understand patterns of children's development from birth to age 7   | 1.1 Explain the expected patterns of <b>children's development</b> from birth to 5 years<br>1.2 Explain the expected patterns of <b>children's development</b> from age 5 to 7 years<br>1.3 Explain the stages and sequences of <b>children's development</b> from: <ul style="list-style-type: none"> <li>• birth up to 3 years</li> <li>• 3-4 years</li> <li>• 4-5 years</li> <li>• 5-7 years</li> </ul> |
| 2. Understand <b>factors</b> that influence children's development   | 2.1 Analyse <b>factors</b> that influence children's development<br>2.2 Analyse how children's learning and development can be affected by: <ul style="list-style-type: none"> <li>• their stage of development</li> <li>• individual circumstances</li> </ul> 2.3 Explain how factors that influence children's development affect own practice   |
| <b>Additional information</b><br><br><b>Children's development</b> must include the following: <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Literacy and numeracy</li> <li>• Emotional</li> <li>• Neurological and brain development</li> <li>• Speech, language and communication development</li> <li>• Physical</li> <li>• Social</li> </ul> |  |

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| <b>Factors:</b> <ul style="list-style-type: none"> <li>• Health status</li> <li>• Sensory impairment</li> <li>• Poverty and deprivation</li> <li>• Personal choices</li> <li>• Education</li> <li>• Disability</li> <li>• Learning difficulties</li> <li>• Family environment and background</li> <li>• Looked after / care status</li> </ul> |  |
| <b>Unit aim</b>   | This unit provides learners with knowledge and understanding of how children from birth up to 7 years develop, including influences on their development. It also addresses the impact of these influences on the practitioner's role. |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>  | This unit must be assessed in line with NCTL and Joint Awarding Body Quality Group assessment principles   |
| <b>Details of the relationship of the unit and relevant national occupational standards</b>   | N/A  |

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| <b>Title:</b>  | <b>H/506/5944 Understanding theories and philosophical approaches to child development</b>   |
| <b>Level:</b>  | <b>3</b>   |
| <b>Credit Value:</b>   | <b>3</b>   |
| <b>GLH:</b>  | <b>20</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>   | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Understand how theories and philosophical approaches support children's learning and develop  | 1.1 Explain <b>theories and philosophical approaches</b> to how children learn and develop<br>1.2 Analyse how theories and philosophical approaches influence practice<br>1.3 Explain how to apply theories and philosophical approaches to support children's development |
| 2. Understand the significance of positive attachment during a child's development   | 2.1 Explain <b>theories and research on attachment</b><br>2.2 Analyse the importance of attachment for children<br>2.3 Analyse approaches for promoting positive attachments   |
| <b>Additional information</b>  |  |
| <b>Theories and philosophical approaches:</b> <ul style="list-style-type: none"> <li>• Cognitive (e.g. Piaget)</li> <li>• Humanist (e.g. Maslow)</li> <li>• Operant conditioning (e.g. Skinner)</li> <li>• Developmental</li> <li>• Reggio – Emilia</li> <li>• Natural play</li> <li>• Erik Erikson</li> <li>• Urie Bronfenbrenner: Ecological systems theory</li> <li>• Information-processing theory</li> <li>• Waldorf Education</li> <li>• The Vygotskian approach</li> <li>• Ivan Pavlov: Classical conditioning</li> <li>• Howard Gardner's multiple intelligences theory</li> <li>• Psychoanalytic (e.g. Freud)</li> <li>• Social Learning (e.g. Bandura)</li> <li>• Behaviourist (e.g. Watson)</li> <li>• Dr Maria Montessori</li> </ul> |  |

- Anna Ephgrave – In the moment
- Alistair Bryce - Clegg
- Curiosity Approach

**Theories and research on attachment:**

- Bowlby’s theory of maternal attachment
- Harlow
- Schaffer and Emerson
- Mary Ainsworth’s research into the security of attachment (secure, resistant and avoidant)
- Robertson
- Magda Gerber – Respectful Parenting

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| <b>Unit aim</b>   | This unit provides learners with knowledge and understanding of how children develop and the theoretical perspectives underpinning development. The unit also covers attachment and its importance for young children. |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>    | This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles   |
| <b>Details of the relationship of the unit and relevant national occupational standards</b> | N/A  |

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| <b>Title:</b>  | <b>D/506/5943 Using assessment techniques for children in early years</b>   |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit Value:</b>   | <b>4</b>  |
| <b>GLH:</b>  | <b>19</b>   |
| <b>Learning Outcomes<br/>The learner will:</b>   | <b>Assessment Criteria<br/>The learner can:</b>   |
| 1. Be able to prepare plans which reflect the stage of development and circumstances of children | 1.1 Explain the requirements of the <b>areas of learning and development</b> in the early education curriculum framework<br>1.2 Explain the <b>assessment techniques</b> used within the current early education curriculum framework<br>1.3 Ensure plans fully reflect the stage of development, individual needs and circumstances of children<br>1.4 Engage with children and <b>others</b> to encourage their participation in planning their learning and development activities |
| 2. Be able to carry out observational assessment   | 2.1 Carry out observational assessment that meet the circumstances of children<br>2.2 Record observational assessment accurately<br>2.3 Make use of formative and summative assessment to track children's progress<br>2.4 Plan next steps to include shaping learning opportunities<br>2.5 Ensure coverage of all <b>areas of learning and development</b>   |
| 3. Be able to carry out purposeful play opportunities, experiences and educational programmes    | 3.1 Implement strategies to develop and extend children's learning and thinking, including sustained shared thinking<br>3.2 Provide learning experiences, environments and opportunities appropriate to the: <ul style="list-style-type: none"> <li>• age</li> <li>• stage</li> <li>• development</li> <li>• needs of individual and groups of children</li> </ul> 3.3 Encourage children's participation, ensuring a balance between adult-led                                       |



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|  | and child-initiated activities   |
| 4. Be able to discuss children’s progress and plan next stages | 4.1 Identify the needs, interests and stages of development of individual children<br>4.2 Discuss children’s progress in their learning with: <ul style="list-style-type: none"> <li>• the key person</li> <li>• colleagues</li> <li>• parents and/or carers</li> </ul> 4.3 Plan next stages of children’s learning, including recording of next steps |

**Additional information**

**Areas of learning and development** in the current early education curriculum framework

The prime areas of learning are:

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

The specific areas of learning are:

- Literacy
- Understanding the worlds
- Mathematics
- Expressive arts and design

**Assessment techniques:**

- A checklist
- Narrative methods
- Digital recordings
- Time sample
- Target child observation
- Snapshot
- Formative ( on going Assessment)
- Two Year check
- Reception Baseline Assessment
- The Early Years Foundation Stage Profile

**Others:**

- Special educational needs coordinator (SENCO)
- Early years teachers
- Teachers
- Speech and language therapists
- Family support workers
- Educational psychologist
- Counsellors
- Key person

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| <ul style="list-style-type: none"> <li>• Early years professional</li> <li>• Social workers</li> <li>• Health visitors</li> <li>• Dieticians</li> <li>• Child psychiatrists</li> </ul> |  |
| <b>Unit aim</b>  | This unit focuses on assessment and planning to meet children’s needs when providing learning experiences and development activities over a given period of time. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English. |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>   | This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles   |
| <b>Details of the relationship of the unit and relevant national occupational standards</b>  | N/A  |

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| <b>Title:</b>  | <b>Y/506/5942 Working in partnership with parents and others in early years settings</b>  |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit Value:</b>   | <b>5</b>  |
| <b>GLH:</b>  | <b>20</b>   |
| <b>Learning Outcomes<br/>The learner will:</b>   | <b>Assessment Criteria<br/>The learner can:</b>   |
| 1. Be able to work in partnership with colleagues and other professionals                                    | 1.1 Explain the <b>legislation, guidance, policies and procedures</b> relating to partnership working in early years settings<br>1.2 Explain the roles of <b>colleagues and others</b> involved in working in partnership<br>1.3 Analyse the importance of working in partnership with <b>colleagues and others</b> to meet the needs of babies and children, enabling them to progress<br>1.4 Work in partnership with <b>colleagues and others</b><br>1.5 Adhere to legislation and codes of practice in relation to confidentiality when working with colleagues and others<br>1.6 Reflect on actions taken and their outcomes |
| 2. Be able to work in partnership with parents and/or carers   | 2.1 Evaluate how partnership working delivers better outcomes for children and families<br>2.2 Work in partnership with parents and/or carers to share information relating to children's needs and development<br>2.3 Explain how to overcome barriers to integrated working with parents and/or carers  |
| 3. Be able to encourage parents and/or carers to take an active role in the child's learning and development | 3.1 Provide guidance to parents and/or carers to help them identify the valuable contributions they make to the child's: <ul style="list-style-type: none"> <li>• health</li> <li>• well-being</li> <li>• learning</li> <li>• development</li> <li>• behaviour</li> </ul> 3.2 Provide settling in periods for children and parents/carers   |

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|  | <p>3.3 Analyse the principles and values that underpin parental and/or carer involvement in a child's learning and development</p>  |
| <p>4. Be able to communicate in clear English</p>  | <p>4.1 Communicate using clear and standard English in own work role</p> <p>4.2 Record information accurately, including correct</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• grammar</li> </ul>  |
| <p><b>Additional information</b></p> <p><b>Legislation, guidance and policies and procedures:</b></p> <ul style="list-style-type: none"> <li>• Current legislation and guidance</li> <li>• Early Years Foundation Stage (EYFS)</li> <li>• Sharing concerns and recording / reporting incidents</li> <li>• Codes of practice</li> <li>• Duty of care</li> </ul> <p><b>Colleagues and others:</b></p> <ul style="list-style-type: none"> <li>• Special educational needs coordinator (SENCO)</li> <li>• Early years teachers</li> <li>• Teachers</li> <li>• Family support workers</li> <li>• Speech and language therapists</li> <li>• Educational psychologist</li> <li>• Counsellors</li> <li>• Key person</li> <li>• Early years professional</li> <li>• Social workers</li> <li>• Health visitors</li> <li>• Dieticians</li> <li>• Child psychiatrists</li> </ul> |   |
| <p><b>Unit aim</b></p>   | <p>This unit examines the importance of working in partnership with colleagues and other professionals and parents and/or carers. The unit also explores how the parent and/or carers are integral to children's early learning and development. Through this unit learners will develop both their written and verbal communication and demonstrate a good command of English.</p> |

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| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>    | This unit must be assessed in line with the NCTL and Joint Awarding Body Quality Group assessment principles |
| <b>Details of the relationship of the unit and relevant national occupational standards</b> | N/A  |