Level 3 Diploma in Children's Care Learning and Development (Northern Ireland) (3087-03)

September 2020 Version 1.0

Qualification Handbook

Qualification at a glance

City & Guilds number	3087-03
Entry requirements	None
Assessment types	Portfolio
Approvals	Automatic approval for existing centres / Full approval for new centres
Support materials	Qualification Handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds qualification number	QAN
Level 3 Diploma in Children's Care Learning and Development (Northern Ireland)	467	700	3087-03	603/6141/4

Contents

Qualification at a glance		**2**
Contents		**3**
1	**Introduction**	**5**
	Structure	7
	Grading	8
	Total Qualification Time	9
2	**Centre requirements**	**10**
	Approval	10
	Learner entry requirements	12
	Age restrictions	12
3	**Delivering the qualification**	**13**
	Initial assessment and induction	13
	Data protection, confidentiality and legal requirements	13
	Support materials	15
4	**Assessment**	**16**
	Assessment strategy	16
	Summary of assessment methods	17
5	**Units**	**19**
	Structure of the units	19
Unit 301	**Context and principles for the Early Years sector**	**20**
Unit 302	**Communication and partnership working**	**24**
Unit 303	**Safeguarding children**	**30**
Unit 304	**Keeping children safe, healthy and well**	**35**
Unit 305	**Supporting children's personal care and nutrition**	**41**
Unit 306	**Supporting children's development**	**45**
Unit 307	**Supporting children's play opportunities and experience of play**	**55**
Unit 308	**Contribute to the support of children with disabilities and/or special needs**	**61**
Unit 309	**Understand how to set up a home based childcare service**	**64**
Unit 310	**Support babies and/or young children in their own home**	**69**
Unit 311	**Understand how to support parents/carers to develop positive and responsive relationships with children**	**71**
Unit 312	**Engage fathers in their babies and/or young children's early learning**	**74**

Unit 313	Promote the acquisition of a new language through immersion in an Early Years setting	76
Unit 314	Support families who have a child with a disability	80
Unit 315	Promote signing and/or alternative approaches to advance speech, language and communication	84
Unit 316	Developing effective study skills	87
Unit 317	Engaging babies and young children in storytelling	90
Unit 318	Research in Early Years practice	93
Unit 319	Contemporary theories and thinking in Early Years	97
Unit 401	Understand the needs of children who are vulnerable and experiencing poverty and disadvantage	100
Unit 402	Support babies and/or young children who have a disability and/or those with specific requirements	103
Unit 403	Support children with physical disabilities	107
Unit 404	Support children with learning disabilities	111
Unit 405	Support young children with autistic spectrum conditions	115
Unit 406	Support the learning and development of young children with health needs	119
Unit 407	Support young children with sensory loss	123
Appendix 1	NOS links	127
Appendix 2	Sources of general information	131
Appendix 3	Useful contacts	132

1 Introduction

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

Area	Description
What is the qualification purpose?	The purpose of the Level 3 Diploma in Children's Care Learning and Development (Northern Ireland) is to confer occupational competence at Level 3 for individuals who work in paid or unpaid employment in a range of Early Years settings. The qualification allows learners to gain and apply in-depth knowledge and understanding about child development (0-12 years) and to develop and refine the practical and technical skills required for employment and/or career progression in the Early Years and Childcare Sector working with children from 0-5 years and 11 months. The work setting **must** be either a regulated (via Social Services) or an inspected (via Social Services or the Education and Training Inspectorate) early years setting. This means that the learner **must** have access to working with children aged 0-5 years and 11 months for all of their practice/placement hours. Appropriate settings, including Irish Medium provision, would be: • Registered childminding settings – working with children up to 5yrs 11mths • Playgroups • Day Care Nurseries • Statutory Nursery Settings • Foundation Phase provision up to the age of 5yrs 11mths • Sure Start provision This qualification meets the needs of learners who work or want to work with babies and young children as leaders/supervisors in a wide range of early years settings including full day care,

sessional and, childminding and out of school clubs for example in the roles of:

- Room supervisor
- Childminder
- Nursery nurse
- Sure Start room leader
- Playgroup room leader

The qualification can be delivered as a work based learning programme, an apprenticeship or as part of a full time study programme, provided the requirements for work placement hours are met.

What does the qualification cover?	It allows learners to gain and apply in-depth knowledge and understanding about child development (0-12 years) and to develop and refine the practical and technical skills required for employment and/or career progression in the Early Years and Childcare Sector working with children from 0-5 years 11 months
What opportunities for progression are there?	It allows learners to progress into and within employment or to recognised and required leadership and management qualifications, provided they have attained a relevant role
Who did we develop the qualification with?	Northern Ireland Social Care Council, external stakeholders and other Awarding Organisations
Is it part of an apprenticeship framework or initiative?	Yes

Structure

To achieve the City & Guilds Level 3 Diploma in Children's Care Learning and Development (Northern Ireland) learners must achieve

- **56** credits from the mandatory units 301 - 308
  Plus
- a minimum of **14** credits from the optional units 309 – 319, 401 - 407

Level	City & Guilds unit number	Unit title	GLH	Credit
Mandatory				
3	301	Context and principles for the Early Years sector	60	8
3	302	Communication and partnership working	35	6
3	303	Safeguarding children	40	6
3	304	Keeping children safe, healthy and well	60	9
3	305	Supporting children's personal care and nutrition	30	4
3	306	Supporting children's development	60	9
3	307	Supporting children's play opportunities and experience of play	40	8
3	308	Contribute to the support of children with disabilities and/or special needs	40	6
Optional				
3	309	Understand how to set up a home-based childcare service	32	4
3	310	Support babies and/or young children in their own home	30	4
3	311	Understand how to support parents/carers to develop positive and responsive relationships with children	35	4
3	312	Engage fathers in their babies and/or young children's early learning	20	3
3	313	Promote the acquisition of a new language through immersion in an Early Years setting	35	5

Level	City & Guilds unit number	Unit title	GLH	Credit
3	314	Support families who have a child with a disability	23	3
3	315	Promote signing and/or alternative approaches to advance speech, language and communication	50	7
3	316	Developing effective study skills	30	4
3	317	Engaging babies and young children in storytelling	25	3
3	318	Research in Early Years practice	50	6
3	319	Contemporary theories and thinking in Early Years	50	6
4	401	Understand the needs of children who are vulnerable and experiencing poverty and disadvantage	40	5
4	402	Support babies and/or young children who have a disability and/or those with specific requirements	45	6
4	403	Support children with physical disabilities	44	6
4	404	Support children with learning disabilities	44	6
4	405	Support young children with autistic spectrum conditions	44	6
4	406	Support the learning and development of young children with health needs	44	6
4	407	Support young children with sensory loss	44	6

Grading

This qualification is graded as pass/fail.

Total Qualification Time

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

City & Guilds Level 3 Diploma in Children's Care Learning and Development (Northern Ireland)	467	700

2 Centre requirements

Approval

You will be automatically approved to offer the City & Guilds Level 3 Diploma in Children's Care, Learning and Development (Northern Ireland) (3087-03), if your centre is already approved to offer and has been delivering any of the following qualifications:

- City & Guilds Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) (4227-06)
- City & Guilds Level 5 Diploma in Leadership for Children's Care, Learning and Development: Advanced Practice (Wales and Northern Ireland) (4227-07)
- City & Guilds Level 5 Diploma in Leadership for Children's Care, Learning and Development (Wales and Northern Ireland) (4227-08)

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information **https://www.cityandguilds.com/delivering-our-qualifications/centre-development/quality-assurance/quality-assurance-documents**

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Practice/placement hours

All learners **must** have access to either employment or work experience in a real work setting to support them to develop and practice their skills and apply their knowledge at an appropriate level. This ensures that learners are able to demonstrate consistent competence at level 3 to meet the requirements of the Level 3 Diploma in Children's Care Learning and Development (Northern Ireland).

Learners must have access to between 600-700 hours in a work setting that will facilitate development of their skills and knowledge at level 3.

The number of practice/placement hours **may** be reduced to a minimum of 570 hours **only** in the following circumstances:

- A learner has already completed the Level 2 Diploma in Children's Care Learning and Development (Northern Ireland)
- A learner can evidence recent (within the previous 2 years), authenticated and relevant work experience which reflects some of the requirements of the Level 3 Diploma in Children's Care Learning and Development (Northern Ireland)

All learners must undergo initial assessment against the requirements of the qualification, and this must be documented. An individual learning plan can then be produced. The initial assessment must be available to Internal and External Quality Assurers. If practice/placement hours have been reduced to 570 hours, the documentation **must** include clear evidence to support this.

There is a connection between the assessment of competence and the placement hours required for this qualification. Assessor observations should continue until the full complement of hours has been achieved. The evidence from these activities must be mapped to the qualification assessment criteria and used to inform a robust decision of competence. Learners are not permitted to 'build up' their hours after the final internal quality assurance has occurred.

The work setting **must** be either a regulated (via Social Services) or an inspected (via Social Services or the Education and Training Inspectorate) early years setting. This means that the learner **must** have access to working with children aged from 0 – 5 years and 11 months for all of their practice/placement hours. Appropriate settings, including Irish Medium provision, would be:

- Registered childminding settings – working with children up to 5yrs 11mths
- Playgroups
- Day Care Nurseries
- Statutory Nursery Settings
- Foundation Phase provision up to the age of 5yrs 11mths
- Sure Start provision

For further details of appropriate work settings and the expectations of learners, learning providers and employers, please refer to the guide which has been jointly developed by City & Guilds and CACHE. This will be available on the qualification web page.

The guidance on work placement/practice hours has been endorsed by the Northern Ireland Social Care Council, the Early Years Workforce Committee, which represents employers in the early years sector, and the Employers Forum for Early Years, Playwork and Childminding.

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- Centre staff should hold, or be working towards the relevant Assessor/Internal Quality Assurer TAQA qualification (or equivalent) for their role in delivering, assessing and quality assuring this qualification, and meet the relevant experience requirements
- where assessors or quality assurance staff are working towards qualifications, their assessment and quality assurance decisions should be countersigned by a qualified assessor or quality assurer
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Assessors

- Assessors must be able to demonstrate that they have verifiable, relevant and sufficient occupational competence to evaluate and judge performance and knowledge evidence requirements as set out in the relevant unit learning outcomes and associated assessment criteria.
- This will be demonstrated either by holding a relevant early years qualification or by proven experience of the occupational areas to be assessed. The assessor's competence must, at the very least, be at the same level as that required of the learner(s) in the units being assessed.
- Assessors must hold or be working towards recognised Assessor qualifications.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully including having access to an acceptable placement and/or experience as outlined above.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for learners under 16.

3 Delivering the qualification

Initial assessment and induction

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

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

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

Data protection, confidentiality and legal requirements

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Confidential records used as evidence

Learners may quite appropriately cite confidential records as evidence in their qualification as long as the parent, or their advocate, has given written and informed consent for records to be used for this purpose. Where appropriate, learners should seek consent from individual children and respect the child's right to refuse.

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

The External Quality Assurer (EQA) may wish to discuss such evidence with the centre as part of the verification process but would not normally require sight of confidential records.

However, in the unlikely event that the EQA should have concerns about the quality of such evidence, they will, after discussion and agreement with the quality team, acquaint the centre management with their concerns. They may also seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

Images of minors being used as evidence

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

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

It is the responsibility of the centre to inform the candidate of the need to obtain written permission from the minor's parent/guardian. This must be in place prior to making references to images in assessment records and before tutor/assessors can view visual displays and pictorial records/reports.

Assessment centres must also ensure that all assessment staff are suitably qualified and approved to work in close proximity to and have access to children and vulnerable people. When seeking permission to make references to child images as part of the assessment process, candidates and centres must ensure that clear information has been shared in relation to:

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

*City & Guilds recognises the increasing role that social media and technologies play in day to day CCLD practice, eg Tapestry online learning journal, and that e-portfolios are part of modern assessment practice. When combined this can present centres with specific challenges regarding confidentiality, anonymity, cyber security and data protection. In these circumstances centres must ensure that the employer and families/carers have provided informed consent specifically relating to the inclusion of digital recorded child observations within an e-portfolio. Centres must demonstrate that the e-portfolio system used incorporates sufficiently robust safeguards regarding data storage and access protocols; and that they are maintained to meet GDPR standards.

Vetting requirements for those working or on occupational placement within regulated childcare provision

Prior to work or placement commencing, learners must undergo an Enhanced Disclosure [1]with barred list vetting checks using the Access NI processes. This must be fully completed, and agreed by the relevant Trust, who will issue a Vetting Clearance Letter to either the work setting or to the educational provider. Please note that an Enhanced Disclosure can only be requested if the

[1] Or required level of DBS check relevant to the setting

workplace or setting is a registered body with AccessNI. Individuals can only apply to AccessNI if they have a personal identification number (PIN) from a registered provider.

The full vetting process does not only refer to a criminal record checks but includes medical references, employment and personal references and Social Services checks. Vetting will be carried out in line with the agreed Regional Vetting Procedure. For full details on the vetting process refer to **VET/1 document Childminding and Day care Vetting Procedure** which is available from each Trust. Further information about the AccessNI process is available **here**

Support materials

The following resources are available for this qualification:

Qualification Handbook	**www.cityandguilds.com**

Recording documents

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

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurer, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4 Assessment

Assessment strategy

The City & Guilds Level 3 Diploma in Children's Care, Learning and Development (Northern Ireland) (3087-03) is a competence-based qualification which is assessed by a portfolio of evidence. The learner is measured against learning outcomes and assessment criteria described in each unit of the qualification. The learner must meet all the learning outcomes within the chosen units and meet the rules of combination to be able to be awarded the qualification.

This qualification and its units must be assessed in line with the set of assessment principles agreed by Skills for Care & Development for use in relevant social care qualifications across the United Kingdom. These Assessment Principles are published on the Skills for Care and Development website: **https://skillsforcareanddevelopment.org.uk**

Centres must carry out a robust initial assessment to ensure that the learner has the opportunity to provide evidence against all the requirements of the qualification.

There will be a combination of assessment methods for this qualification. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

Direct observation of candidate's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source of evidence.

Simulation is not permitted for any of the units within this qualification.

If learners are on placement in schools the centre must confirm that the learner will be able to generate reliable evidence of real work activity that reflects the role and purpose of the qualification. A range of appropriate placement setting is outlined in section 2 above. Learners must be working with children up to the age of 5yrs 11mths.

Assessment decisions for skills-based learning outcomes (eg those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor.

Assessment of knowledge based Learning Outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment, but the final assessment decision must show application of knowledge within the real work environment.

Evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

Confidential records must not be included in learners' portfolios but must be referred to within the assessment records. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using the services.

The assessor role can be as part of a wider role within an organisation's training department. Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation.

The use of expert witnesses should be determined and agreed by the assessor. An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have **EITHER** any qualification in assessment of workplace performance **OR** a work role which involves evaluating the everyday practice of staff.

Expert witnesses can also be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature
- have either any qualification that includes assessment of workplace performance and/or a professional work role which involves evaluating the everyday practice of staff

Summary of assessment methods

Candidates must:

- have a completed portfolio which includes evidence for each unit.

Time constraints

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

- All evidence must be completed and assessed within the learner's period of registration.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification.

For this qualification, RPL is allowed and is not sector specific.

Observation requirements

The prime source of evidence for the practical and technical skill-based learning outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses may provide testimony for the occupationally specific units.

Additional assessment methods or evidence sources

In addition to observation, assessors should identify an appropriate mix of other assessment methods from the list below, to ensure that all the assessment criteria are sufficiently evidenced to allow them to demonstrate the consistency of the learner's practice for each unit.

- Expert witnesses may observe learner practice and provide testimony for competence-based units. This will have parity with assessor observation for all competence-based units across the qualification. If an assessor is unable to observe their learner, she/he will identify an expert witness in the workplace, who will provide testimony of the learner's work-based performance.

- Work products can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- Professional discussion should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence of the learner's ability to evaluate their knowledge and practice across the qualification.
- Learner/reflective accounts describe learner's actions in particular situations and/or reflect on the reasons for practicing in the ways selected. Reflective accounts also provide evidence that learners can evaluate their knowledge and practice across the activities embedded in this qualification.
- Questions asked by assessors and answered by learners to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- Witness testimonies should be from people who are in a position to provide evidence of learner competence. Where testimony is sought from individuals who use the service, care should be taken to ensure the purpose of the testimony is understood and no pressure is exerted to provide it.
- Projects/assignments learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed, and which demonstrate their professional development may also be used.
- Case studies must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

  NB Confidential records must not be included in learners' portfolios but must be referred to within the assessment records.

Assessment decisions for the technical and skill-based assessment criteria must be made by an assessor with appropriate occupational competence.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- Credit value
- Guided learning hours (GLH)
- Unit aim
- Learning outcomes, which are comprised of a number of assessment criteria

Range statements, or lists that provide amplification for specific learning outcomes and/or assessment criteria, define the breadth or scope of a specific area by setting out the various circumstances in which they could be applied. Learners are only required to provide performance evidence of range that relate directly to their own job roles. The assessor must use their professional judgement regarding whether evidence to cover other items in the range is required to confer occupational competence or to demonstrate sufficient breadth and depth of knowledge. This should be agreed when planning the assessment.

Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (eg audio visual). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete tasks but are not required to use all the equipment or commodities in the range.

Units are based on the current version of the relevant NOS – details of relevant links to NOS are provided in Appendix 1.

Unit 301 Context and principles for the Early Years sector

Unit level:	3
Credit value:	8
GLH:	60
Unit aim:	In this unit, leaners will gain an understanding of the purpose and principles of the early years sector. They will understand team working and supervision and be able to apply professional standards in practice.

Learning outcome

The learner will:

1 Understand the purpose and principles of the early years sector

Assessment criteria

The learner can:

1.1 Explain the legal status of the relevant childhood framework/s, and how international, national and local guidance materials are used in practice

1.2 Explain the values and principles of the childcare learning and development sector and how these underpin child centred approaches to practice

1.3 Explain why early years frameworks emphasise a personal and individual approach to learning and development

1.4 Evaluate the importance of a child and family centred approach

1.5 Describe what is meant by the term inclusive practice

1.6 Analyse how inclusive practice promotes equality and diversity and reduces discrimination

1.7 Evaluate own role and the role of others in:

- supporting an inclusive environment
- challenging discrimination in a way that promotes change

1.8 Describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years

1.9 Explain how the **active participation** of children in decisions affecting their lives promotes the achievement of positive outcomes

Range

(AC1.9) **Active participation:** Active participation is an approach that enables individuals to be included in their care and have a greater say in how they live their life in ways that matter to them. The benefits of active participation can be divided into primary benefits and secondary benefits.

Child Led Participation can be defined as an ongoing process of children's expression and active involvement in decision-making at different levels in matters that concern them.

Learning outcome

The learner will:

2 Be able to apply professional standards in practice

Assessment criteria

The learner can:

2.1 Outline the duties and responsibilities in own role and how these meet professional standards

2.2 Demonstrate how professional standards inform practice and personal development

2.3 Explain why policies and procedures should reflect the values and principles of the early years sector to promote equality and inclusion

2.4 Demonstrate how to apply the principles and values in own practice

2.5 Describe how own values, beliefs and experiences may affect how you apply the principles and values in practice

2.6 Explain the importance of reflective practice in continuously improving the quality of service provided

Learning outcome

The learner will:

3 Understand theories of teams and team working

Assessment criteria

The learner can:

3.1 Outline models of **team** working

3.2 Explain the process of team development

3.3 Describe how shared goals can lead to team cohesion

Range

(AC3.1) **Team** could include:

- Within the organisation / service
- Multi-disciplinary
- Multi-agency

Learning outcome

The learner will:

4 Understand the principles that underpin effective teamwork

Assessment criteria

The learner can:

4.1 Explain why teams need:

- clear objectives
- clearly defined roles and responsibilities
- trust and accountability
- confidentiality
- communication
- conflict resolution

4.2 Describe the different roles and responsibilities that can occur within a team

4.3 Explain how values and principles impact teamwork

Learning outcome

The learner will:

5 Be able to reflect on teamwork in own setting

Assessment criteria

The learner can:

5.1 Reflect on own role and responsibilities within the team

5.2 Reflect on own performance in working as part of a team

5.3 Contribute to the development of continuous improvement within the work of the team

Learning outcome

The learner will:

6 Understand the purpose, process and principles of supervision

Assessment criteria

The learner can:

6.1 Describe the purpose and principles of supervision

6.2 Describe the process of supervision

6.3 Explain how the requirements of regulations, standards and **agreed ways** of working influence:

- supervision

- performance management
- career development

6.4 Explain how professional supervision can **protect and support** the:

- **individual**
- manager/leader
- Early Years worker

Range

(AC6.3) **Agreed ways** of working will include policies and procedures where these exist

(AC6.4) **Protect and support:** Consider potential impact of Adverse Childhood Experiences (ACEs) on practice

Individual: An individual is someone accessing care or support

- Parent
- Child
- Carer

Learning outcome

The learner will:

7 Be able to agree and review own personal development plan

Assessment criteria

The learner can:

7.1 Identify sources of support for planning and reviewing own development

7.2 Demonstrate how to work with others to agree and review own **personal development plan**

Range

(AC6.3) **Personal development plan** includes:

- Own learning needs
- Professional interests
- Development opportunities

Unit 302 Communication and partnership working

Unit level:	3
Credit value:	6
GLH:	35
Unit aim:	In this unit the learner will gain an understanding of communication and its importance. They will be able to meet various communication needs and preferences and be able to overcome barriers to communication. They will also be able to apply principles of confidentiality, information sharing and complaints handling. They will gain an understanding of partnership working and how this supports multi-agency and integrated working practices.

Learning outcome

The learner will:

1 Understand why communication is important in the work setting

Assessment criteria

The learner can:

1.1 Outline the different reasons people communicate

1.2 Describe the factors to consider when promoting communication

1.3 Explain how communication affects relationships with:

- the child
- parents/carers
- colleagues
- other professionals

1.4 Explain how active and responsive listening supports communication with individuals and **others**

1.5 Describe roles and responsibilities when communicating with:

- children
- parents/carers
- colleagues

- other professionals

Range

(AC1.4) **Others:**

- Child
- Parents/carer
- Colleagues
- Team members
- Other professionals

Learning outcome

The learner will:

2 Be able to meet the communication and language needs, wishes and preferences of individuals

Assessment criteria

The learner can:

2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of:

- children
- parents/carers
- colleagues
- other professionals

2.2 Demonstrate a range of **communication methods** and styles to meet the needs of:

- children
- parents/carers
- colleagues
- other professionals

2.3 Demonstrate how to respond to an individual's reactions when communicating

Range

(AC2.2) **Communication methods:**

- Non-verbal communication, eg eye contact, touch, physical gestures, body language, behaviour
- Verbal communication, eg vocabulary, linguistic tone, pitch
- Use of electronic communication aids
- Use of pictorial and design communication aids such as Makaton
- Use of an interpreter when appropriate including British/Irish Sign Language interpreters
- Effective use of the telephone
- Preparing and delivering presentations
- Written communication (guidance of meetings, personal records, presentations, letters, formal reports, email)

- Other assistive technologies

Learning outcome

The learner will:

3 Be able to overcome barriers to communication

Assessment criteria

The learner can:

3.1 Describe barriers to communication:
- cognitive
- cultural
- sensory
- environmental
- **interpersonal**

3.2 Demonstrate ways to overcome barriers to communication

3.3 Explain how to access extra support or **services** to enable individuals to communicate effectively

Range

(AC3.1) **Interpersonal** relates to key challenges that may impact communication such as:
- Conflict and conflict resolution skills and approaches
- Behavioural cues and reactions
- Emotional responses
- Misunderstandings/communication breakdown

(AC3.3) **Services** may include:
- Translation services
- Interpreting services
- Speech and language services
- Advocacy services

Learning outcome

The learner will:

4 Be able to apply principles and practices of confidentiality

Assessment criteria

The learner can:

4.1 Explain the meaning of the term confidentiality

4.2 Demonstrate ways to maintain confidentiality in day to day communication

4.3 Describe the potential tension between maintaining an individual's confidentiality and responding to and reporting concerns

4.4 Explain the **implications** of breaches of confidentiality for:

- the child
- parent/carer
- the employer
- the employee
- **others**

Range

(AC4.4) **Implications:** Legal requirements/Standards relevant statutory and regulatory requirements including Data Protection; Freedom of Information; General Data Protection Regulation (GDPR); Codes of conduct and practice; Caldicott Principles; Management Information Systems; Policies and Procedures

Others may include:

- Colleagues
- Team members
- Other professionals
- Stakeholders

Learning outcome

The learner will:

5 Be able to implement and support good practice in handling information

Assessment criteria

The learner can:

5.1 Describe the features of manual and electronic information storage systems that help ensure security

5.2 Demonstrate practices that ensure security when storing and accessing information

5.3 Demonstrate how to record, report, and refer information in line with **regulatory requirements** and legal responsibilities

5.4 Support others to understand the need for secure handling of information

5.5 Support **others** to understand and contribute to consistent and accurate record keeping

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Range

(AC5.3) **Regulatory requirements** including:

- Data Protection
- Freedom of Information
- General Data Protection Regulation (GDPR)
- Codes of conduct and practice
- Caldicott Principles
- MIS

• Policies Procedures

(AC5.5) **Others** may include:

• Parents/carers
• Colleagues
• Team members
• Other professionals

Learning outcome

The learner will:

6 Understand how to respond to complaints

Assessment criteria

The learner can:

6.1 Explain the main points of own organisational policy and procedures for handling complaints

6.2 Describe the circumstances and experiences that may prompt a complaint from an individual

6.3 Explain how to support an individual to make a complaint

6.4 Outline the benefits of reviewing complaints to improve service provision

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Learning outcome

The learner will:

7 Understand how partnership supports multi-agency and integrated working practices

Assessment criteria

The learner can:

7.1 Explain how communication and information sharing contributes to partnership working

7.2 Explain importance and benefits of partnership work with parents, families and carers

7.3 Describe a range of voluntary and statutory agencies that provide support to:

- early years services
- children, parents, families and carers who use their service

7.4 Outline different reasons why early years services should work in partnership with other voluntary and statutory agencies

7.5 Assess the role of partnership in the context of

- multi-agency working
- integrated working
- rights-based approach

7.6 Explain common barriers to integrated working and multi-agency working and how these can be overcome

7.7 Summarise why it is important for early years services and external support agencies to collaborate when working with children, parents, families and carers

7.8 Explain how and why referrals are made between agencies

7.9 Research the history of the **Northern Ireland assessment framework** and guidance

7.10 Analyse the current Northern Ireland assessment framework in relation:

- to multiagency and integrated working
- to supporting positive outcomes for children and their parents, families and carers

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Range

(AC7.9) **Northern Ireland assessment framework** currently the 'UNOCINI' Assessment Framework, which stands for Understanding the Needs Of Children In Northern Ireland

Unit 303 Safeguarding children

Unit level:	3
Credit value:	6
GLH:	40
Unit aim:	In this unit, learners will gain an understanding of the legislation and guidelines in place for safeguarding children and its importance in ensuring children's safety. They will understand the importance of partnership working and how to respond to concerns over a child's welfare. They will also use child-centred practice to support child safety and well-being.

Learning outcome

The learner will:

1 Understand the main legislation, guidelines, policies and procedures for safeguarding

Assessment criteria

The learner can:

1.1 Analyse current **legislation**, guidelines, policies and procedures in Northern Ireland in relation to the safeguarding of children

1.2 Review how current legislation, guidelines, policies and procedures are implemented across diverse early years settings

1.3 Explain child protection within the wider concept of safeguarding

1.4 Explain how duty of care contributes to the safeguarding and protection of children and **other individuals**

1.5 Explain when and why inquiries and case management reviews are required and how the sharing of the findings informs practice

Range

(AC1.1) **Legislation:** Legislation includes:

- Safeguarding Board Act NI 2011
- Criminal Law Act (Northern Ireland) 1967
- The Children (Northern Ireland) Order 1995
- Children and Young People's Strategy 2019-2029: (Department for Education, 2016)

• Children's Services Co-operation Act (Northern Ireland) 2015

• Co-operating to Safeguard Children and Young People in Northern Ireland (Department of Health, 2017)

• Revised regional core child protection policies and procedures for Northern Ireland (Safeguarding Board for Northern Ireland, 2018)

(AC1.4) **Other Individuals** may include:

• Colleagues

• Parents/carers

• Other professionals

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1 Explain what is meant by partnership working in the context of safeguarding

2.2 Describe the roles and responsibilities of the different organisations that may be involved when a child has been abused or harmed

2.3 Analyse the potential tension between maintaining **confidentiality** with the need to disclose information:

- where abuse of a child is suspected
- when it is suspected that a crime has been/may be committed

---

Range

(AC2.3) **Confidentiality:** In relation to Section 5 Criminal Law Act (Northern Ireland) 1967

Learning outcome

The learner will:

3 Understand the importance of ensuring children safety and protection in the work setting

Assessment criteria

The learner can:

3.1 Explain policies, procedures and **roles** that are in place to protect children and adults who work with them

3.2 Outline ways in which concerns about poor practice can be reported

3.3 Describe the policy, process and protocols relating to whistle blowing

3.4 Explain how practitioners can take steps to protect themselves within their everyday practice:

- in the work setting

- off site visits

Range

(AC3.1) **Roles:** In particular the Designated Child Protection Officer

Learning outcome

The learner will:

4 Understand how to respond to evidence or concerns that a child has been abused or harmed

Assessment criteria

The learner can:

4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding, taking into consideration age and stage of development signs/symptoms to include:

- physical
- sexual
- emotional
- neglect
- exploitation

4.2 Describe the actions to take in line with policies and procedures if a child alleges harm or abuse

4.3 Explain the rights that children, parents/carers have in situations where harm or abuse is suspected or alleged

Learning outcome

The learner will:

5 Understand how to respond to concerns that a child is or has been bullied

Assessment criteria

The learner can:

5.1 Explain different types of **bullying** and the potential effects on children:

- verbal
- emotional
- physical
- cyber
- other

5.2 Outline the policies and procedures that should be followed in response to concerns of bullying

5.3 Explain how to support a child and their family when bullying is suspected or alleged

Range

(AC5.1) **Bullying** may include:

- Verbal - name-calling, insults, sarcasm, spreading rumours, persistent teasing
- Emotional - exclusion, tormenting, ridicule, humiliation
- Physical - pushing, kicking, hitting, pinching and other forms of violence or threats
- Cyber bullying - the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else
- Other types of bullying, which can relate to all the above, such as homophobic or gender-based, racist, relating to special educational needs and disabilities

Learning outcome

The learner will:

6 Be able to use child centred practices to support children's safety and well-being

Assessment criteria

The learner can:

6.1 Describe how Adverse Childhood Experiences (ACEs) are **factors** that can lead to or contribute to harm, abuse or neglect

6.2 Describe why some children, families and carers are at more risk from harm, abuse or neglect

6.3 Explain the **strategies** to support children's self-confidence, self-esteem and resilience

6.4 Explain the importance of supporting self-confidence, self-esteem and resilience in children

6.5 Demonstrate how to support children's self-confidence, self-esteem and resilience

6.6 Demonstrate how to work with children to ensure they have strategies to protect themselves and make decisions about safety and well-being

Range

(AC6.1) **Factors** may include:

- Parental/carer capacity
- Community trauma
- Environmental
- Poverty
- Intergenerational
- Societal
- Cultural

(AC6.3) **Strategies**:

- Available and responsive adult
- Being connected
- Supporting emotional regulation
- Sense of belonging
- Nurturing environment

- Sensitively supporting regression

Unit 304 Keeping children safe, healthy and well

Unit level:	3
Credit value:	9
GLH:	60
Unit aim:	In this unit, learners will gain an understanding of how to plan to ensure children are kept safe in their environment. They will be able to recognise risks and understand steps to take in emergencies and incidents. They will also gain an understanding of minor ailments and national immunisation programmes for children.

Learning outcome

The learner will:

1 Understand how to plan to ensure that health and safety considerations are identified and addressed

Assessment criteria

The learner can:

1.1 Outline legislation, standards and **guidance** to support planning for healthy and safe environments

1.2 Explain the **principles** of risk assessment

1.3 Explain the factors to take into account when planning safe and healthy indoor and outdoor environments and services

1.4 Explain how health and safety for children and others is monitored and maintained in a childcare setting

Range

(AC1.1) **Guidance** may include:

- Policies and procedures
- Quality of care
- Physical care
- Monitoring and evaluation
- Food and drink

- Lone working

(AC1.2) **Principles:** Health and Safety NI 5 Steps Risk Assessment

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Learning outcome

The learner will:

2 Be able to recognise and manage risks to health, safety and security in an early years setting and off site

Assessment criteria

The learner can:

2.1 Outline minimum requirements for space and staff ratios in a range of early year settings

2.2 Explain why minimum requirements for space and staff ratios are necessary for:

- children's safety
- achieving balance of risk and challenge

2.3 Demonstrate how to identify and manage potential hazards to health and **safety** including:

- the security of children, families and other visitors and colleagues
- maintenance and cleanliness of equipment room/building/area of use

2.4 Undertake, monitor and review Health and Safety assessment:

- in own work setting
- off site
- for use of transport

2.5 Reflect on how the implementation and review of Health and Safety assessments have:

- managed risk
- balanced risk and challenge

2.6 Demonstrate how children are encouraged to take a balanced approach to risk management

2.7 Reflect on own practice in supporting children to assess and manage risk

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Range

(AC2.3) **Safety** features may include:

- Socket covers
- Safety gates
- Corner protectors
- Cupboard locks
- Finger guards on doors

Learning outcome

The learner will:

3 Know what to do in the event of a non-medical incident or emergency

Assessment criteria

The learner can:

3.1 Identify non-medical **incidents and emergencies** that may occur in the work setting

3.2 Outline the actions to take in response to the following situations:

- fires
- security incidents
- emergency incidents
- lock ins

Range

(AC3.1) **Incidents and emergencies** may include:

• Incidents – non serious falls/bumps/stings/ bites/sprains/minor falls and injuries including biting

• Emergencies such as missing children, evacuation

Learning outcome

The learner will:

4 Know how to recognise and respond to children's minor illness, injury, infection, infestation and notifiable diseases

Assessment criteria

The learner can:

4.1 Identify the common physical and behavioural signs and symptoms of:

- minor **illness**
- **injury**
- **infection**
- **infestation**
- notifiable diseases

4.2 Outline the factors and practices that increase the likelihood of infection

4.3 Outline ways infections are transmitted

4.4 Identify the incubation and infectious periods of:

- minor **illness**
- notifiable diseases

4.5 Explain why it is important to report and record child:

- minor **illness**
- **injury**
- **infection**
- **infestation**
- notifiable diseases

4.6 Summarise procedures for reporting:

- minor **illness**
- **injury**
- **infection**
- **infestation**
- notifiable diseases

4.7 Outline the potential impact on a child's health of not taking appropriate treatment

4.8 Outline how to work in a child centred way when a child becomes ill or injured

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Range

AC (4.1, 4.4 – 4.6)

Injuries, infections, illnesses or infestation may include:

- Minor Illness: cough, cold, earache, sore throat, croup, rashes, fever and high temperature, diarrhoea and vomiting, sunburn, heatstroke
- Infestations: ringworm, tapeworm, head lice, scabies
- Infections: herpes simplex, impetigo, conjunctivitis
- Common childhood illness and notifiable diseases: mumps, rubella, polio, chicken pox, viral/bacterial meningitis, food poisoning, gastroenteritis, whooping cough, scarlet fever
- Injury: such as fractures and those resulting in unconsciousness

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Learning outcome

The learner will:

5 Know about national immunisation programmes for common childhood illnesses and notifiable diseases

Assessment criteria

The learner can:

5.1 Outline the aims of national immunisation programmes

5.2 Explain the importance of being supportive and non-judgmental of parental immunisation choice

5.3 Describe the possible reactions children may have to immunisation:

- behavioural
- physical

5.4 Outline the actions to take when there are concerns about children's reactions to immunisations

Learning outcome

The learner will:

6 Be able to follow infection control procedures

Assessment criteria

The learner can:

6.1 Outline procedures for infection control in own work setting

6.2 Describe personal protective clothing that is used to prevent the spread of infection

6.3 Use personal protective equipment as appropriate

6.4 Use hand washing techniques to avoid the spread of infection

6.5 Demonstrate safe disposal of waste to avoid the spread of infection

Learning outcome

The learner will:

7 Contribute to the safe handling of medication

Assessment criteria

The learner can:

7.1 Explain the relevant guidance, policy and procedures of your work setting governing medicines in relation to:

- receipt
- storage
- administration
- recording
- disposal
- parental consent

7.2 Explain how the policy and procedures of the work setting protect both children and practitioners

7.3 Outline the links between misadministration of medication and safeguarding

Learning outcome

The learner will:

8 Be able to promote health and well-being for children

Assessment criteria

The learner can:

8.1 Explain how to promote children's health and well-being in early years services

8.2 Describe the role of key health professional and sources of professional advice in promoting positive health and well-being for children, their families and carers

8.3 Work in partnership with health professional and others to promote children's health and well-being

Unit 305 Supporting children's personal care and nutrition

Unit level:	3
Credit value:	4
GLH:	30
Unit aim:	In this unit, learners will be able to plan and provide high quality nutrition to meet the needs of growing children. They will also provide high levels of hygiene during mealtimes. Learners will be able to provide respectful physical care routines.

Learning outcome

The learner will:

1 Be able to ensure children receive high quality, balanced nutrition to meet their growth and development needs

Assessment criteria

The learner can:

1.1 Plan balanced meals, snacks and drinks for children in line with current government guidance on nutritional needs:
- 0 – 6 months
- 6 months – 1 year
- 1 year – 4 years
- 5 years and over

1.2 Explain the benefits of breast milk

1.3 Describe a suitable environment that supports the continuation of breast feeding

1.4 Outline best practice in preparation of formula feeds

1.5 Describe the benefits of healthy meals and snacks for children

1.6 Describe the possible consequences of an unhealthy diet:
- short-term
- long-term

1.7 Explain why children should have access to fresh drinking water at all times

1.8 Explain why it is important to follow parents'/carer's instructions in respect of their child's **dietary requirements and preferences**

1.9 Identify the dietary requirements of different cultural or religious groups

1.10 Provide appropriate interaction during mealtime to nurture independence skills

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Range

(AC1.8) **Dietary requirements and preferences** including food allergies or intolerances

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Learning outcome

The learner will:

2 Be able to support hygiene during meal or snack times

Assessment criteria

The learner can:

2.1 Explain the importance of personal hygiene at meal and snack times

2.2 Demonstrate good hygiene practice:

- in relation to own role
- to support children's self-help skills and learning and development

2.3 Demonstrate ways of encouraging children's personal hygiene at meal and/or snack times

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Learning outcome

The learner will:

3 Be able to provide respectful physical care routines for babies and young children to support their health and development

Assessment criteria

The learner can:

3.1 Plan daily and weekly routines for babies and young children to meet individual needs

3.2 Explain current advice on minimising the potential of sudden infant death syndrome in everyday routines for babies

3.3 Explain principles of **toilet training** and how this is incorporated into routines

3.4 Respectfully engage with babies or young children to provide personalised physical care tailored to their needs and encourage their learning and development

3.5 Take into account the **preferences** of carers in the provision of physical care and explain why this is important

3.6 Explain the purpose of the intimate care policy and guidelines

3.7 Explain when and why babies and children require periods of quiet to rest and sleep

3.8 Evaluate daily and weekly routines making recommendations to support positive outcomes and progression

Range

(AC3.3) **Toilet training** may include:

- Encouraging and praising
- Treating child with respect and avoiding guilt
- Working in partnership with carers
- Flexible child centred approach
- Starting training when the child is ready and not rushing process
- Being positive and supportive to the child's efforts
- Structuring physical environment to facilitate training
- Avoiding confrontation
- Providing plenty of fluids and fibre to prevent hard stools
- Appropriate accommodation to support inclusion eg children with additional needs or cultural difference

(AC3.5) **Preferences:** cultural, ethnicity, gender

Learning outcome

The learner will:

4 Understand the importance of physical activity and the development of movement skills for babies and young children's development, health and well-being

Assessment criteria

The learner can:

4.1 Explain why physical activity is important to the short- and long-term health and well-being of children

4.2 Explain the development of **movement skills** in babies and young children and how these skills affect **other aspects** of development

4.3 Explain the importance of building physical activity into everyday routines

Range

(AC4.2) **Movement skills** including:

- Agility
- Balance
- Co-ordination
- Fine motor skills
- Gross motor skills

(AC4.2) **Other aspects** including:

- Brain development
- Cognition
- Mood or mental health
- Heart health or cardiovascular health

- Attention span
- Future or lifelong health outcomes

Learning outcome

The learner will:

5 Be able to provide and support a safe and challenging environment for babies and/or young children that encourages physical activity and the development of movement skills

Assessment criteria

The learner can:

5.1 Plan opportunities and experiences for physical activity within everyday routines

5.2 Prepare environments to support babies and /or young children to develop, practice and extend their movement skills, according to need, age and ability

5.3 Evaluate how planned environments and opportunities have developed babies' and/or young children's movement skills allowing for risk and challenge

5.4 Explain the importance of natural outdoor environments for babies' and/or young children's physical activity and movement skills

Unit 306 Supporting children's development

Unit level:	3
Credit value:	9
GLH:	60
Unit aim:	In this unit, learners will gain an understanding of the expected development patterns for children. They will also investigate factors that can influence development and the importance of early intervention. They will be able to assess development and support the provision of environments that promote development. They will also be able to support children's development of speech, language and communication along with supporting children's behaviour.

Learning outcome

The learner will:

1 Understand the expected pattern of development for children and from preconception – 12 years

Assessment criteria

The learner can:

1.1 Explain the pattern, sequence and rate of **development** from:

- preconception – birth
- birth – 3 years
- 3 – 5 years
- 5 – 7 years
- 7 – 12 years

1.2 Explain the difference between sequence of development and rate of development and why the difference is important

1.3 Explain how learning and development interconnect and that learning may take place in different ways

1.4 Explain how **maternal health** and ill health can impact on child development

Range

(AC1.1) **Development** including:

- Physical
- Intellectual/cognitive
- Social, emotional and behavioural
- Communication
- Moral

(AC1.4) **Maternal health:** Including mental health

Learning outcome

The learner will:

2 Understand the factors that influence children's development and how these impact practice

Assessment criteria

The learner can:

2.1 Explain how children's development is influenced by a range of **personal factors**

2.2 Explain how children's development is influenced by a range of **external factors**

2.3 Explain how **theories of development** approaches and **frameworks support development** and influence current practice

2.4 Outline how **neuroscience** has influenced our understanding of child development in the early years

2.5 Analyse the different types of attachment and how these may **impact** on the development of babies and children:

- secure
- avoidance
- anxious
- insecure
- ambivalent
- disorganised

2.6 Explain how responsive and secure relationships with parents/carers and key workers promotes holistic learning and development in babies and children

2.7 Explain the **features** of an environment that promotes the development children in each of the following age ranges:

- 0 – 1
- 2 – 3
- 3 – 5
- 6 – 12

2.8 Describe the role of schemas in child development and learning

Range

(AC2.1) **Personal factors** may include:

- Health status
- Disability
- Sensory impairment
- Learning difficulties

(AC2.2) **External factors** may include:

- Poverty and deprivation
- Family environment and background
- Personal choices
- Looked after/care status
- Education

(AC2.3) **Theories of development** may include:

- Cognitive (eg Piaget)
- Psychoanalytic (eg Freud)
- Humanist (eg Maslow)
- Social learning (eg Bandura)
- Operant conditioning (eg Skinner)
- Behaviourist (eg Watson).

(AC2.3) **Frameworks support development** may include:

- Social pedagogy
- Highscope
- Montessori
- Reggio Emilia
- Steiner
- Solihull

(AC2.4) **Neuroscience** may include:

- The importance of bonding and attachment
- Childhood experiences
- Neglect

(AC2.5) **Impact** may include:

- Effects on social and emotional development and emotional security
- Effects on ability to settle, take risks and make the most of learning opportunities
- Possible effects on short- and long-term mental health
- Effects on relationships with parents and professional carers

(AC2.7) **Features** of an environment may include:

- Safe and secure
- Nurturing
- Stimulating and attractive
- Well planned and organised
- Personalised and inclusive
- Encouraging and practising participation
- Regulatory requirements met
- Meeting individual and group needs
- Providing appropriate risk and challenge
- Involving parents and carers where appropriate to setting

- Taking into account personal and external factors
- Providing specific activities such as play, learning, home visiting
- Measuring outcomes
- Communicating effectively
- Showing appropriate empathy and understanding
- Supporting babies' and children's rights

Learning outcome

The learner will:

3 Be able to support the provision of environments that promote the development of babies and children

Assessment criteria

The learner can:

3.1 Plan an environment that promotes the holistic development children that support **key areas of learning**

3.2 Use the environment to promote the holistic learning and development of children

3.3 Evaluate how the environment provides the holistic learning and development children

Range

(AC3.1) **Key areas of learning** may include:

- Creativity and creative learning
- Mathematical experiences
- World around us
- Music, rhythm and rhyme
- Language, literacy and communication experiences
- Physical development and movement
- Personal and social

Learning outcome

The learner will:

4 Be able to assess and monitor the development needs of babies and children

Assessment criteria

The learner can:

4.1 Explain the **factors** that need to be taken into account when assessing the progress of development

4.2 Explain how to monitor children's development using different **methods**

4.3 Undertake assessments of children's holistic development and learning needs in the following areas:

- physical
- intellectual/cognitive
- social, emotional and behavioural
- communication
- moral

4.4 Evaluate assessment method used

4.5 Produce an individual child **development plan** in partnership with the child, their parents/carers

4.6 Implement the plan according to own role and responsibilities, taking into account short-, medium- and long-term goals

4.7 Evaluate and revise the plan in partnership with the child, parents/carers

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Range

(AC4.1) **Factors** that need to be taken into account when assessing development may include:

- Confidentiality and when, for the safety of the child confidentiality must be breached
- Children's wishes and feelings
- Ethnic, linguistic and cultural background
- Disability or specific requirements (additional needs)
- Reliability of information
- Avoiding bias

(AC4.2) **Methods** may include:

- Observations
- Assessment framework/s
- Standard measurements
- IInformation from parent, carers, childen, other professionals and colleagues

(AC4.5) **Development plan:** Encouraging child to take responsibility for own development should feature in plan

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Learning outcome

The learner will:

5 Understand how early interventions support babies' and young children's holistic learning and development

Assessment criteria

The learner can:

5.1 Explain what is meant by the term early intervention

5.2 Explain the **reasons** why babies' and young children's development may not follow the expected pattern

5.3 Explain how disability may affect development

5.4 Explain how different types of **intervention, programmes, agencies and services** can promote positive outcomes for babies and young children where development is not following the expected pattern

Range

(AC5.2) **Reasons** why development is not following expected pattern may include:

- Disability
- Emotional
- Physical
- Environmental
- Cultural
- Social
- Learning needs
- Communication

(AC5.4) **Intervention, programmes, agencies and services** may include:

- Sure Start
- Social worker
- Speech and language therapist
- Psychologist
- Psychiatrist
- Youth justice
- Physiotherapist
- Nurse specialist (eg diabetes, asthma etc)
- Additional learning support
- Assistive technology
- Health visitor
- Occupational therapist
- Child and Adolescences Mental Health Services (CAMS)
- Educational support
- Agencies/services
- Different types of programmes - sector-specific programmes eg Eager and Able to Learn, Sure Start Development for 2 – 3-year-old

Learning outcome

The learner will:

6 Be able to support babies and/or young children through periods of transition

Assessment criteria

The learner can:

6.1 Explain how different types of **transitions** can affect babies' and/or young children's development

6.2 Plan and implement programmes to support transitions

6.3 Evaluate the effect of having positive relationships during periods of transition with:

- babies and/or young children
- parents/carers
- others

Range

(AC6.1) **Transitions** may include:

- Home to early years setting
- Transitioning within and across early years setting and services including primary school
- Changes to key worker and other staff
- Family breakdown and separation
- Emotional, affected by personal experience eg, illness, hospitalisation, bereavement, entering/leaving care
- Physical eg moving to a new educational establishment, a new home/locality, long term medical conditions
- Smaller daily transitions - arriving and leaving, physical care, moving from one activity to another

Learning outcome

The learner will:

7 Understand the importance of speech, language, communication and literacy for children's overall development in the early years

Assessment criteria

The learner can:

7.1 Explain how speech, language, communication skills support each of the following areas in babies' and young children's development:

- learning
- emotional
- behaviour
- social

7.2 Explain how using opportunities to develop literacy skills can support young children's overall development

7.3 Describe the potential impact of speech, language and communication needs on the overall development of a child:

- during early childhood
- throughout their life

7.4 Explain the importance of undertaking individual **assessments** of babies and young children to support their speech and language during the settling in period

7.5 Explain the strategies used to support and extend the speech, language, communication development of babies and young children

7.6 Explain the **positive impact** of adult support for babies and young children and parents/carers

7.7 Review how the environment provides effective support for speech, language and communication for all babies and/or young children

7.8 Evaluate the effectiveness of own practice on speech, language and communication support for babies and children

Range

(AC7.4) **Assessments** ways may include:

- The words and levels of language adults use with children (including the use of questions)
- Their conversations / interactions with children
- Information and activities used
- Work with parents / carers

(AC7.6) **Positive impacts** may include improvements in:

- Speech, language and communication skills
- Social interaction
- Behaviour
- Emotional development / self confidence

Learning outcome

The learner will:

8 Be able to provide support for the speech, language and communication development of children

Assessment criteria

The learner can:

8.1 Explain what is meant by the term a language rich environment

8.2 Demonstrate **methods** of providing support taking into account the:

- age
- specific needs
- abilities
- home language where there is different from that of setting
- interests

8.3 Work with children to develop speech, language and communication:

- on a 1:1 basis
- in groups

8.4 Explain how play and activities are used to support the development of speech, language and communication

8.5 Review how the environment provides effective **support** for speech, language and communication for all babies and children

8.6 Evaluate the effectiveness of own practice on speech, language and communication support for children

Range

(AC8.2) **Methods** may include:

- Adapting own language
- Scaffolding the child's language
- Giving children the time and opportunity to communicate

- Facilitating communication between children with each other
- Learning through play
- Working with carers

(AC8.5) **Support:** Key factors may include:

- The physical environment
- Staff roles and responsibilities
- Training needs and opportunities
- Views and behaviours of the baby and/or child
- Appropriate involvement of carers

Learning outcome

The learner will:

9 Understand the importance of early intervention to support the speech, language and communication needs of children

Assessment criteria

The learner can:

9.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition

9.2 Explain how multi agency teams work together to support speech, language and communication

9.3 Explain how play and activities support early intervention programmes

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Learning outcome

The learner will:

10 Be able to support children's behaviour

Assessment criteria

The learner can:

10.1 Describe expected behaviours linked to children's age and stage of development

10.2 Explore factors and circumstances that may **influence** children's behaviour

10.3 Explore the concept of children's behaviour as a method of communication

10.4 Demonstrate how the policies and procedures of the work setting contribute to the understanding and support of children's behaviour

10.5 Explore emerging strategies/models that promote best practice and **partnership working**

10.6 Use observations to inform child centred planned interventions

10.7 Support children to develop appropriate strategies to self-regulate their behaviour in partnership with parents/carers and others

10.8 Explain the process for recording and referring behaviour concerns

Range

(AC10.2) **Influence** may include:

- Environment
- Separation from parent/carer
- Special needs
- Gender
- Continuity
- Consistency of approach
- Other children
- Childhood experiences/benevolent/adverse
- Staff interaction with adults and children
- Culture

(AC10.5) **Partnership working** with:

- Parents/carers
- Other professionals
- Colleagues

Unit 307 Supporting children's play opportunities and experience of play

Unit level:	3
Credit value:	8
GLH:	40
Unit aim:	In this unit, learners will gain an understanding of the importance of providing play experiences and opportunities for creative development for children in order to support and encourage their holistic development.

Learning outcome

The learner will:

1 Understand the value of play and own role in supporting play

Assessment criteria

The learner can:

1.1 Describe the value of play taking into consideration:

- the UN Convention on the Rights of the Child (UNCRC) (1989)
- Northern Ireland Legislative framework
- Northern Ireland Curriculum Guidance
- Northern Ireland Regulatory Standards
- play based learning
- holistic approach
- risk and challenge

1.2 Explore current **theories** on how children learn through play

1.3 Describe the different **types** and stages of play and how play influences development and the well-being of the child

1.4 Explain the relevance and implementation of the settings Play Policy

1.5 Analyse the role of the practitioner when:

- engaging with children
- supporting extended learning
- enabling sustained shared thinking

- promoting physical activity
- providing for children's additional needs
- balancing adult led and child-initiated play
- supporting parents to provide playful opportunities in the home environment

Range

(AC1.2) **Theories:** Current play theorists could include:

- Janet Moyles
- Tina Bruce
- Mildred Parten
- Sarah Solis
- Bob Hughes
- Chris Athey
- Bruner

(AC1.3) **Types** may include:

- Symbolic play
- Rough and tumble play
- Socio-dramatic play
- Social play
- Creative play
- Communication play
- Dramatic play
- Locomotor play
- Deep play
- Exploratory play
- Fantasy play
- Imaginative play
- Mastery play
- Object play
- Role play
- Recapitulative play

Learning outcome

The learner will:

2 Be able to identify schemas during children's play

Assessment criteria

The learner can:

2.1 Outline common schemas

2.2 Describe the role of the practitioner in supporting learning and development through **schematic play**

2.3 **Support parents** in recognising schemas during play and awareness of how to support these

Range

(AC2.2) **Schematic play** includes careful observation and planning to identify when schemas are occurring and how the environment can be adapted or modified accordingly to extend children's learning and interest

(AC2.3) **Supporting parents** may include:

• Records of meeting with parent/s, direct observation of student with parent

• Professional discussion, reflective account or work product shared with parent such as a leaflet, display or factsheet with examples of how to identify and support schemas through incidental as well as planned play experiences

Learning outcome

The learner will:

3 Be able to support play opportunities and experiences indoor and outdoor that promote health, well-being and learning and development

Assessment criteria

The learner can:

3.1 Explain the importance of planning play opportunities to meet the needs, abilities and interest of children:

- 0 – 2 years 11 months
- 3 years – 5 years 11 months

3.2 **Plan** play opportunities and experiences to support children's learning and development, health and well-being to include:

- creativity and creative learning
- mathematical experiences
- world around us
- music, rhythm and rhyme
- language, literacy and communication experiences
- physical development and movement
- personal and social

3.3 **Implement** the play opportunities and experiences to support children's health, well-being, learning and development

3.4 **Reflect** on children's participation during the play opportunities and experiences to include:

- creativity and creative learning
- mathematical experiences
- world around us
- music, rhythm and rhyme
- language, literacy and communication experiences
- physical development and movement
- personal and social
- impact of provocation and improvisation

3.5 Seek and respond to children's feedback after play opportunities and experiences

3.6 Reflect on own practice and learning during and after the play opportunities and experiences

3.7 Investigate other **support/sources of information** and resources that can be used to contribute to, enrich and extend play opportunities and experiences

Range

(AC3.2) **Plan** must include, but is not limited to, the use of ICT as appropriate for age and stage of development. Use provocation and improvisation

(AC3.3) **Implement** must include, but is not limited to, the use of provocation and improvisation

(AC3.4) **Reflect** must include, but is not limited to, the use of ICT as appropriate for age and stage of development

(AC3.7) **Support/sources of information** may include:

- Websites
- Approaches
- Documents
- Apps
- Current thinking

Learning outcome

The learner will:

4 Be able to support an enabling and accessible indoor and outdoor play environment for all children

Assessment criteria

The learner can:

4.1 Describe what is meant by an enabling play environment

4.2 Use child centred approaches to engage children in playful opportunities and experiences

4.3 Support children to explore and investigate playful opportunities or experiences

4.4 Provide flexible and varied opportunities, experiences and **resources** to support children's play choices

4.5 Respond to children's play interests and play cues

4.6 Create **areas of engagement and interest** that illustrate children's learning and development journey

4.7 Show interest and encourage children during play opportunities and experiences

4.8 Prepare a **range of play** opportunities and experiences including provocation and improvisation, that enable children to engage at their own pace

Range

(AC4.4) **Resources** may include:

- Toy libraries
- Equipment loan schemes
- Free and found
- Natural and manufactured, traditional and untraditional, loose parts etc

(AC4.6) **Areas of engagement and interest:** Display of children's artefacts/evidence that illustrate their journey

(AC4.8) **Range of play** may include:

- Symbolic play
- Rough and tumble play
- Socio-dramatic play
- Social play
- Creative play
- Communication play
- Dramatic play
- Locomotor play
- Deep play
- Exploratory play
- Fantasy play
- Imaginative play
- Mastery play
- Object play
- Role play
- Recapitulative play

Learning outcome

The learner will:

5 Be able to support children's play and learning through risk and challenge

Assessment criteria

The learner can:

5.1 Explain the value of risk and challenge in children's **play,** learning and development

5.2 Evaluate why it is important for children to be able to manage risk and challenge for themselves

5.3 Provide opportunities for children to balance risk and challenge in line with health and safety requirements during their play

- indoor
- outdoor

Range

(AC5.1) **Play** may include:

- Symbolic play
- Rough and tumble play

- Socio-dramatic play
- Social play
- Creative play
- Communication play
- Dramatic play
- Locomotor play
- Deep play
- Exploratory play
- Fantasy play
- Imaginative play
- Mastery play
- Object play
- Role play
- Recapitulative play

Unit 308 Contribute to the support of children with disabilities and/or special needs

Unit level:	3
Credit value:	6
GLH:	40
Unit aim:	In this unit, learners gain understanding, knowledge and skills to help them support children with disabilities.

Learning outcome

The learner will:

1 Understand the difference between medical, social and psychosocial models of disability

Assessment criteria

The learner can:

1.1 Compare and contrast the medical, social and psychosocial models of disability

1.2 Outline how each of the models has developed and evolved over time

1.3 Explain how attitude and values influence models of disability and the impact on:

- equality, diversity and inclusion
- rights
- autonomy
- the needs of individuals
- access to services

Learning outcome

The learner will:

2 Understand how the adoption of models of disability impact on the well-being and quality of life of individuals

Assessment criteria

The learner can:

2.1 Analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience

2.2 Describe how each model of disability affects the way early years services are provided

2.3 Outline how support services can improve the life chances of children with additional needs

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Learning outcome

The learner will:

3 Understand how additional needs can occur

Assessment criteria

The learner can:

3.2 Explain **potential** causes of additional needs

3.2 Explain the term co-morbidity

3.3 Describe **potential co-morbidity** associated with additional needs

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Range

(AC3.1) **Potential** to include:

- Acquired
- Congenital
- Genetic

(AC3.3) **Potential co-morbidity:** Where a child with an additional need has more than one need and where these co-exist taking all needs into account

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Learning outcome

The learner will:

4 Understand the principles of working inclusively with children with additional needs

Assessment criteria

The learner can:

4.1 Analyse the legislation standards and guidance that applies to the provision of services to disabled children and/or additional needs

4.2 Explain the importance of working in partnership with parents and carers to support the inclusion of children with disabilities and/or additional needs

4.3 Describe how caring for a child with additional needs may impact on parents, families and carers

4.4 Describe the steps that should be taken by early years providers to ensure that service provision is inclusive and accessible

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Learning outcome

The learner will:

5 Plan and promote the learning, play or leisure opportunities and experiences for children with additional needs

Assessment criteria

The learner can:

5.1 Explain why it is important for children with additional needs to have equal opportunities for holistic learning, growth and development, including taking risks

5.2 Evaluate a range of specialist aids and equipment that are available for children with additional needs

5.3 Show how the environment, resources, opportunities and experiences are adapted to enable children with additional needs to participate

5.4 Use child centred approaches and active support to engage children with additional needs in meaningful play, learning and leisure opportunities and experiences during

- planning
- implementation

5.5 Show interest and encouragement during play, learning and leisure opportunities and experiences

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Learning outcome

The learner will:

6 Be able to evaluate own contribution to supporting children with additional needs

Assessment criteria

The learner can:

6.1 Review how own working practice has contributed to the children's level of engagement and enjoyment of play, learning and leisure opportunities and experiences

6.2 Adapt own practice to meet the needs of individual children

Unit 309 Understand how to set up a home based childcare service

Unit level:	3
Credit value:	4
GLH:	32
Unit aim:	This unit aims to prepare learners to work as home based childcarers/childminders. As well as learning relevant aspects of childcare, this knowledge based unit supports learners' knowledge of the development of policies and procedures relevant to registration and the basic business skills to set up a home based childcare service. The unit considers babies and children between 0-12yrs.

Learning outcome

The learner will:

1 Understand how to set up a home based childcare service

Assessment criteria

The learner can:

1.1 Outline the current legislation covering home based childcare and the role of regulatory bodies

1.2 Develop **policies and procedures** and explain how these will be implemented

1.3 Explain the importance of confidentiality and data protection

1.4 Develop a marketing plan for own home based childcare service

1.5 Demonstrate financial planning for own home based service

1.6 Identify sources of support and information for the setting up and running of a home based childcare business

Range

(AC1.2) **Policies and procedures** including:

- Accidents, illness and emergencies
- Behaviour

- Safeguarding
- Equal opportunities

Learning outcome

The learner will:

2 Understand how to establish a safe and healthy home based environment for babies and children

Assessment criteria

The learner can:

2.1 Explain the key components of a healthy and safe home based environment

2.2 Explain the principles of safe supervision of babies and children in the home based setting and off site

2.3 Identify ways of ensuring that equipment is suitable for babies and children and meet safety requirements

2.4 Know where to obtain current guidance on health and safety risk assessment of the home based work setting

2.5 Explain how to store and administer medicines

Range

(AC2.1) Key components include:

- Hygiene and waste disposal
- Storage and preparation of food
- Care of animals
- Using equipment according to manufacturers' guidance
- Appropriate responses to illnesses, allergies, incidents and accidents

(AC2.3) Safety requirements according to the registration and inspection requirements for Northern Ireland

Learning outcome

The learner will:

3 Understand the importance of partnerships with parents for all aspects of the home based childcare service

Assessment criteria

The learner can:

3.1 Explain the importance of partnership with parents for all aspects of the childcare service

3.2 Describe how partnerships with parents are set up and maintained

Learning outcome

The learner will:

4 Understand the principles of development of routines for home based childcare

Assessment criteria

The learner can:

4.1 Explain how routines are based on:

- meeting babies' and children's needs
- agreements with parents
- participation of babies and children

4.2 Explain how to adapt routines to meet the needs of babies and children at different ages and stages of development

4.3 Explain how to ensure that each baby and child is welcomed and valued in the home based work setting

Range

(AC4.1) Routines may include:

- Arrivals and departures
- Taking children to and from school/playgroup/pre-school
- Meal and snack times
- Sleep and rest
- Play and activities
- Off-site visits
- Outdoor activities
- Homework and evening activities for school age children (up to 12yrs)

Learning outcome

The learner will:

5 Understand how to provide play and other activities for babies and children in home based settings that will support equality and inclusion

Assessment criteria

The learner can:

5.1 Explain the importance of play to babies and children's learning and development and the need for an inclusive approach

5.2 Plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items

5.3 Explain what can be learned about babies and children by observing them at play

5.4 Identify how and why it is important that babies and children receive equal treatment and access based on their individual needs and acknowledging their rights

5.5 Compare how other resources available for babies and children support their play

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Range

(AC5.1) Inclusive approach may include:

- Treating babies and children as individuals who are respected, valued and accepted regardless of social or ethnic background or abilities or health status
- Being a positive role model
- Challenging stereotypes and offensive remarks and attitudes appropriately
- Acknowledging babies and children have rights and that these are universal and inalienable; indivisible; interdependent and interrelated

(AC5.5) Other resources may include:

- Libraries
- Drop-ins
- Toy libraries
- Equipment loan schemes

Learning outcome

The learner will:

6 Understand how home based child carers can support the safeguarding of babies and children in their care

Assessment criteria

The learner can:

6.1 Explain the concept of safeguarding and the duty of care that applies to all practitioners

6.2 Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding

6.3 Outline regulatory requirements for safeguarding babies and children that affect home based childcare

6.4 Explain the procedures that need to be followed by lone workers in home based settings when harm or abuse are suspected or alleged either against them or third parties

Learning outcome

The learner will:

7 Understand the principles of supporting positive behaviour in home based childcare settings

Assessment criteria

The learner can:

7.1 Describe typical behaviours exhibited by babies and children linked to their stage of development and key events in their lives

7.2 Identify common behavioural triggers for babies and children

7.3 Explain the importance of being clear about expectations and setting goals and boundaries that support the development of positive behaviour

7.4 Explain how to promote and encourage children's positive behaviour through the use of **positive approaches**

7.5 Explain how using positive approaches for behaviour management can support the development of independence, self-esteem and social skills

7.6 Explain how own behaviour and responses **support** positive behaviour

Range

(AC7.1) Typical behaviours may include:

- Toddler tantrums
- Separation anxiety

(AC7.4) Positive approaches should include but is not limited to:

- Active support
- Restorative approaches
- Positive behavioural support

(AC7.6) Support should include but is not limited to:

- Reframing
- Defusing
- Re-directing
- Distracting
- Pre-empting and ignoring

Unit 310 Support babies and/or young children in their own home

Unit level:	3
Credit value:	4
GLH:	30
Unit aim:	This unit is aimed at support workers who work with babies and young children and their carers in the community. It provides the understanding and competence required to work in someone else's home in order to support the achievement of positive outcomes. NB – 'Understand' Learning Outcomes relate to babies and children up to 12yrs. 'Be able to' Learning Outcomes relate to babies and young children 0-5yrs 11mths. Learning Outcomes 2 and 3 must be assessed in a real work environment. Simulation is not allowed

Learning outcome

The learner will:

1 Understand roles and responsibilities in relation to supporting babies and young children in their own home

Assessment criteria

The learner can:

1.1 Outline the policies and procedures and codes of practice that set out responsibilities in supporting babies and/or young children in their home

1.2 Explain why it is important to be reliable and dependable when working with babies and young children in their own home

1.3 Explain how both formal and informal risk assessments are carried out when working with babies and young children in their own home

1.4 Explain what needs to be recorded when working with babies and young children in their own home

1.5 Give examples of any areas that may give cause for concern when working with babies and young children in their own home and the actions that should be taken in each case

Learning outcome

The learner will:

2 Be able to build positive relationships with babies and/or young children and their carers when working in their home

Assessment criteria

The learner can:

2.1 Explain the importance of gathering information about the needs and preferences of babies and children

2.2 Demonstrate methods of gathering information about the needs and preferences of babies and/or children

2.3 Evaluate the complexities of developing relationships with babies and children in their own home as a professional worker

2.4 Explain why a sensitive approach is needed when working with babies and children in their own home

2.5 Explain steps that can be taken to resolve conflicts or difficulties with babies and children or carers

Learning outcome

The learner will:

3 Be able to provide support for babies and/or young children to engage in activities that meet their needs and preferences

Assessment criteria

The learner can:

3.1 Demonstrate how activities with babies and/or young children are planned to include:

- Preparation of the environment
- Preparation of resources
- Consideration of the level of support required

3.2 Demonstrate how babies and/or young children are supported to engage in activities that meet their needs and preferences

3.3 Reflect on the success of activities carried out with babies and young children and how planning and implementation of these are reviewed as a result

Unit 311 Understand how to support parents/carers to develop positive and responsive relationships with children

Unit level:	3
Credit value:	4
GLH:	35
Unit aim:	This unit aims to help learners to understand different approaches to parenting and how to support parents/carers to better understand the range of needs of their children and to identify ways of meeting these needs.

Learning outcome

The learner will:

1 Know how to enable parents/carers to understand and respond to children's feelings and behaviours

Assessment criteria

The learner can:

1.1 Explain the importance of modelling behaviour for children and parents/carers
1.2 Explain the effects of different **parenting styles** on children
1.3 Explain the importance of boundaries
1.4 Explain parental strategies for holding boundaries
1.5 Explain ways of promoting children's progression towards self-discipline
1.6 Explain and demonstrate how to enable parents/carers to understand their children's feelings and behaviour
1.7 Explain and demonstrate how to enable parents/carers to assist children to recognise their feelings
1.8 Explain how to enable parents/carers to identify strategies for them and children to manage conflict
1.9 Explain when particular/specialist help is needed, and how to refer parents/carers to appropriate services

Range

(AC1.2) **Parenting styles** include:

- Authoritarian
- Authoritative
- Attachment
- Permissive
- Free range
- Uninvolved

Learning outcome

The learner will:

2 Understand how to support parents to interact with their children in positive ways

Assessment criteria

The learner can:

2.1 Explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this

2.2 Outline the limitations that may be experienced by a carer in relation to parental authority when supporting the developing autonomy of a child in their care

2.3 Explain and demonstrate how to support parents/carers to develop clear and developmentally appropriate ways of communication with children

2.5 Explain and demonstrate how parents/carers can be supported to help their children understand the effect of their actions on others

Learning outcome

The learner will:

3 Understand how to develop parents'/carer's knowledge of how to support children's play, learning and creativity

Assessment criteria

The learner can:

3.1 Explain the role of play in children's development

3.2 Explain ways in which parents/carers can support children's play in developmentally appropriate ways

3.3 Explain how children can be encouraged to take the lead and develop their own ideas

3.4 Describe sources of information and advice for parents/carers on meeting children's play and learning needs

Learning outcome

The learner will:

4 Understand how to work with parents/carers to find positive ways to meet children's physical needs

Assessment criteria

The learner can:

4.1 Explain how to raise parents'/carers' awareness of common hazards and risks to children's safety inside and outside the home

4.2 Explain how to enable parents/carers to find strategies for addressing eating and sleeping issues

4.3 Describe sources of information and advice on meeting children's physical needs

Learning outcome

The learner will:

5 Understand how to support parents/carers to develop co-productive relationships with children and others using strength-based approaches

Assessment criteria

The learner can:

5.1 Explain the term co-production in the context of supporting positive outcomes for children

5.2 Describe how strength-based approaches can support positive outcomes for children

5.3 Evaluate how co-productive relationships and strength-based approaches are used to support parents/carers to contribute to everyday life with children

Unit 312 Engage fathers in their babies and/or young children's early learning

Unit level:	3
Credit value:	3
GLH:	20
Unit aim:	This unit aims to enable the learner to gain the understanding and ability to work with fathers to engage them in their babies' and/or young children's early learning. This unit relates to babies and young children up to 5yrs 11mths.

Learning outcome

The learner will:

1 Understand the policy context and research that underpins the involvement of fathers in their babies' and/or children's early learning

Assessment criteria

The learner can:

1.1 Explain key research studies that show the importance of fathers' involvement in their babies' and/or children's early learning

1.2 Summarise the role of a father in family life, structure and functioning in diverse communities

1.3 Explain the concept of positive home learning environments and ways of promoting and supporting them

1.4 Explain why it is important to work in partnership with fathers

1.5 Explain the importance of clear principles and policies to support the engagement of fathers in their babies'/or child's early learning

Learning outcome

The learner will:

2 Understand how to work in partnership with fathers to support their babies' and/or children's early learning

Assessment criteria

The learner can:

2.1 Demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their babies' and/or child's early learning

2.2 Demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities

2.3 Demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities

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Learning outcome

The learner will:

3 Understand the barriers to fathers being involved in their babies' and/or children's early learning

Assessment criteria

The learner can:

3.1 Explain personal, social and cultural barriers to fathers being involved in their babies' and/or children's early learning

3.2 Demonstrate a range of strategies to help overcome barriers to fathers' involvement in their baby's and/or child's early learning

3.3 Explain how attitudes can be barriers to engaging fathers in their babies' and/or children's early learning

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Learning outcome

The learner will:

4 Understand how to use reflection to challenge and develop existing practice in working with fathers to support their babies' and/or children's early learning

Assessment criteria

The learner can:

4.1 Reflect on ways of working with resident and non-resident fathers to help them provide support for their babies' and/or children's early learning

4.2 Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice

4.3 Explain culturally sensitive ways of working with fathers to help them provide support for their babies' and/or children's early learning

Unit 313 Promote the acquisition of a new language through immersion in an Early Years setting

Unit level:	3
Credit value:	5
GLH:	35
Unit aim:	The purpose of this unit is to enable the learner to acquire the knowledge, understanding and skills to support children in early years settings to acquire a new language through immersion. NB - Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

Learning outcome

The learner will:

1 Understand the needs of children and families within a new language learning environment

Assessment criteria

The learner can:

1.1 Explain how the immersion method relates to the legal, policy and practice frameworks that are relevant for language acquisition in the country of the setting

1.2 Explain the importance of sharing information with parents/carers and involving them in the child's immersion language development

1.3 Explain what is meant by recognising and valuing cultures and why it is important to demonstrate to families that they value diversity

1.4 Explain why it is important to recognise and value a child's right to use their language of choice

1.5 Explain ways of working co-productively with families to overcome communication challenges

Range

(AC1.2) **Carers** may include:

- Parents
- Family members
- Paid carers

Learning outcome

The learner will:

2 Be able to implement the immersion method within the childcare setting

Assessment criteria

The learner can:

2.1 Explain the stages of language immersion
2.2 Pronounce the immersion language clearly and accurately
2.3 Respond appropriately to children according to the stage of their immersion language acquisition
2.4 Demonstrate methods for supporting children to acquire the immersion language through play and active learning
2.5 Use verbal and non-verbal communication to encourage and reassure children in a new language environment

Learning outcome

The learner will:

3 Be able to plan the environment to promote children's immersion language acquisition

Assessment criteria

The learner can:

3.1 Outline the **factors** that create an environment conducive to immersion language acquisition
3.2 Plan and provide activities where individual children have opportunities to use the immersion language with other children
3.3 Provide individual activities where children are able to experiment with sounds and language

Range

(AC3.1) **Factors** include oral and visual

Learning outcome

The learner will:

4 Be able to support the acquisition of language skills that children need to speak a new language

Assessment criteria

The learner can:

4.1 Explain how verbal interactions between adults in the setting might influence the children's acquisition of the language

4.2 Encourage children to use the immersion language including verbal interaction with practitioners and **others**

4.3 Demonstrate how literacy skills in the immersion language are supported and developed

Range

(AC4.2) **Others** may include:

- Parents, carers, guardians
- Professionals
- Multi-disciplinary teams
- Colleagues

Learning outcome

The learner will:

5 Be able to review and evaluate the effectiveness of immersion language development within the setting

Assessment criteria

The learner can:

5.1 Work with **others** to define the baseline at which each child operates linguistically

5.2 Observe and record the child's language development during play activities including incidental use of the immersion language

5.3 Work with **others** to review a child's immersion language development to plan for progression

5.4 Share information of the child's immersion language development with **carers** following work setting processes

5.5 Work with **others** to review and evaluate the effectiveness of the language environment of the setting in promoting language acquisition through immersion

Range

(AC5.1, 5.3, 5.5) **Others** may include:

- Parents, carers, guardians
- Professionals
- Multi-disciplinary teams
- Colleagues

(AC5.4) **Carers** may include:

- Parents
- Family members
- Paid carers

Learning outcome

The learner will:

6 Be able to evaluate own contribution to children's language development

Assessment criteria

The learner can:

6.1 Reflect on how own working practice has contributed to children's development within the immersion language

6.2 Adapt own practice to meet the needs of individual children

Unit 314 Support families who have a child with a disability

Unit level:	3
Credit value:	3
GLH:	23
Unit aim:	This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional and resource needs and it also addresses working with other professionals and agencies. Within the context of this unit child/children is defined as a child or children up to the age of 5yrs 11mths. NB - Learning Outcomes 2, 3 and 4 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

Learning outcome

The learner will:

1 Understand the impact on a family of having a child with a disability

Assessment criteria

The learner can:

1.1 Describe the emotional impact that a **diagnosis** can have on families

1.2 Explain how the impact of having a child with a disability can be rewarding and/or challenging

1.3 Use **theories of loss** to analyse potential impact of a diagnosis/diagnoses on the emotional responses that families may have

1.4 Explain how having a child with a disability may affect **interpersonal relationships within a family**

1.5 Identify the changes that may need to be made to family life, social life, work and accommodation

1.6 Explain why it is important for family members to have opportunities to explore feelings and experiences

Range

(AC1.1) **Diagnosis** may include:

- Physical disabilities
- Learning disabilities
- Sensory disabilities

(AC1.3) **Theories of loss** may include:

- Kubler-Ross
- Bowlby
- Freud

(AC1.4) **Interpersonal relationships within a family** may include:

- Relationships with siblings
- Relationships with siblings and parents
- Relationships with extended family members

Learning outcome

The learner will:

2 Be able to support families who have a child with a disability

Assessment criteria

The learner can:

2.1 Establish with the family the **support** they require

2.2 Work with the family to identify different ways that needs can be met

2.3 Support family members to discuss feelings and experiences related to having a child with a disability

Range

(AC2.1) **Support** may include:

- Support with personal care
- Support with equipment
- Advocacy
- Support with benefits
- Advice
- Housing

Learning outcome

The learner will:

3 Be able to support families with a child with a disability to use informal networks and community resources

Assessment criteria

The learner can:

3.1 Explain what informal networks and community resources there are for children with disabilities and their families

3.2 Give information to a family about community resources and informal networks to enable them to make choices

3.3 Support a family to use community resources and informal networks

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Learning outcome

The learner will:

4 Be able to work in partnership with other professionals and agencies to support families with a child with a disability

Assessment criteria

The learner can:

4.1 Identify **support** and resources that a child with a disability may need

4.2 Investigate the roles of **other professionals and agencies** that may provide support to families with a child with a disability

4.3 Provide information to a family about professionals and agencies that may provide **support**

4.4 Identify when referrals should be made to other professionals and/or agencies

4.5 Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability

4.6 Review the outcomes of partnership working for the family

4.7 Identify and report any additional support required by the family

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Range

(AC4.1, 4.3) **Support** may include:

- Support with personal care
- Support with equipment
- Advocacy
- Support with benefits
- Advice
- Housing

(AC4.2) **Other professionals and agencies** are:

- Teachers
- Educational Psychologist
- Educational Welfare
- Physiotherapist
- Nurse
- GP
- Occupational Therapist
- Social Worker
- Dietician

- Speech and Language Therapist

Unit 315 Promote signing and/or alternative approaches to advance speech, language and communication

Unit level:	3
Credit value:	7
GLH:	50
Unit aim:	The unit provides the learner with the knowledge and skills needed to promote signing and/or alternative approaches to advance speech, language and communication. Within the context of this unit child/children is defined as a child or children up to the age of 5yrs 11mths.

Learning outcome

The learner will:

1 Understand how the use of sign language and alternatives support learning and development

Assessment criteria

The learner can:

1.1 Explain how **sign language and alternatives** support the development of pro-social skills
1.2 Explain how sign language and alternatives contribute to the development of language skills
1.3 Evaluate how sign language and alternatives contribute to the development of cognitive skills

Range

(AC 1.1) **Sign language and alternatives** include:

- British Sign Language
- Sign Supported English
- Makaton

Learning outcome

The learner will:

2 Be able to use sign language and/or alternatives to promote learning and development

Assessment criteria

The learner can:

2.1 Plan a range of age and culturally appropriate activities using sign and/or alternatives to support social and emotional development, language and cognitive development

2.2 Use and evaluate the effectiveness of the activities using sign language and/or alternatives in promoting learning and development

Learning outcome

The learner will:

3 Understand the role of signing and fingerspelling in the development of early literacy

Assessment criteria

The learner can:

3.1 Analyse how signing and fingerspelling can contribute to the development of early literacy

Learning outcome

The learner will:

4 Use sign language and/or alternatives to provide an environment which values children and encourages positive pro-social behaviour

Assessment criteria

The learner can:

4.1 Analyse the contribution of signing and alternatives to the provision of an environment which values children with diverse communication needs

4.2 Explain how different behaviour management signs, signed phrases and alternative approaches can be used with different age groups

4.3 Evaluate the effectiveness of own signing skills and/or alternative approaches in expressive and receptive communication

Learning outcome

The learner will:

5 Use sign language and/or alternatives to promote inclusive practice and contribute to parental involvement/partnership

Assessment criteria

The learner can:

5.1 Evaluate how working co-productively with parents and /or others promotes the inclusive use of **sign language and/or alternatives**

5.2 Reflect on how own inclusive practice has been enhanced by the use of sign language and/or alternatives

5.3 Make recommendations on how to extend the use of sign language and/or alternatives to enhance and enrich children's communication skills

5.4 Outline strategies to work in partnership with parents/carers to promote the use of sign language and/or alternatives in the child's home

Range

(AC4.1) **Sign language and/or alternatives** include:

- British/Irish Sign Language
- Sign Supported English
- Makaton

Unit 316 Developing effective study skills

Unit level:	3
Credit value:	4
GLH:	30
Unit aim:	This unit will highlight the importance of planning for and reviewing professional development. It will enable learners to explore study skills and apply the knowledge of how study skills are used to inform continuing professional development.

Learning outcome

The learner will:

1 Understand how to develop study skills

Assessment criteria

The learner can:

1.1 Explain the reasons for developing study skills in the early years sector
1.2 Explain the components of study skills

Learning outcome

The learner will:

2 Know a range of study strategies and techniques

Assessment criteria

The learner can:

2.1 Explain creative strategies for:
- generating ideas through study
- organising information
- structuring ideas

2.2 Explain different techniques that may be used to improve memory
2.3 Explain how information may be:
a. identified from a variety of sources
b. evaluated and selected
2.4 Explain strategies to avoid plagiarism during study

Learning outcome

The learner will:

3 Know the factors that affect study

Assessment criteria

The learner can:

3.1 Explain the type of environments that are conducive to study
3.2 Summarise the tools/resources required to enable study
3.3 Analyse **support systems** which may enable study own study
3.4 Explain the way an **individual's circumstances** may impact on study
3.5 Evaluate **factors** that affect own ability to study
3.6 Propose strategies to optimise own study

Range

(AC 3.3) Support systems:

- Peers
- Colleagues
- Family
- Friends
- College/learning provider based support (eg additional learning support, advice, guidance, tutorials, learning resource facilities)

(AC 3.4) Individual's circumstances:

- Health
- Well-being
- Family/ work responsibilities

(AC 3.5) Factors:

- Own environment
- Tools/resources for study
- Support systems
- Personal circumstances

Learning outcome

The learner will:

4 Be able to use and apply study skills to achieve a set outcome

Assessment criteria

The learner can:

4.1 Develop a **plan of study** using various study skills to achieve a set outcome

4.2 Undertake **study** to achieve a set outcome

4.3 Evaluate how the implementation of a plan of study and the study undertaken contributed to the set outcome

Range

(AC4.1) **Plan of study**:

- Objectives of study
- Assessment requirements
- Timescales

(AC4.2) **Study**:

- Research
- Use creative ideas
- Select materials
- Make sense of information gathered
- Consider different options/perspectives
- Judge information
- Select information
- Justify evidence/ information selected

Unit 317 Engaging babies and young children in storytelling

Unit level:	3
Credit value:	3
GLH:	25
Unit aim:	In this unit, learners will gain knowledge, understanding and skills relating to the history and current use of oral storytelling in early years practice, including story sacks. The learner will develop and review their own storytelling style and skills and will support the development of these skills in babies and young children.

Learning outcome

The learner will:

1 Understand the difference between written and oral stories

Assessment criteria

The learner can:

1.1 Describe differences in language, length of sentence and style between written and oral stories

1.2 Explain how both written and oral stories support babies' and young children's language, speech and communication skills

Learning outcome

The learner will:

2 Understand the different kinds of stories in the oral tradition

Assessment criteria

The learner can:

2.1 Explain the characteristic motifs and archetypes in different kinds of traditional stories including myth, legend and folktale

2.2 Describe how the oral tradition of storytelling is used in early years practice

2.3 Analyse the role of storysacks within the oral tradition

Learning outcome

The learner will:

3 Use personalisation in oral storytelling

Assessment criteria

The learner can:

3.1 Explain the value of **personalisation** in oral storytelling, both for the teller and the listener
3.2 Show how to personalise oral storytelling for **different purposes**

Range

(AC3.1) **Personalisation** could include:

- Including names and personal experiences
- Adding or omitting information
- Using vocal intonations or pausing for emphasis at certain parts

(AC3.2) **Different purposes** could include:

- Celebrations
- To promote and maintain attention
- To increase drama

Learning outcome

The learner will:

4 Use a range of storytelling techniques, tools and strategies to engage babies and young children in storytelling activities and experiences

Assessment criteria

The learner can:

4.1 Demonstrate how to prepare before storytelling
4.2 Demonstrate a range of story techniques, tools and strategies during oral storytelling activities and experiences; including:

- use of **different types of stories**
- pace, vocal tone and volume
- physical gestures
- props, including storysacks
- engaging with the listener, including inviting their participation
- use of rhymes, rhythms and repetition of words

4.3 Use both planned and spontaneous storytelling to support young children to explore and understand their feelings and behavior
4.4 Use storytelling to support young children who are experiencing and/or preparing for transition
4.5 Show how to prepare babies and young children for the conclusion of oral storytelling activities and experiences

4.6 Evaluate the techniques used and action plan for improvement

Range

(AC4.2) **Different types of stories** to include:

- Traditional
- Popular
- Unfamiliar or unknown stories

Learning outcome

The learner will:

5 Support young children to develop their oral storytelling skills

Assessment criteria

The learner can:

5.1 Use co-production to support young children to create stories that relate to their interests and experiences

5.2 Demonstrate how to respond with respect and positivity to young children's spontaneous oral storytelling

5.3 Reflect on own and setting's support of young children's oral storytelling skills, action planning for improvement

Unit 318 Research in Early Years practice

Unit level:	3
Credit value:	6
GLH:	50
Unit aim:	The purpose of this unit is to develop the learner's understanding of research. It will introduce them to the importance of research and its relevance in informing the development and delivery of Early Years services. The unit will enable the learner to understand how research is carried out, including ethical considerations, legal constraints and the consent of research participants. Learners will understand how to plan for a small research project, gain knowledge about relevant research methodologies, sampling techniques and different tools for data analysis. This will enable the learner to consider how research findings can be analysed and conclusions made to inform policy and practice.

Learning outcome

The learner will:

1 Understand the components of research

Assessment criteria

The learner can:

1.1 Describe benefits and limitations of the following research methods and models:
- action research
- case studies
- ethnography
- experiment
- survey

1.2 Explain the elements of research and their role:
- a research proposal
- literature review

1.3 Explain the importance of and differences between:
- pilot studies
- primary research
- secondary research
- triangulation

1.4 Explain the difference between qualitative and quantitative data

Learning outcome

The learner will:

2 Understand relevant methods and tools for a research project

Assessment criteria

The learner can:

2.1 Compare the use of different **research methodologies** and the relevance of each in research in early years

2.2 Consider creative approaches to research methodologies which involves children's and others' perspectives

Range

(AC2.1) **Research methodologies** could include but is not limited to:

- Observations
- Questionnaires
- Interviews
- Focus groups
- Child-led, eg the Mosaic approach, creative, eg hot and cold spots

Learning outcome

The learner will:

3 Understand ethical and legal considerations in relation to research in early years

Assessment criteria

The learner can:

3.1 Describe the ethical principles that underpin research, including:

- How they apply to research in early years
- Their importance
- What is meant by ethical research
- Importance of consent

3.2 Identify legal considerations in relation to research in early years

Learning outcome

The learner will:

4 Understand how research affects the delivery of services within Early Years

Assessment criteria

The learner can:

4.1 Explain why undertaking research is important
4.2 Explain what is meant by 'evidenced based practice' and how it can inform the development and delivery of services within Early Years
4.3 Analyse the relevance of research in Early Years

Learning outcome

The learner will:

5 Be able to design a research proposal

Assessment criteria

The learner can:

5.1 Explain why research aims and objectives set need to be 'SMART':
- specific
- measurable
- attainable
- realistic
- time bound

5.2 Describe what is meant by the terms:
- 'target group'
- 'parameters' in research

5.3 Apply parameters for identifying a specific target group in research with consideration of:
- the term 'target group'
- the target group for the research topic
- 'parameters' in research and why they are important to consider, eg age, gender, ethnicity, location, health condition.

5.4 Produce a simple **research proposal**

Range

(AC5.4) **Research proposal** to include:
- The research question
- The question or aims of the their proposed research
- The objectives of their proposed research
- The reasons for their chosen research methodology the findings of own comparative literature review

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Learning outcome

The learner will:

6 Be able to interpret own research findings and present conclusions with recommendations

Assessment criteria

The learner can:

6.1 Gain approval for and undertake a small research project to improve positive outcomes for babies and/or young children

6.2 Analyse the research findings using
- qualitative methods and/or
- quantitative methods

6.3 Evaluate the research findings

6.4 Use different **formats and tools** to present the research findings

6.5 Present SMART recommendations to inform policy and practice in an Early Years setting

6.6 Make links between the research conclusions and the research question or aims and objectives

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Range

(AC6.4) **Formats and tools** could include:

- Graphs
- Tables
- Charts
- Technologies

Unit 319 Contemporary theories and thinking in Early Years

Unit level:	3
Credit value:	6
GLH:	50
Unit aim:	The purpose of this unit is for learners to develop their knowledge and understanding of contemporary theories and thinking in the Early Years sector. Learners will explore and review contemporary theories and consider how current thinking relates directly to professional Early Years practice. In this unit learners will also apply their skills and knowledge in practical situations through observing, planning and evaluating activities and experiences for babies and young children. In this unit, learners will gain an appreciation for the importance of contemporary thinking and how this supports effective early learning to extend children's experiences and improve the quality of provision in Early Years settings.

Learning outcome

The learner will:

1 Understand how contemporary theories and thinking influence current Early Years practice

Assessment criteria

The learner can:

1.1 Critically analyse **contemporary theories and thinking** in relation to children from conception to the age of 7

1.2 Explore how a range of contemporary theories and thinking **influence current Early Years practice**

Range

(AC1.1) **Contemporary theories and thinking** could include, but not limited to:

- The Mosaic approach (Peter Moss, Alison Clark)
- Schematic development (Cathy Nutbrown)
- Wellbeing and involvement (Ferre Laevers)

- Neurological and Infant Brain Development (Alison Gopnik)
- Infants at Work/Treasure Basket & Heuristic Play (Elinor Goldschmied, Sonia Jackson)
- Forest Schools (Forest Schools Education)
- Storying (Vivian Gussin-Paley)

(AC1.2) **Influence current Early Years practice**, could include but is not limited to:

- Child-centred approaches/practice, eg the influence of:
  - the Mosaic approach on child-centred practice and identifying children's individual needs, interests and enthusiasms
  - schematic development on child-initiated learning and improving children's experiences
  - wellbeing and involvement on children's participation and inclusive Early Years practice
- Positive relationships, eg the influence of:
  - neurological development on the key person approach and positive attachment relationships
  - storying
- Enabling environments, eg the influence of::
  - schematic development on observation, assessment and planning for children's play, learning and development
  - Forest Schools on the importance of outdoor play and learning
  - Elinor Goldschmied and the importance of sensory experiences and the provision of resources
- Learning and Development, eg the influence of:
  - neurological and brain development and the characteristics of effective early learning
  - storying
  - wellbeing and involvement on children's holistic development and learning

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Learning outcome

The learner will:

2 Evaluate observations and plan experiences for children 0-7 using contemporary theories and thinking

Assessment criteria

The learner can:

2.1 Use contemporary theories and thinking to evaluate observations and plan further experiences for one of the following age ranges:

- babies (0-2)
- toddlers (2-3)
- children over 3 years of age

2.2 **Evaluate** child observations and create holistic plans to support children's play, learning and development

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Range

(AC2.2) **Evaluate** must include how contemporary theories and thinking have informed own observations and planning, could include but is not limited to:

- Planning to support and extend children's schematic development (Cathy Nutbrown)

- Planning experiences and opportunities for storying (Vivian Gussin-Paley)
- Addressing the balance between child-initiated/led and adult-directed/led play and learning
- Exploring children's perspectives using the Mosaic approach (Peter Moss, Alison Clark)
- Supporting children's wellbeing and involvement using the Leuven Scales (Ferre Laevers)
- Planning sensory experiences for babies and supporting early cognition (Gopnik)
- Extending outdoor learning opportunities to support PSED and encourage age-appropriate risk-taking (Forest Schools)
- Planning and developing Treasure Basket or Heuristic play sessions (Goldschmied)

Learning outcome

The learner will:

3 Reflect on the application of contemporary theories and thinking on own practice

Assessment criteria

The learner can:

3.1 Explain how contemporary thinking has contributed to improving outcomes for children and families

3.2 Reflect on the use of contemporary thinking and theories to plan for **improvement**

Range

(AC3.2) **Improvement** must include an evaluation of own professional practice, and may include but is not limited to:

- The Mosaic approach (Peter Moss, Alison Clark)
- Schematic development (Cathy Nutbrown)
- Understanding how children learn and develop
- Interactions with babies and children
- Observations, assessments and planning
- Provision of resources in the early learning environment
- Partnerships with parents and carers

Unit 401 Understand the needs of children who are vulnerable and experiencing poverty and disadvantage

Unit level:	4
Credit value:	5
GLH:	40
Unit aim:	This unit aims to provide learners with an in-depth understanding of the effects of poverty and disadvantage on children.

Learning outcome

The learner will:

1 Understand the factors that may impact on the outcomes and life chances of children

Assessment criteria

The learner can:

1.1 Identify the factors that impact on outcomes and life chances for children
1.2 Explain the critical importance of poverty in affecting outcomes and life chances of children
1.3 Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children
1.4 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children

Range

(AC1.1) **Factors** impacting on children's life chances may include:

- Poverty
- Social and community pressures
- Health status
- Abuse and neglect
- Violent and/or offending family or personal backgrounds
- Race, gender, sexual orientation
- Asylum seeking or victims of trafficking

Learning outcome

The learner will:

2 Understand how poverty and disadvantage affect children's development

Assessment criteria

The learner can:

2.1 Analyse how poverty and disadvantage may affect children's:

- physical development
- social and emotional development
- communication development
- intellectual development
- learning

Learning outcome

The learner will:

3 Understand the importance of early intervention for children who are disadvantaged and vulnerable

Assessment criteria

The learner can:

3.1 Explain what is meant by both disadvantage and vulnerability

3.2 Explain the importance of early intervention for disadvantaged and/or vulnerable children

3.3 Evaluate the impact of early intervention

Range

(AC 3.2) A vulnerable child is defined as:

A child and their family who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.

Learning outcome

The learner will:

4 Understand the importance of support and partnership in improving outcomes for children who are experiencing poverty and disadvantage

Assessment criteria

The learner can:

4.1 Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level

4.2 Explain how carers can be engaged in the strategic planning of services

4.3 Analyse how practitioners can encourage carers to support children's learning and development

4.4 Explain how the interface with adult services is structured so that the needs of children whose carers are users of services are taken into account

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Learning outcome

The learner will:

5 Understand the role of the practitioner in supporting children who are vulnerable and experiencing poverty and disadvantage

Assessment criteria

The learner can:

5.1 Explain how positive practice with children who are experiencing poverty and disadvantage may increase resilience and self confidence

5.2 Explain why it is important for practitioners to have high expectations of, and ambitions for, all children regardless of their circumstances and background

5.3 Analyse how and why practitioners should act as agents and facilitators of change in own work setting

Unit 402 Support babies and/or young children who have a disability and/or those with specific requirements

Unit level:	4
Credit value:	6
GLH:	45
Unit aim:	The unit is designed to assess competence in supporting babies and/or young children who have a disability and/or those with specific needs, in partnership with their carers. It also includes partnership working with other agencies and professionals. NB – 'Understand' Learning Outcomes relate to babies and children up to 12yrs. 'Be able to' Learning Outcomes relate to babies and young children 0-5yrs 11mths. Learning Outcomes 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.

Learning outcome

The learner will:

1 Understand the principles of working inclusively with babies and children and those with specific requirements

Assessment criteria

The learner can:

1.1 Outline the legal entitlements of babies and children who have a disability for equality of treatment and the principles of working inclusively and using child-centred approaches

1.2 Compare service led and child led models of provision for babies and children who have a disability

1.3 Critically analyse the difference between the social model and medical model of disability and how each model affects provision

1.4 Explain the importance of:

- advocacy
- facilitated advocacy for babies and children who require it
- the personal assistant role

1.5 Explain the importance of encouraging the participation of babies and young children who have a disability relevant to their age/stage of development and their human rights

Learning outcome

The learner will:

2 Be able to work in partnership with families of babies and/or young children who have a disability and/or those with specific requirements

Assessment criteria

The learner can:

2.1 Explain the concepts and principles of partnerships with carers of babies and young children who have a disability and those with specific requirements

2.2 Explain the types of support and information carers may require

2.3 Demonstrate in own practice partnership working with families

Range

(AC2.2) Types of support and information may include:

- Learning to use sign language, Makaton speech board
- Social and emotional support required in circumstances such as coming to terms with impact of disability on own family
- Financial
- Information about services and availability
- Information about babies' and young children's and family's rights

Learning outcome

The learner will:

3 Be able to support age and developmentally appropriate learning, play or leisure opportunities for babies and/or young children who have a disability and/or those with specific requirements

Assessment criteria

The learner can:

3.1 Demonstrate, in own practice, engagement with babies and/or young children who have a disability

3.2 Encourage babies and/or young children to express their preferences and aspirations in their chosen way of communication

3.3 Demonstrate, in own practice, how to work with babies and/or young children and their families to assess a baby's/child's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion

3.4 Use child-centred approaches to develop a plan to support the learning, play or leisure needs of an individual baby or child

3.5 Implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future

Range

(AC 3.3) Assess a baby's/ child's learning, play or leisure needs may include:

- Carrying out observations
- Gathering information from others
- Finding out the preferences of the baby/child
- Finding solutions to obstacles
- Looking at how to overcome barriers

Learning outcome

The learner will:

4 Be able to evaluate, support and develop existing practice with babies and/or young children with a disability and/or those with specific requirements

Assessment criteria

The learner can:

4.1 Demonstrate, in own practice, how barriers which restrict babies and/or young children's access are overcome

4.2 Explain the importance of evaluating and challenging existing practice and becoming an agent of change

4.3 Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour

4.4 Describe the impact of disability within different cultures and the importance of culturally sensitive practice

4.5 Explain the importance of systems of monitoring, reviewing and evaluating services for babies and young children

Learning outcome

The learner will:

5 Understand how to work in partnership with other agencies and professionals to support provision for babies and children and those with specific requirements

Assessment criteria

The learner can:

5.1 Explain the roles and responsibilities of partners that are typically involved with babies and children and those with specific requirements

5.2 Analyse examples of multi-agency and partnership working from own practice

Unit 403 Support children with physical disabilities

Unit level:	4
Credit value:	6
GLH:	44
Unit aim:	The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children with physical disabilities. NB - Learning Outcomes 4, 5 and 6 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

Learning outcome

The learner will:

1 Understand the scope and impact of physical disability on children

Assessment criteria

The learner can:

1.1 Define physical disability
1.2 Identify the main causes of physical disability
1.3 Analyse the impact of physical disability on development and learning
1.4 Explain how attitudes to physical disability may impact on the lives of children and their carers
1.5 Explain the importance of the **physical environment**
1.6 Explain the importance of a well-prepared environment on the inclusion of children with physical disabilities

Range

(AC 1.5) **Physical environment** could include importance of:

- Access/mobility
- Play
- Exercise
- Social relationships

Learning outcome

The learner will:

2 Understand how legislative and policy frameworks impact on provision for children with physical disabilities

Assessment criteria

The learner can:

2.1 Outline current legislation and policy frameworks that are designed to promote equality and inclusion for children with physical disabilities
2.2 Analyse the impact of current legislation and Codes of Practice in own work setting
2.3 Explain the benefits of inclusion of children with physical disabilities in mainstream settings
2.4 Explain the challenges of inclusion of children with physical disabilities in mainstream settings

Learning outcome

The learner will:

3 Understand how statutory roles and responsibilities contribute to the provision for children with physical disabilities

Assessment criteria

The learner can:

3.1 Outline the statutory roles and responsibilities of those involved in provision for children with physical disabilities
3.2 Explain the processes involved in statutory assessments
3.3 Explain how **statutory assessments** contribute to provision

Range

(AC 3.3) **Statutory assessments** may include:

- Special educational needs
- Social needs
- Safeguarding and risk

Learning outcome

The learner will:

4 Be able to communicate with children with physical disabilities

Assessment criteria

The learner can:

4.1 Describe how the environment facilitates communication for children with physical disabilities
4.2 Prepare the environment to facilitate communication
4.3 Establish the method of communication preferred by children
4.4 Use agreed methods of communication with a child
4.5 Describe how to demonstrate empathy, sensitivity and respect when communicating with children
4.6 Interact with children in a way that demonstrates an understanding of their feelings and preferences
4.7 Check with the child throughout the interaction that the communication has been understood

Learning outcome

The learner will:

5 Be able to support the learning and development of children with physical disabilities

Assessment criteria

The learner can:

5.1 Explain the importance for children with physical disabilities of:

- a differentiated curriculum
- an individualised/ personalised approach to learning and development needs

5.2 Structure the environment to support children's inclusion
5.3 Encourage children to participate in decisions affecting their lives according to their age, needs and abilities
5.4 Contribute to the development of individual plans for a child with physical disability
5.5 Identify when children may need additional support

Learning outcome

The learner will:

6 Be able to work in partnership with others to support children with physical disabilities

Assessment criteria

The learner can:

6.1 Explain why a partnership approach is most effective in supporting children with physical disabilities

6.2 Support other children to understand the needs of their peers with physical disabilities

6.3 Provide information to carers that supports their understanding of the emerging abilities and needs of the child

6.4 Provide information on sources of support for carers

Unit 404 Support children with learning disabilities

Unit level:	4
Credit value:	6
GLH:	44
Unit aim:	The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children with learning disabilities. NB - Learning Outcomes 4, 5 and 6 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

Learning outcome

The learner will:

1 Understand the scope and impact of learning disability on children

Assessment criteria

The learner can:

1.1 Define learning disability
1.2 Identify the main causes of learning disability
1.3 Describe the additional challenges that a child with a learning disability may have
1.4 Analyse the impact of learning disability on development and learning
1.5 Explain how attitudes to learning disability may impact on the lives of children and their carers

Learning outcome

The learner will:

2 Understand how legislative and policy frameworks impact on provision for children with learning disabilities

Assessment criteria

The learner can:

2.1 Outline current legislation and policy frameworks that are designed to promote equality and inclusion for children with learning disabilities
2.2 Analyse the impact of current legislation and Codes of Practice in own work setting
2.3 Explain the benefits of inclusion of children with learning disabilities in mainstream settings
2.4 Explain the challenges of inclusion of children with learning disabilities in mainstream settings

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Learning outcome

The learner will:

3 Understand how statutory roles and responsibilities contribute to the provision for children with learning disabilities

Assessment criteria

The learner can:

3.1 Outline the statutory roles and responsibilities of those involved in provision for children with learning disabilities
3.2 Explain the processes involved in **statutory assessments**
3.3 Explain how **statutory assessments** contribute to provision

---

Range

(AC 3.2, 3.3) **Statutory assessments:**

- Special educational needs
- Social needs
- Safeguarding and risk

Learning outcome

The learner will:

4 Be able to communicate with children with learning disabilities

Assessment criteria

The learner can:

4.1 Describe how the environment facilitates communication for children with learning disabilities
4.2 Prepare the environment to facilitate communication
4.3 Establish the method of communication preferred by children
4.4 Use agreed methods of communication with a child
4.5 Describe how to demonstrate empathy, sensitivity and respect when communicating with children
4.6 Check with the child throughout the interaction that the communication has been understood

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Learning outcome

The learner will:

5 Be able to support the learning and development of children with learning disabilities

Assessment criteria

The learner can:

5.1 Explain the importance for children with learning disabilities of:

- a differentiated curriculum
- an individualised/personalised approach to learning and development needs

5.2 Structure the environment to support children's inclusion
5.3 Encourage children to participate in decisions affecting their lives according to their age, needs and abilities
5.4 Contribute to the development of individual plans for a child with learning disability
5.5 Identify when children may need additional support

Learning outcome

The learner will:

6 Be able to work in partnership with others to support children with learning disabilities

Assessment criteria

The learner can:

6.1 Explain why a partnership approach is most effective in supporting children with learning disabilities
6.2 Support other children to understand the needs of their peers with learning disabilities
6.3 Provide information to carers that supports their understanding of the emerging abilities and needs of the child

6.4 Provide information on sources of support for carers

Unit 405 Support young children with autistic spectrum conditions

Unit level:	4
Credit value:	6
GLH:	44
Unit aim:	The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with young children with autistic spectrum conditions. Within the context of this unit young children are defined as children up to the age of 5yrs 11mths. NB - Learning Outcomes 4, 5 and 6 must be assessed in a real work environment. Simulation is not permitted.

Learning outcome

The learner will:

1 Understand the impact of autistic spectrum conditions on young children's learning and development

Assessment criteria

The learner can:

1.1 Explain what is meant by the autistic spectrum
1.2 Explain the importance of early diagnosis and intervention
1.3 Describe the behavioural characteristics associated with autistic spectrum conditions
1.4 Explain why young children with autistic spectrum conditions may display challenging behaviour
1.5 Outline the links between autistic spectrum conditions and other conditions
1.6 Analyse the impact of autistic spectrum conditions on:

- social development
- language and communication development
- sensory sensitivity

1.7 Explain how attitudes to autistic spectrum conditions and behaviours may impact on the lives of young children and their carers

Learning outcome

The learner will:

2 Understand how legislative and policy frameworks impact on provision for young children with autistic spectrum conditions

Assessment criteria

The learner can:

2.1 Outline current legislation and policy frameworks that are designed to promote equality and inclusion for young children with autistic spectrum conditions

2.2 Analyse the impact of current legislation and Codes of Practice in own work setting

2.3 Explain the benefits of inclusion of young children with autistic spectrum conditions in mainstream settings

2.4 Explain the challenges of inclusion of young children with autistic spectrum conditions in mainstream settings

Learning outcome

The learner will:

3 Understand how statutory roles and responsibilities contribute to provision for young children with autistic spectrum conditions

Assessment criteria

The learner can:

3.1 Outline the statutory roles and responsibilities of those involved in provision for young children with autistic spectrum conditions

3.2 Explain the processes involved in **statutory assessments**

3.3 Explain how **statutory assessments** contribute to provision

Range

(AC 3.2, 3.3) **Statutory assessments** may include:

- Special educational needs
- Social needs
- Safeguarding and risk

Learning outcome

The learner will:

4 Be able to communicate effectively with young children with autistic spectrum conditions

Assessment criteria

The learner can:

4.1 Describe how the environment facilitates effective communication for young children with autistic spectrum conditions
4.2 Prepare the environment to facilitate effective communication
4.3 Establish the method of communication preferred by the child
4.4 Use agreed methods of communication with a child
4.5 Describe how to demonstrate empathy, sensitivity and respect when communicating with young children
4.6 Interact with young children in a way that demonstrates an understanding of their feelings and preferences
4.7 Check with the child throughout the interaction that the communication has been understood

Learning outcome

The learner will:

5 Be able to support the learning and development of young children with autistic spectrum conditions

Assessment criteria

The learner can:

5.1 Explain the importance for young children with autistic spectrum conditions of:

- a differentiated curriculum
- an individualised/ personalised approach to learning and development

5.2 Structure the environment to support young children's inclusion
5.3 Encourage young children to participate in decisions affecting their lives according to their age, needs and abilities
5.4 Contribute to the development of individual plans for a child with autistic spectrum conditions
5.5 Identify when young children may need additional support

Learning outcome

The learner will:

6 Be able to work in partnership with others to support young children with autistic spectrum conditions

Assessment criteria

The learner can:

6.1 Explain why a partnership approach is most effective in supporting young children with autistic spectrum conditions

6.2 Support other young children to understand the needs of their peers with autistic spectrum conditions

6.3 Provide information to carers that supports their understanding of the emerging abilities and needs of the child

6.4 Provide information on sources of support for carers

Unit 406 Support the learning and development of young children with health needs

Unit level:	4
Credit value:	6
GLH:	44
Unit aim:	The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with young children with health needs. Within the context of this unit young children are defined as children up to the age of 5yrs 11mths. NB - Learning Outcomes 4, 5 and 6 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

Learning outcome

The learner will:

1 Understand the impact of health needs on young children's development

Assessment criteria

The learner can:

1.1 Explain the impact of **health needs** on young children's learning and development

1.2 Explain how attitudes to **health needs** may impact on young children and their carers

1.3 Explain the importance of supporting young children to make positive choices about their health

Range

(AC 1.1, 1.2) **Health needs** may include:

- Physical health
- Mental health
- Short-term health needs
- Long-term health needs
- Life-limiting conditions
- Emotional or behavioural conditions

Learning outcome

The learner will:

2 Understand how legislative and policy frameworks impact on provision for young children with health needs

Assessment criteria

The learner can:

2.1 Outline current legislation and policy frameworks that are designed to promote equality and inclusion for young children with health needs

2.2 Analyse how provision reflects legislative and policy frameworks in own area of work

2.3 Explain how the rights of young children supports access to full time education

Learning outcome

The learner will:

3 Understand how statutory roles and responsibilities contribute to the provision for young children with health needs

Assessment criteria

The learner can:

3.1 Describe the types of settings where young children with health needs may receive care and support

3.2 Outline the statutory roles and responsibilities of those involved in provision for young children with health needs

3.3 Explain the processes involved in **statutory assessments**

3.4 Explain how **statutory assessments** contribute to provision

Range

(AC 3.3, 3.4) **Statutory assessments** may include:

- Special educational needs
- Social needs
- Safeguarding and risk

Learning outcome

The learner will:

4 Be able to communicate with young children with health needs

Assessment criteria

The learner can:

4.1 Describe how the environment facilitates communication for young children with health needs
4.2 Prepare the environment to facilitate communication
4.3 Establish the method of communication preferred by young children
4.4 Use agreed methods of communication with a child
4.5 Describe how to demonstrate empathy, sensitivity and respect when communicating with young children
4.6 Interact with young children in a way that demonstrates an understanding of their feelings and preferences
4.7 Check with the child throughout the interaction that the communication has been understood

Learning outcome

The learner will:

5 Be able to support the learning and development of young children with health needs

Assessment criteria

The learner can:

5.1 Explain the importance for young children with health needs of:

- differentiated curriculum
- individualised/personalised approach to learning and development

5.2 Structure the environment to support young children's inclusion
5.3 Implement strategies to enable young children with health needs to access learning opportunities
5.4 Encourage young children to participate in decisions affecting their lives according to their age, needs and abilities
5.5 Contribute to the development of individual plans for a child with health needs
5.6 Identify when young children may need additional support

Learning outcome

The learner will:

6 Be able to work in partnership with others to support young children with health needs

Assessment criteria

The learner can:

6.1 Explain why a partnership approach is most effective in supporting young children with health needs

6.2 Support other young children to understand the needs of their peers with health needs

6.3 Provide information to carers that supports their understanding of the emerging abilities and needs of the child

6.4 Provide information on sources of support for carers

Unit 407 Support young children with sensory loss

Unit level:	4
Credit value:	6
GLH:	44
Unit aim:	The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with young children with sensory loss. Within the context of this unit young children are defined as children up to the age of 5yrs 11mths. NB - Learning Outcomes 3, 4, 5 and 6 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

Learning outcome

The learner will:

1 Understand the scope and impact of sensory loss for young children

Assessment criteria

The learner can:

1.1 Define congenital sensory loss and acquired sensory loss
1.2 Identify the main causes of sensory loss
1.3 Analyse the impact of congenital sensory loss on development and learning
1.4 Identify the indicators and signs of:

- sight loss
- hearing loss
- deaf-blindness

1.5 Explain how attitudes to sensory loss may impact on young children and their carers

Learning outcome

The learner will:

2 Understand how legislative and policy frameworks impact on provision for young children with sensory loss

Assessment criteria

The learner can:

2.1 Outline current legislation and policy frameworks, that are designed to promote equality and inclusion for young children with sensory loss
2.2 Analyse the impact of current legislation and Codes of Practice in own work setting
2.3 Explain the benefits of inclusion of young children with sensory loss in mainstream settings
2.4 Explain the challenges of inclusion of young children with sensory loss in mainstream settings

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Learning outcome

The learner will:

3 Understand how statutory roles and responsibilities contribute to the provision for young children with sensory loss

Assessment criteria

The learner can:

3.1 Outline the statutory roles and responsibilities of those involved in provision for young children with sensory loss
3.2 Explain the processes involved in **statutory assessments**
3.3 Explain how the **statutory assessments** contribute to provision

---

Range

(AC 3.2, 3.3) **Statutory assessments** may include:

- Special educational needs
- Social needs
- Safeguarding and risk

Learning outcome

The learner will:

4 Be able to communicate with young children with sensory loss

Assessment criteria

The learner can:

4.1 Explain the methods of communication used by young children with:

- sight loss
- hearing loss
- deaf-blindness

4.2 Describe how the environment facilitates communication for young children with sensory loss
4.3 Prepare the environment to facilitate communication
4.4 Establish the method of communication preferred by young children
4.5 Use agreed methods of communication with a child
4.6 Describe how to demonstrate empathy, sensitivity and respect when communicating with young children
4.7 Interact with young children in a way that demonstrates an understanding of their feelings and preferences
4.8 Check with the child throughout the interaction that the communication has been understood
4.9 Structure the environment to support young children's inclusion

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Learning outcome

The learner will:

5 Be able to support the learning and development of young children with sensory loss

Assessment criteria

The learner can:

5.1 Explain the importance for young children with sensory loss of:

- a differentiated curriculum
- an individualised/personalised approach to learning and development

5.2 Structure the environment to support young children's inclusion
5.3 Encourage young children to participate in decisions affecting their lives according to their age, needs and abilities
5.4 Contribute to the development of individual plans for a child with sensory loss
5.5 Identify when young children may need additional support

Learning outcome

The learner will:

6 Be able to work in partnership with others to support young children with sensory loss

Assessment criteria

The learner can:

6.1 Explain why partnership approach is most effective in supporting young children with sensory loss
6.2 Support other young children to understand the needs of their peers with sensory loss
6.3 Provide information to carers that supports their understanding of the emerging abilities and needs of the child
6.4 Provide information on sources of support for carers

Appendix 1 NOS links

Unit number/title	NOS Links
Mandatory units	
Unit 301 Context and principles for theEearly Years sector	CCLD 304, CCLD 305, CCLD 308 GEN 12, GEN 13 HSC 34, HSC 35, HSC 38 HSC 33, HSC310, HSC 3116 SCDCCLD0301, SCDCCLD0309
Unit 302 Communication and partnership working	CCLD 301, CCLD 302, CCLD 306, CCLD 307, CCLD 308, CCLD 312, CCLD 323, CCLD 337, CCLD 345, CCLD 431 GEN 22 HSC31, HSC 38, HSC 310, HSC 221, HSC 236, HSC 375, SSCDCCLD208, SCDCCLD0301 WWP 307
Unit 303 Safeguarding children	CCLD 305 HSC 24, HSC 34, HSC 35 LDSS NOS Unit 1 SSCDCCLD208
Unit 304 Keeping children safe, health and well	CCLD 302, CCLD 303, CCLD 306, CCLD 307, CCLD 308, CCLD 213, CCLD 311, CCLD 317, CCLD 319, CCLD 324, CCLD 326, CCLD 329, CCLD 338 HT3 HSC 32, HSC 213, HSC 22 LDSS Unit 2 PHS10 SSCDCCLD208
Unit 305 Supporting children's personal care and nutrition	CCLD 31, CCLD 303, CCLD 307, CCLD 308, CCLD 312, CCLD 314, CCLD 319,CCLD 325 HSC 37, HSC 38, HSC 213, HSC 310 SSCDCCLD208

Unit number/title	NOS Links
Unit 306 Supporting children's development	CCLD 206, CCLD 301, CCLD 303, CCLD 304 CCLD 306, CCLD 308, CCLD 309, CCLD 312, CCLD 317, CCLD 325, CCLD 337, CCLD 345 HSC 37, HSC 38, HSC 310, HSC 311 SSCDCCLD208 SCDCCLD0301 SCDCCLD0345 SCDCCLD0410 WWP 310, WWP 312
Unit 307 Supporting children's play opportunities and experience of play	CCLD 206, CCLD 410, SSCDCCLD208 SCDCCLD0410 SKAPW 34
Unit 308 Contribute to the support of children with disabilities and/or special needs	CCLD 305, CCLD 312, CCLD 418, HSC 34, HSC 35, HSC3116 NOS for Sensory Services Standards 1-7 SSCDCCLD208
Optional units	
Unit 309 Understand how to set up a home-based childcare service	CCLD 203, CCLD 206, CCLD 209, CCLD 302, CCLD 303, CCLD 305, CCLD 316, CCLD 320, CCLD 328, CCLD 330 HSC 24, HSC 34, HSC 35, HSC 3116 SSCDCCLD208 SCDCCLD0320 SCDCCLD0328 SCDCCLD0410
Unit 310 Support babies and/or young children in their own home	CCLD 301,CCLD 305, CCLD 308, CCLD 311, HSC 38, HSC 310. HSC 319 SSCDCCLD208 SCDCCLD0301 SCDCCLD0320 SCDCCLD0410
Unit 311 Understand how to support parents/carers to develop positive and responsive relationships with children	CCLD 308 CCLD 325, CCLD 326, CCLD 410 HSC 38, HSC 310, SSCDCCLD208 SCDCCLD0301 WWP 308
Unit 312 Engage fathers in their babies' and/or young children's early learning	CCLD 47, CCLD 301, CCLD 304, CCLD 313, CCLD 317, CCLD 345

Unit number/title	NOS Links
	SSCDCCLD208 SCDCCLD0301 WWP 01, WWP 09, WWP 310, WWP 312
Unit 313 Promote the acquisition of a new language through immersion in an Early Years setting	CCLD 301 CCLD 303, CCLD 312, CCLD 347, HSC 347 SSCDCCLD208 SCDCCLD0247 SCDCCLD0345 SCDCCLD0301
Unit 314 Support families who have a child with a disability	CCLD 209, CCLD321, HSC 316 SSCDCCLD208 SCDCCLD0301
Unit 315 Promote signing and/or alternative approaches to advance speech, language and communication	CCLD 209, CCLD 301, CCLD 312, CCLD 337 SCDCCLD0301
Unit 316 Developing effective study skills	CCLD 301, CCLD 305
Unit 317 Engaging babies and young children in storytelling	CCLD 305, CCLD 410 HSC 34, HSC 35, HSC 3116 SSCDCCLD208 SCDCCLD0301
Unit 318 Research in Early Years practice	CCLD 305, HSC 34, HSC 35, HSC 3116 SCDCCLD0420
Unit 319 Contemporary theories and thinking in Early Years	CCLD 305, HSC 34, HSC 35, HSC 3116 SCDCCLD0313
Unit 401 Understand the needs of children who are vulnerable and experiencing poverty and disadvantage	SCDCCLD 202, 301, 303, 0338
Unit 402 Support babies and/or young children who have a disability and/or those with specific requirements	SCDCCLD 203, 209, 301, 303, 313, 0338
Unit 403 Support children with physical disabilities	SCDCCLD 202, 208, 209, 301, 303
Unit 404 Support children with learning disabilities	CCLD 209, CCLD 303 CCLD 305, CCLD 321, CCCLD 339

Unit number/title	NOS Links
	HSC 34, HSC 35, HSC 37, HSC 3116, HSC 316 SSCDCCLD208 SCDCCLD0301
Unit 405 Support young children with autistic spectrum conditions	CCLD 209, CCLD 305, CCLD 321 HSC 34, HSC 35, HSC 316, HSC 3116 SSCDCCLD208 SCDCCLD0301
Unit 406 Support the learning and development of young children with health needs	CCLD 209, CCLD 305, HSC 34, HSC 35, HSC 3116 SSCDCCLD208 SCDCCLD0301 SCSCCLD 321
Unit 407 Support children with sensory loss	CCLD 209, CCLD 303, CCLD 305, HSC 34, HSC 35, HSC 37, HSC 3116 SSCDCCLD208 SCDCCLD0301

Appendix 2 Sources of general information

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

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues.

Specifically, the document includes sections on:

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

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment and Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

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

- **Walled Garden**: how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Appendix 3 Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**

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