



# Level 3 Advanced Technical Diploma in Early Years and Childcare (540) (3605-31)

Version 1.5 (August 2017)

**Qualification Handbook**

## Qualification at a glance

<b>Industry area</b>	Childcare
<b>City &amp; Guilds qualification number</b>	3605-31
<b>Age group</b>	16-19 (Key Stage 5), 19+
<b>Entry requirements</b>	Centres must ensure that any prerequisites stated in the <i>What is this qualification about?</i> section are met.
<b>Assessment</b>	To gain this qualification, candidates must successfully achieve the following assessments: <ul style="list-style-type: none"> <li>• One externally set, externally moderated assignment</li> <li>• One externally set, externally marked exam, sat under examination conditions</li> <li>• Portfolio of evidence</li> </ul>
<b>Additional requirements to gain this qualification</b>	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
<b>Grading</b>	This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 7: Grading.
<b>Approvals</b>	This qualification requires full centre and qualification approval.
<b>Support materials</b>	Sample assessments Guidance for delivery Guidance on use of marking grids Centre handbook
<b>Registration and certification</b>	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
<b>External quality assurance</b>	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

<b>Title and level</b>	<b>Size (GLH)</b>	<b>TOT</b>	<b>City &amp; Guilds qualification number</b>	<b>Ofqual accreditation number</b>
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Version and date	Change detail	Section
May 2016 V1.1	Small typographical errors	Throughout
	TQT added for qualifications Assessment component titles amended	1. Introduction
	Employer involvement guidance updated throughout	4. Employer involvement
	Summary of assessment methods and conditions	5. Assessment
	Moderation and standardisation of assessment updated throughout	6. Moderation and standardisation of assessment
	Awarding individual assessments Awarding grades and reporting results	7. Grading
	Enquiries about results Re-sits and shelf-life of assessment results Malpractice Access arrangements and special consideration	8. Administration
January 2017 V1.2	Deleted phone numbers; updated Group statement	Last pages
	Values updated in exam specification	5. Assessment
June 2017 V1.3	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments	5. Assessment – Assessment Objectives

	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
	Branding changes	Throughout
August 2016 V1.4	Addition of learning outcomes	5. Assessment – Exam Specification
August 2016 V1.5	Revised AO weightings for qualification	5. Assessment

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# 1 Introduction

## What is this qualification about?

The following purpose statement relates to the **Level 3 Advanced Technical Diploma in Early Years and Childcare (540)**.

Area	Description
OVERVIEW	
Who is this qualification for?	The Level 3 Advanced Technical Diploma in Early Years and Childcare (540) will provide you with the knowledge and practical skills that will enable you to work in the Early Years sector in England or to undertake further training for the Children and Young People's sector.
What does this qualification cover?	<p>The qualification covers the knowledge and skills which are essential for anyone working in Early Years.</p> <p>The nine mandatory units cover topics which include child development, professional development, safeguarding children, theories underpinning practice and supporting children's activities.</p> <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers. This practically based training is ideal preparation for gaining employment in the Early Years sector or specialist further study.</p>
WHAT COULD THIS QUALIFICATION LEAD TO?	
Will the qualification lead to employment, and if so, in which job role and at what level?	<p>On completion of this qualification you will be able to seek work in supervised roles within the Early Years and Childcare sector in England, including assistant practitioner roles in day nurseries, nursery schools and preschools.</p> <p>This qualification does not qualify you as an Early Years Educator. The Extended Diploma (1080) meets the qualification requirements which are set by the National College for Teaching and Leadership (NCTL)</p>

	for being qualified to work with children from 0 to 5 years old.
Why choose this qualification over similar qualifications?	This qualification is for you if you know you want to work in the Early Years sector in England but you are not ready to go directly on the larger qualification to become a qualified Early Years Educator.
Will the qualification lead to further learning?	<p>This qualification will enable you to:</p> <ul style="list-style-type: none"> <li>• progress to an apprenticeship at Level 3 to become an Early Years Educator</li> <li>• progress to further learning for access to Higher Education</li> <li>• move towards becoming an L3 Early Years Educator by completing the Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080).</li> </ul>

#### WHO SUPPORTS THIS QUALIFICATION?

Employer/Higher Education Institutions    PACEY



## Qualification structure

For the **Level 3 Advanced Technical Diploma in Early Years and Childcare (540)** the teaching programme must cover the content detailed in the structure below:

Qualification title		
Unit number	Unit title	GLH
<b>Mandatory</b>		
001	Professional development using reflective practice and effective study skills	60
002	Child development and the effective use of observation and assessment	60
003	Principles of safeguarding and health and safety of children	60
004	Promoting children's health and welfare and their diversity, equality and inclusion in the Early Years sector	60
005	Theories that underpin practice in the Early Years sector	60
006	Model, promote and support positive behaviour and transitions	60
007	Working in partnership with parents and other professionals	60
008	Promote children's speech, language and communication development	60
009	Supporting children's activities, play, creative development and educational programmes	60
<b>Total GLH</b>		<b>540</b>

## Total qualification time (TQT)

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

Title and level	GLH	TQT
Level 3 Advanced Technical Diploma in Early Years and Childcare (540)	540	900

## Assessment requirements and employer involvement

To achieve the **Level 3 Advanced Technical Diploma in Early Years and Childcare (540)** candidates must successfully complete **all** mandatory assessment components, which cover the mandatory content of the qualification.

### Level 3 Advanced Technical Diploma in Early Years and Childcare (540)

Component number	Title
<b>Mandatory</b>	
035 or 535	Level 3 Early Years and Childcare - Theory exam (1)*
039	Level 3 Early Years and Childcare - Synoptic assignment (1)*
040	Level 3 Early Years and Childcare - Portfolio (1)*

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

### Employer involvement

Component number	Title
<b>Mandatory</b>	
831	Employer involvement

*\*Number of mandatory assessments per assessment type*

## 2 Centre requirements

### Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: [www.cityandguilds.com](http://www.cityandguilds.com).

### Resource requirements

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

### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

### Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessments.

### Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

### Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

### Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

## 3 Delivering technical qualifications

### Initial assessment and induction

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

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

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

### Qualification delivery guidance

It is suggested that units 001 to 005 are taught before units 006 to 009. The following contains important guidance for particular units. Tutors and Internal Quality Assurers should refer to this guidance when considering schemes of work, learning sessions and tutor/assessor allocations.

**All Units: When team teaching is being utilised, all those involved must be familiar with the unit aim and content and how these contribute to the whole qualification.**

Knowledge and evidence included in unit 001 will be developed throughout the learning and qualification journey. Lesson and assessment plans for all units should therefore be influenced by the scope and learning outcomes of this unit. To facilitate holistic delivery and assessment, all tutors must be familiar with the content of this unit.

Unit 002 will provide the basis for the longitudinal synoptic study. To ensure that learners fulfil this requirement, tutors and assessors must monitor and support the learner to generate robust and reliable evidence and reflection. This unit contains the different methods of observations and assessments that learners are expected to know, understand and use during their work placement and/or employment with 0-5 year olds. Learners must be taught the range of different methods of observations and assessments as detailed in the unit. Learners must be provided with the opportunity to practise their observation skills prior to using them in the setting e.g. use of videos or other technologies/online resources can be used to support this. Learners must use the different observations and assessments within real work environments in order to generate evidence for their portfolio, facilitate assessor observation of practice and for the purposes of the longitudinal synoptic study. Tutors must therefore liaise with the work placement supervisor to ensure that the learner can achieve this. It is expected that learners will use and practise the different methods and techniques in their work placement(s). This will perfect their skill set in this important facet of professional practice and will exam their ability to select the right method and technique for different situations and purposes. It will also contribute evidence towards the longitudinal study.

Tutors must therefore ensure that learners have been taught the relevant observation and assessment methods and ways in which to interpret, evaluate and reflect on what they have seen and recorded.

Unit 005 will introduce the learner to and develop their understanding of child developmental theory. Using this information and insight, the learner should reflect on how theory becomes integrated in their practice and they should also gain confidence in their ability to demonstrate the application of skills and knowledge in their work placement(s). Learners should be encouraged to make links between real work practices and formal/informal theory as they carry out research for this unit. Tutors should support learners in making links between theory and practice through the use of observations, assessments, case studies and reflections on work placement practice. When confident of their understanding and application of each theoretical framework the learner can begin to deconstruct or reframe the theories depending on the individual context, the child and the situation. Encouraging and supporting this is a useful way to further understanding. Where more than one tutor is used to teach the qualification they will need to be familiar with the contents of this unit so that they can support learners in embedding theory into their reflective writing and practical assessments.

### Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

### Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments Guidance for delivery Guidance on use of marking grids	Available 2016 on the qualification pages on the City & Guilds Website: <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

*Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.*

*[Technical qualifications] must:*

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: ***Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90***

City & Guilds will provide support, guidance and quality assurance of employer involvement.

### **Qualification approval**

To be approved to offer City & Guilds technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

## Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification. These records must be available for review by External Quality Assurers (EQAs) on request.

## Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning.

Some examples of meaningful employer involvement are listed below.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows<sup>1,2</sup>:

### ***The following activities meet the requirement for meaningful employer involvement:***

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification<sup>3</sup>;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

*In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.*

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<sup>1</sup> As extracted from: Vocational qualifications for 16 to 19 year olds

2017 and 2018 performance tables: technical guidance for awarding organisations

<sup>2</sup>This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**

<sup>3</sup> DfE work experience guidance

***The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:***

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

### **Types of evidence**

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. E.g. for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

### **Quality assurance process**

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners. Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

### **Sufficiency of involvement for each learner**

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

### **Live involvement**

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (e.g. the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners.



This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

### **Timing**

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

### **Work placement**

Candidates are required to complete a work experience placement in the Early Years setting(s) of a minimum of **365** hours. Work placement may include volunteering provided that the expectations of the employer are that the learner follows the same code of conduct and is treated equal to other employees and as an employee. In addition work placement may be paid or unpaid which should not affect the expectations and constraints of the learner.

Centres must also complete a record of students placements which confirms the minimum work placement hours that have been completed. The process/format of recording is left to the centre to devise/manage.

## 5 Assessment

### Summary of assessment methods and conditions

Component number	Assessment method	Description and conditions
039	Synoptic assignment	<p>The synoptic assignment is externally set, internally marked and externally moderated. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City &amp; Guilds provides guidance and support to centres on the marking and moderation process.</p>

035/535	Externally marked exam	<p>The exam is externally set and externally marked, and can be taken either online through City &amp; Guilds' computer-based testing platform (035) or as a paper based test (535).</p> <p>The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: <a href="http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations">http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</a></p> <p>The exam specification shows the coverage of the exam across the qualification content.</p> <p>Candidates who fail the exam at the first sitting will have one opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.</p>
040	Portfolio of evidence	<p>This unit will be assessed by a portfolio of evidence, externally moderated by City &amp; Guilds.</p>

## **What is synoptic assessment?**

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

## **How the assignment is synoptic for this qualification**

The typical assignment brief could be to consider, in the form of a longitudinal study, the observation and assessment cycle in relation to child development, taking into account the different factors, theories, approaches and concept that influence the practice.

This will require the candidate to draw on their understanding from across the qualification content to evaluate and reflect on how they can support children in the setting and plan for next steps. Observation and assessment is at the core of the Early Years practice and the candidates will have to show that they have the holistic knowledge, understanding and skills.

## **External exam for stretch, challenge and integration**

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

## Assessment objectives for synoptic assignments

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignment. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Level 3 Advanced Technical Diploma in Early Years and Childcare (540) Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
<b>AO1</b> Recalls knowledge from across the breadth of the qualification.	Factors for conducting observations within an Early Years setting (physical, ethical and legal), roles and responsibilities, use of terminology, types of observations and the rationale for their use, core principles for Early Years practice, child development from conception to 7 years, professional manner for recording observations	25%
<b>AO2</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Theories and models of child development, reflective practice, concepts of Early Years values and behaviours, principles of child centred observations, risk, application of legislation and policy to situations (e.g. data protection, safeguarding, partnership working, sharing information)	25%
<b>AO3</b> Demonstrates technical skills from across the breadth of the qualification.	Reflection, completing documentation, professional manner for recording observations, use of different observation methods, quantitative and qualitative data in the analyses	25%
<b>AO4</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Application of knowledge and understanding to a particular situation, justification of decisions/approaches taken, contingencies, reflection and evaluation in conclusion	15%
<b>AO5</b> Demonstrates perseverance in achieving high standards and	Evaluation and analysis of observations and assessments, adaptations made in response to the child's identified individual and	10%

attention to detail while showing an understanding of wider impact of their actions.

additional needs and preferences are justified to achieve outcomes of research, reflection, child learning and development, own CPD, recommendations for improvement

## Exam specification

AO weightings per exam

AO	Exam 1 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	35
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	51
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	15

The way the exam covers the content of the qualification is laid out in the table below:

**Assessment type:** Examiner marked, written exam, usually delivered online\*

**Assessment conditions:** Invigilated examination conditions

**Grading:** X/P/M/D

Examiner marked, written exam 3605-035/535	Duration: 2 hours 30 minutes		
Unit	Learning outcomes	Number of marks	%
003	Understand how legislation, statutory guidance and procedures safeguard children in the Early Years sector	19	24
	Recognise and manage risks to health, safety and security in a work setting or off-site visit		
004	Promote health, welfare, equality diversity, and inclusion	19	24
005	Understand the theories that underpin current Early Year practice	15	19
	Understand the significance and importance of attachment for children		
	Understand the importance of play in supporting children's learning and development		

	Understand early years pedagogy and approaches in the early years sector		
007	Work in partnership with parents within early years settings	15	19
	Work in partnership with colleagues and other professionals within early years settings		
N/A	Integration across the units	12	15
<b>Total</b>		<b>80</b>	<b>100</b>

\*This exam is sat under invigilated examination conditions, as defined by the JCQ:  
<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>.

Entry for exams can be made through the City & Guilds Walled Garden.



## 6 Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

### **Supervision and authentication of internally assessed work**

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

### **Internal standardisation**

For internally marked work<sup>4</sup> the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

### **Provision for reworking evidence after submission for marking by the tutor**

It is expected that in many cases a candidate who is struggling with a specific piece of work may themselves choose to restart and rectify the situation during their normal allocated time, and before it gets to the stage of it being handed in for final marking by the tutor.

In exceptional circumstances however, where a candidate has completed the assignment in the required timescales, and has handed it in for marking by the tutor but is judged to have significantly underperformed, may be allowed to rework or supplement their original evidence for remarking prior to submission for moderation. For this to be allowed, the centre must be confident that the candidate will be able to improve their performance without additional feedback from their tutor and within the required timescales ie the candidate has shown they can perform sufficiently better previously in formative assessments.

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<sup>4</sup> For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

The reworked and/or supplemented original evidence must be remarked by the tutor in advance of the original moderation deadline and the moderator informed of any candidates who have been allowed to resubmit evidence.

The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

### Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to [appeals@cityandguilds.com](mailto:appeals@cityandguilds.com).

### Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for

moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

### **Post-moderation procedures**

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

### **Centres retaining evidence**

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

## 7 Grading

### Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

### Grade descriptors

#### To achieve a pass, a candidate will be able to

- Interpret the brief, attending to the key aspects routinely, and showing a secure understanding of the concepts and key themes across the subject area.
- Carry out planning which shows an ability to attend to the relevant information in the brief and uses broad knowledge and understanding from across the qualification (including basic technical information) to interpret what a fit for purpose outcome would be, developing a plausible plan to achieve it.
- Achieve an outcome which generally meets the key requirements of the brief, and aims for a fit for purpose outcome with some success.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out routine tasks and procedures, have some confidence in attempting more complex tasks.
- Demonstrate a knowledge and understanding of the broad content area, key principles, practices and legislation where relevant.
- Demonstrate an ability to describe some of the main factors impacting on the industry to show good awareness of how the industry area is shaped by the social, environmental, business environment it operates within.
- Demonstrate the correct use of some of the technical and industry specific terminology commonly used in the industry area.

#### To achieve a distinction, a candidate will be able to

- Analyse the brief in detail, showing confident understanding of concepts and themes, making effective links between topics
- Develop a clear and stretching plan, drawing on knowledge and understanding from across the qualification to achieve an outcome that is highly fit for purpose.

- Achieve an outcome which shows an attention to detail in its conception, development and completion, so that it meets the brief completely.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.
- Demonstrate an excellent knowledge and understanding of the broad content area, key principles, practices and legislation where relevant.
- Demonstrate an ability to analyse the impact of different factors on the industry to show good understanding of how the industry area is shaped by the social, environmental, business environment it operates within.
- Demonstrate the correct use of technical and industry specific terminology used in the industry area.
- Demonstrate the application of relevant theory and understanding to solve problems which are sometimes non-routine.

### Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 3 Advanced Technical Diploma in Early Years and Childcare** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction\*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary(ies) for the synoptic assignment(s) in this qualification are:

Syoptic Assignment	Pass Mark (%)
039	45

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

Assessment method	Grade scale	% contribution
Synoptic Assignment (039)	X/P/M/D	60%
Exam (035/535)	X/P/M/D	40%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table

below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Assignment (039): 60%	6	12	18
Exam (035/535): 40%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

<b>Qualification Grade</b>	<b>Minimum points</b>
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction\* will be the highest achieving of the Distinction candidates.

## 8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

### External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times,
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.



## Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals page** of the City & Guilds website at **[www.cityandguilds.com](http://www.cityandguilds.com)**.

## Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments **once only**. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

## Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCO form, JCO/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

## Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (e.g. disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the

document *Managing cases of suspected malpractice in examinations and assessments*.

### **Access arrangements and special consideration**

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website:

**<http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>**

### **Special consideration**

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: **<http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>**.

## Unit 001

# Professional development using reflective practice and effective study skills

<b>UAN:</b>	Y/506/0045
<b>Level:</b>	Level 3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to understand and recognise the importance of continuing professional development and how to recognise opportunities which will support and expand their professional development. This unit will highlight the importance of planning for and reviewing professional development. It will enable learners to explore study skills and apply the knowledge of how study skills are used to inform continuing professional development.

This unit also looks at the importance of using reflective practice in the Early Years sector and how reflective practice informs continuing professional development and promotes best practice. This unit has been designed to enable an Early Years practitioner to develop their skills in reflective practice.

The practical application of reflective practice to improve/change and challenge existing ways of working will enable the Early Years practitioner to plan, implement and evaluate their own skills and identify areas for improvement whilst utilising the study skills they have explored.

Therefore it is a suggestion to providers of Early Years qualifications to offer this unit at the beginning of the programme. The purpose of this is to equip participants with a range of study skills which will enhance their learning experience.

### Learning outcomes

In this unit, learners will be able to:

1. plan for and undertake study and continuing professional development.
2. reflect on practice and make recommendations to improve or change practice.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Plan for and undertake study and continuing professional development

The learner must be aware of the factors which can affect their ability to study and continuing professional development as well as the strategies which can be used to reduce their impact.

### Topics

- 1.1 The reasons for developing study skills and continuing professional development in the Early Years sector

#### Topic:

- 1.2 The components, strategies and techniques to include:
  - a. self-awareness and personal circumstances
  - b. familiarity of practice/habits for study and preferred environment
  - c. awareness of what is required
  - d. generating and structuring ideas
  - e. organising information
  - f. improving memory
  - g. tools/resources
  - h. support systems
  - i. planning for study
  - j. involving others when planning professional development
  - k. using a variety of sources for collecting information
  - l. information evaluated and selected
  - m. strategies to avoid plagiarism during study.

#### Topic:

- 1.3 How to develop a plan for optimising opportunities in relation to:
  - a. continuing professional development
  - b. undertaking study

#### Topic:

- 1.4 How continuing professional development and reflective practice can be used to:
  - a. develop best practice
  - b. identify practice which requires improvement

#### Topic:

- 1.5 Draw up a continuing professional development plan for own professional development to include:
  - a. involving others

b. incorporating study to achieve an identified specific professional development

**Topic:**

- 1.6 Undertake the study as planned to achieve professional development which includes:
- a. evaluating the components, strategies and techniques within the plan
  - b. evaluating how the study undertaken contributed to the identified specific professional development

**Topic:**

- 1.7 Update own professional development plan to show how learning has impacted on practice

The learner must be aware of how study skills are developed and resources available to ensure effect study and continuing professional development.

To achieve this unit learners will need to be aware of different learning styles in order to enable them to recognise their own learning style as this will have a large influence on their studying and professional development.

**Topic 1.1**

Reasons for developing study skills may include but are not limited to meeting the requirements of an academic programme, including a good command of the English language in both written and spoken form, to support continuing professional development; to support the learner in completing research or projects.

**Topic 1.2, 1.3, 1.4, 1.5**

The learner will need to be aware of how to write a continuing development plan. Learners may require guidance in identifying the specific professional development they intend to achieve. Others involved in drawing up the continuing development may include manager, supervisor, mentor, tutors.

**Topic 1.6, 1.7**

To enable the learner to evaluate the plan and the study undertaken the learner will need to understand how to carry out evaluation.

**Learning outcome:**

2. Reflect on practice and make recommendations to improve or change practice

**Topics**

- 2.1 The importance of using reflective practice in the Early Years sector

**Topic:**

- 2.2 How to record reflection on practice

**Topic:**

- 2.3 Use reflective practice in own work role in the Early Years setting including:
- a. production of a reflective log/journal

- b. reflection on observations made
- c. making recommendations to improve/change professional practice
- d. explaining the potential benefits of the recommendations
- e. sharing outcomes with others

### **Topic 2.1**

In order for learners to understand the importance of reflecting on practice the learner should be aware of how to reflect on practice. This can include using self-evaluation and peer evaluation and reflective cycles such as Graham Gibbs, David Kolb, Schön and Ghaye & Ghaye.

### **Topic 2.2, 2.3**

Reflect on observation made may include the use of questioning, testing/synthesising ideas, thinking about consequences, different perspectives, seeking alternatives, challenging work practices, seek opinions of others as appropriate such as colleagues, peers, parents/guardians and partnership agencies.

Methods for recording reflection on practice should include: diaries, reflective journals and reflective logs.

There is also a need for learners to be aware of how supervision and appraisals are used to identify and inform professional development and study requirements and who else may need to be consulted when developing the plan e.g. manager, supervisor, mentor, tutors.

Learners must be aware that best practice is practice which exceeds the expected standard for Early Years practitioners including the whole setting and personal practice. The learner should also be aware of how evidence based practice is used to meet the needs of children and service provision.

### **Guidance for delivery**

Learners must be aware of how their study and professional development can be optimised by the use of tools/resources and must be encouraged to explore the use of tools/resources such as use of notebooks, dictaphones, fast writing, collaborative learning, debates, active learning strategies such as summarising information in paragraph or bullet point form, spider diagrams, questioning, diagrams/ drawings to illustrate a concept, wall charts, development of outline plans, organising research into topics and use of mnemonics.

Learners should also be encouraged to think about the support systems and types of support that may be available to them when preparing for and undertaking study and professional development. These must include support from peers, colleagues, family, friends, college/training provider based support (additional learning support, advice, guidance, tutorials, learning resource facilities).

Learners must be aware of the strategies, components and techniques which can include: self-awareness: awareness of personal strengths, weaknesses, recognising opportunities for improvement, motivation for study, confidence/lack of confidence, what distracts or motivates them when studying, familiarity of habits may be identified from reflective journals, self-evaluation questionnaires, group discussion, tutor feedback improving skills through practice, reflect on study undertaken, the development of regular study habits, awareness of what is required: curriculum/qualification content, outcomes and learning objectives, assessment/marking guides, requirements for presentation, tutors preferences /requirements. Method/strategies for study include the need to: select study



preferences to meet outcome, plan for study, considering requirements regarding resources.

Learners should consider factors such as the locality of the study area; the room/area temperature and noise; the comfort of the environment such as seating, area for writing; use of music can have either positive or negative effects. The type of professional development opportunity they are engaging in. Learners must be aware of how an individual's circumstance can affect their ability to study, areas to take into consideration are the learners' own, their families and friends' health, well-being, family and work responsibilities.

Learners need to evaluate and select information in particular how to ensure the relevance, accuracy, reliability, credibility and currency of the information. Learners should be aware of how to challenge the content of the information, and how to make and justify judgements.

Learners should know how to avoid plagiarism, this must include the use of quotes, how to reference the information and the meaning of copyright. Learners must also be aware of the consequences of plagiarising other people's work and the effects this may have on future work and opportunities.

Learners should be encouraged to explore SMART planning.

Learners should use available resources to support study which may include the use of libraries, websites, accessing research data, learning centres, articles, television programmes and other professionals.

Opportunities for professional development include formal opportunities such as paediatric first aid, mathematics, English, science, safeguarding training, dance, music and informal opportunities such as reading journals/articles/books, watching documentaries/programmes, use of internet.

## **Employer engagement**

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

## **Suggested learning resources**

### **Best practice**

[www.foundationyears.org.uk/best-practice-case-studies](http://www.foundationyears.org.uk/best-practice-case-studies)

[www.ofsted.gov.uk/resources/goodpractice](http://www.ofsted.gov.uk/resources/goodpractice)

Ofqual (2008) *Regulatory Arrangements for the Qualifications and Credit Framework*. Coventry:

The Office of the Qualifications and Examinations Regulator. P47–48. QCF level Descriptors

EYE criteria available at:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/211644/Early\\_Years\\_Educator\\_Criteria.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/211644/Early_Years_Educator_Criteria.pdf)

### CPD

Ministry of Social and Family Development (2011) *Achieving excellence through continuing professional development* MSF

[www.reviewofteachereducationinscotland.org.uk/the-importance-of-continuing-professionaldevelopment.html](http://www.reviewofteachereducationinscotland.org.uk/the-importance-of-continuing-professionaldevelopment.html)

[www.jobs.ac.uk/careers-advice/managing-your-career/1318/what-is-continuing-professionaldevelopment-cpd](http://www.jobs.ac.uk/careers-advice/managing-your-career/1318/what-is-continuing-professionaldevelopment-cpd)

NCTL (2013) *Early Years Educator (Level 3) Qualifications Criteria* available from <http://www.gov.uk/government/publications>

### Reflective practice

[www.kathybrodie.com/viewpoint/reflective-practice-and-the-eyp](http://www.kathybrodie.com/viewpoint/reflective-practice-and-the-eyp)

'Information Sharing: Further guidance on legal issues' Department for Children, Schools and Families, and Communities and Local Government (2008)

<http://webarchive.nationalarchives.gov.uk/20130401151715>

<https://www.education.gov.uk/publications/standard/publicationdetail/page1/dcsf-00857-2008>

'Information sharing: Guidance for practitioners and managers' Department for Children, Schools and Families, and Communities and Local Government (2008)

<http://webarchive.nationalarchives.gov.uk/20130401151715>

<https://www.education.gov.uk/publications/eOrderingDownload/00807-2008BKT-ENMarch09.pdf>

'Information Sharing: How to identify which rules apply when sharing information', Department for Education, January 2011

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277836/information\\_sharing\\_how\\_to\\_identify\\_which\\_rules\\_apply.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277836/information_sharing_how_to_identify_which_rules_apply.pdf)

'Information Sharing: How to record decisions', Department for Education, January 2011

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277837/information\\_sharing\\_how\\_to\\_record\\_decisions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277837/information_sharing_how_to_record_decisions.pdf)

'Information Sharing: How to seek consent', Department for Education, January 2011

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277838/information\\_sharing\\_how\\_to\\_seek\\_consent.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277838/information_sharing_how_to_seek_consent.pdf)

'Information Sharing: How to share information securely', Department for Education, January 2011

**<http://media.education.gov.uk/assets/files/pdf/h/how%20to%20share%20information%20securely.pdf>**

Cotrell, S. (2003) *The study skills handbook* 2nd Edn Basingstoke: Palgrave MacMillan

Mueller, C. & Dweck, C. (1998) Praise for intelligence can undermine children's motivation and performance *Journal of Personality and Social Psychology* Vol 75 No 1 pp33 – 52

Different academic referencing systems – interactive tool available from:

**[www.bristol.ac.uk/arts/exercises/referencing/referencing%20skills/page\\_04.htm](http://www.bristol.ac.uk/arts/exercises/referencing/referencing%20skills/page_04.htm)**

## Unit 002

# Child development and the effective use of observation and assessment

<b>UAN:</b>	D/506/0046
<b>Level:</b>	Level 3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to gain knowledge and understanding of the sequence and rate of child development from birth to 5 years (and to extend this to age 7 years where appropriate). Related to this is the use of observation and assessment of children and how this can be used to record, monitor and support children's holistic development and practice within the Early Years sector.

The first part of the unit will provide learners with the required understanding of the sequence and rate of development for children as well as factors that may influence development in both a positive and negative manner. Learners will research the different ways in which children develop to gain an in depth understanding of the areas of development including: neurological and brain development stages, physical, communication, intellectual/cognitive, personal, social, emotional and behavioural development.

The second part of the unit concerns the use of observation and assessment in the Early Years including how it supports and promotes children's learning and development in a manner that is appropriate to their age, stage of development and individual circumstances. Learners will gain knowledge of how to share their observations and assessments to support planning, interventions and improvements to both setting and own practice.

### Learning outcomes

In this unit, learners will be able to:

1. understand holistic development from conception to 7 years
2. understand factors that could affect child development
3. carry out observations and assessments to inform development and practice in the Early Years sector.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Understand holistic development from conception to 7 years

### Topic:

- 1.1 Holistic development from conception to 7 years including:
  - a. critical pre and post natal **neurological** and brain development stages
  - b. physical
  - c. **communication**
  - d. **cognitive/intellectual**
  - e. personal, social, emotional and behavioural

Learners will need to know the pattern, sequence and rate of child development in order to support their observation and assessment practice. It is important to recognise that whilst development is usually split into different areas, this is for ease of recording and charting development. However individual areas of development do not occur in isolation from each other. Development is more holistic in nature which needs to be understood by learners.

#### Topic 1.1a

Neurological and brain development is integral to holistic development and attachment including:

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

**Neurological development** of a child can be affected by different factors:

- exposure to substance use/misuse (smoking – including passive, alcohol, prescribed medication, illegal drugs, misuse of vitamins)
- exposure to common childhood illnesses
- stress during pregnancy
- pre and post natal depression
- unhealthy eating
- genetic
- nature and nurture
- birth trauma
- folic acid.

#### Topic 1.1c

**Communication** development of a child:

- extending vocabulary
- language structure
- dialogue
- literacy.

### Topic 1.1d

**Cognitive and intellectual** development of a child:

- mathematics/numeracy
- understanding the world
- expressive arts and design.

### Learning outcome:

2. Understand factors that could affect child development

### Topic:

2.1 Factors that could affect patterns of development including

a. **Personal factors:**

- i. maternal health
- ii. health status
- iii. disability
- iv. sensory impairment
- v. learning difficulties
- vi. immunisation

b. External factors:

- i. poverty and deprivation
- ii. family environment and background
- iii. domestic violence
- iv. family circumstance
- v. exposure to substance use or misuse

There are many different influences that can affect development both positively and negatively. Learners need to identify the different factors that can affect development.

### Topic 2.1a

It is important to be aware that **personal factors** relate specifically to the child. It would be useful to take into account things the mother may have been exposed to or done that could impact on the development of the child pre and post natal including:

- exposure to substance use/misuse
- folic acid
- exposure to common childhood illnesses
- stress during pregnancy
- pre and post natal depression
- diet.

Child health can also be affected by immunisations or the lack of them leaving them open to common childhood illnesses that could be prevented, which if experienced when older could have potentially more severe consequences.

Learners should be guided to consider positive as well as negative effects.

**Learning outcome:**

3. Carry out observations and assessments to inform development and practice in the Early Years sector

**Topic:**

- 3.1 Use of observation and assessment in the Early Years sector to inform and monitor **service provision** and **monitor processes**

**Topic:**

- 3.2 **Factors** to be considered when carrying out observations or assessments including:
  - a. physical
  - b. ethical
  - c. legal

**Topic:**

- 3.3 **Observation, assessment methods** and **tools** that can be used in the Early Years sector

- a. Observation methods
  - i. time sample
  - ii. event sample
  - iii. focused or target child
  - iv. ABC/STAR
  - v. tracking
  - vi. web
  - vii. check list
  - viii. free description
  - ix. snapshot
  - x. camera/video
- b. Assessment methods
  - i. Standard Measurements
- c. Tools
  - i. Common Assessment Framework

**Topic:**

### 3.4 Involving **others** in observations and assessments

#### **Topic:**

3.5 Use of observations and assessments as part of **referral** processes including:

- a. additional support
- b. safeguarding
- c. other settings
- d. legislation

#### **Topic:**

3.6 Carry out observations and assessments including:

- a. identification of the purpose of the observation or assessment being undertaken
- b. selection of observation and assessment methods or tools for purpose identified
- c. undertaking and recording the observations and assessments
- d. reflection on the observation and assessments explaining how they have been used to inform development and practice
- e. clarification on the accuracy of the observations and assessments and responding to **constructive feedback** from those who receive them.



Learners need to apply knowledge and understanding of the importance that observation and assessment plays in the Early Years sector, making links to current frameworks and guidance. Learners will be introduced to a number of different observation and assessment techniques and tools in order to gain an understanding of their uses in the Early Years sector.

It is important that learners develop a clear understanding of the purpose and benefits combined with practical experience of observation and assessment methods and the skills involved in recording and using them.

### Topic 3.1

#### Service provision:

- appropriateness of provision
- staff
- environment
- planning
- room layout
- session/day
- sharing information
- current Early Years curriculum framework.

#### Monitoring processes:

- understand child's current competence level
- assess interactions (adult/child; adult/child/child; child/child)
- assess specific events
- identify and support additional needs
- identify and support skills
- identify and support likes /dislikes
- balance adult led and child initiated learning
- planning of next steps to develop and extend children's learning and thinking.

### Topic 3.2

Learners will examine the **factors** needed to carry out effective observations and assessments including the difficulties that may occur.

#### Physical factors

- staff resource
- timeliness
- method
- setting/area
- safety
- child development
- health and wellbeing of child
- child's age stage and interests
- additional needs.

#### Ethical factors

- permissions to observe
- rights to refuse to be observed
- confidentiality
- appropriate behaviour of observer

- legal
- freedom from bias – objectivity rather than subjective
- providing learning experiences, environments and opportunities appropriate to the age stage and needs of individuals and groups of children.

#### **Legal factors**

- Data Protection Act 1998
- Welfare standards.

#### **Topic 3.3**

Regular observation and assessment are extremely effective ways to monitor child development, assess service provision, and support an enabling environment and referrals for additional support needs. Observations and assessments must be legible and meet legal requirements that relate to recording, sharing and storing of information.

The rationale for using the different methods should be understood in order that learners can put this into practice. It is expected that learners will be taught the range of observation methods and know the appropriate situations they should be used in

Information from parents and carers is important when assessing development and how this is included in assessing should be considered as it is an integral part of the Two Year Progress check.

#### Statutory requirements:

Two year progress check  
EYFS profile

#### Setting requirements:

Term summaries for parents  
Individual educational plans  
Learning Journey  
WOW voucher or similar achievement records

As part of the on-going recording and monitoring systems in Early Years settings, observations and assessments are a powerful tool that can enable:

- informed planning
- informed understanding of a child's individual needs
- reflection on the appropriateness of provision
- sharing of information with others
- assessment of specific children, groups, interactions, the learning environment and staff.

#### **Topic 3.4**

##### **Others:**

- parents/carers
- child
- practitioners
- key persons
- SENCo
- other settings

- other professionals and service.

### **Topic 3.5**

If the development of children is not following the expected pattern, it is important to not only recognise this but also to implement early intervention to maximise development and promote positive outcomes. Accurate observations and assessments are an integral part of the referral process linked through the SEND Code of Practice 0-25 Years (Graduated Approach).

If there are concerns about a child then observations and assessments can be included to support referral for support through the Common Assessment Framework and to Local Safeguarding Children Board (LSCB).

### **Referrals**

#### Additional support:

SENCo  
Speech and Language Therapists  
Educational Psychologist  
Communication and Interaction teams  
Teaching Advisory Services  
Individual Education Plan (IEP)

#### Safe guarding:

Designated Child Protection Officer (DCPO)  
Local Safeguarding Children's Board (LSCB)  
Social Services  
Police

#### Legal guidance

SEND Code of Practice 0-25 Years 2001  
Welfare Guidance for Early Years  
Setting policies and procedures  
(Two Year Progress Check/EYFS Profile)  
Ofsted

Consideration should be given to tensions between maintaining confidentiality and openness especially where observations/assessments may be used to refer children for additional support or where abuse is suspected.

### **Topic 3.6**

Learners should be guided in their choice of observation and assessments methods and tools to ensure current curriculum guidance on assessment is followed.

**Others** who may support the learner when carrying out observation and assessment:

- key worker
- team members and colleagues
- other professionals
- parents
- children.

### **Constructive feedback**

- verbal

- written
- recorded (audio/video)
- positive
- negative
- objective
- factual
- evidence based.

## Guidance for delivery

Learners will need to be guided in research and through focussed activities to support the underpinning knowledge of child development prior to undertaking the practical observations in settings. Learners should be supported in using the current curriculum guidance and National Occupational Standards that provide the principles and values for working with children in the Early Years.

Links with characteristics of effective learning, the development of the child and theory should be promoted so that learners start to see the holistic nature of their roles in supporting development, practice and their own development.

Supporting activities for objective and subjective records must be used so that learners understand the factual and evidence based requirements when observing and assessing. It is important that focus is on individuals and that assumptions about development are minimised.

The different observation methods and assessment methods and tools must be covered as well as techniques for evaluating the records in ways that supports and promotes development and quality of planning. Video resources available on the internet can provide situations for the learner to practise their observation skills in the classroom prior to using them in the setting.

Learners should be encouraged to consider how data collected through observation and assessment can be utilised. In particular, to think about how both quantitative and qualitative data interpretations could be made which may enhance understanding and rigour of processes.

Learners will use and practise the different techniques in placement(s) to support understanding of appropriate methods for different situations and purposes. They will look at the need for objectivity in recording what they see (being made aware of personal values, beliefs or experiences that may affect judgements); how to evaluate their observations to make valid and reliable assessments, and draw appropriate conclusions. Learners will watch carefully, record accurately and make appropriate judgements about all aspects of their work. It is expected that learners will use observational skills to carry out observations and assessments to cover different aspect of setting practice including a longitudinal study of a child to bring together the developmental and observational aspects of this unit.

Ideally this unit should be combined with the unit on child development theory as this will provide insight into how current practice has developed. Learners will be able to gain knowledge about how and why things are done and a deeper understanding of child development. It is anticipated that learners will undertake ongoing observations and assessments across work placement(s) and in a variety of situations to support the other units of their study.

Learners should also be directed to consider their own level of competence in written and verbal English when recording data. Observations and assessments may be in written or verbal formats. The use of a cover sheet could be advantageous if the learner is new to observing and assessing and would provide comprehensive

information about the observation/assessment. This could include the following information:

- child's name
- child's age
- date
- name of observer
- the specific setting or area of setting
- permissions gained
- aims and purpose of observation
- start and finish times.

It may be useful to evaluate the information obtained through observations in the form of graphs or charts to provide a visual representation of events, e.g. a tracking observation could produce more information as a pie chart showing the amount of time the child spent at each activity. An event sample or ABC could be represented as a graph to show the incidence of the unwanted behaviour over the period of a week or day that may give a better idea of the triggers to the behaviour.

Evaluations should be linked to relevant theory, curriculum and development sequences.

Reflections may include looking at how the learner has planned next steps for learning and development for children, meeting the needs of the child, meeting the interests of the child, developed own practice, supported improving the quality of service provision. The reflections should also take into account:

- ethical issues
- the validity of outcomes
- the outcomes.
- deciding ways forward as supported by outcomes.
- adjusting planning appropriately
- monitoring progress
- being clear on how the outcomes will be disseminated, and to whom.

## **Employer engagement**

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

## **Suggested learning resources**

### **Websites**

Society for Neuroscience. Brain facts: A primer on the brain and nervous system. Available online at:

<http://www.brainfacts.org/~media/Brainfacts/Article%20Multimedia/About%20Neuroscience/Brain%20Facts%20book.ashx>

Fernando Gómez-Pinilla (2008) Brain foods: The effects of nutrients on brain function. *Nature Reviews Neuroscience*, 9(7): 568–578. Available online at:  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2805706/>

Graham Allen MP. Early intervention: The next steps. Available online at:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284086/early-intervention-next-steps2.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284086/early-intervention-next-steps2.pdf)

Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) (2010) Engaging families in the early childhood development story. Available online at:  
<http://www.scseec.edu.au/site/DefaultSite/filesystem/documents/Reports%20and%20publications/Publications/Early%20childhood%20education/Engaging%20Families%20in%20the%20ECD%20Story-Neuroscience%20and%20ECD.pdf>

Center on the Developing Child, Harvard University. Five numbers to remember about early childhood development. Available online at:  
[http://developingchild.harvard.edu/resources/multimedia/interactive\\_features/five-numbers/](http://developingchild.harvard.edu/resources/multimedia/interactive_features/five-numbers/)

National Scientific Council on the Developing Child and the National Forum on Early Childhood Policy and Programs. The foundations of lifelong health are built in early childhood. Available online at:  
[http://developingchild.harvard.edu/resources/reports\\_and\\_working\\_papers/foundations-of-lifelong-health/](http://developingchild.harvard.edu/resources/reports_and_working_papers/foundations-of-lifelong-health/)

Bruce D. Perry (2002) Childhood experience and the expression of genetic potential: What childhood neglect tells us about nature and nurture. *Brain and Mind*, 3: 79–100. Available online at: <http://www.brainwave.org.nz/wp-content/uploads/2012/05/MindBrain.pdf>

Zeisel, S. H. (2004) Nutritional importance of choline for brain development. *Journal of the American College of Nutrition*, 23(6 Suppl): 621S–626S. Available online at:  
<http://www.ncbi.nlm.nih.gov/pubmed/15640516>

Impact of maternal nutrition on foetal development. Available online at:  
<http://www.mednet.ca/en/report/impact-of-maternal-nutrition-on-fetal-developmen.html>

National Scientific Council on the Developing Child (2005/2014) Excessive stress disrupts the architecture of the developing brain: Working paper 3, updated edition. Available online at:  
[http://developingchild.harvard.edu/resources/reports\\_and\\_working\\_papers/working\\_papers/wp3/](http://developingchild.harvard.edu/resources/reports_and_working_papers/working_papers/wp3/)

The role of stress in brain development: The gestational environment's long-term effects on the brain. Available online at:  
[http://dana.org/Cerebrum/2012/The\\_Role\\_of\\_Stress\\_in\\_Brain\\_Development\\_\\_The\\_Gestational\\_Environment%E2%80%99s\\_Long-Term\\_Effects\\_on\\_the\\_Brain/](http://dana.org/Cerebrum/2012/The_Role_of_Stress_in_Brain_Development__The_Gestational_Environment%E2%80%99s_Long-Term_Effects_on_the_Brain/)

Center on the Developing Child at Harvard University. (2012). The science of neglect: The persistent absence of responsive care disrupts the developing brain: Working paper 12. Available online at:  
[http://developingchild.harvard.edu/resources/reports\\_and\\_working\\_papers/working\\_papers/wp12/](http://developingchild.harvard.edu/resources/reports_and_working_papers/working_papers/wp12/)

Bremner, J. Douglas (2006) Traumatic stress: Effects on the brain. *Dialogues in Clinical Neuroscience*, 8(4): 445–461. Available online at:  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3181836/>

Child Welfare Information Gateway (2009) Understanding the effects of maltreatment on brain development. Available online at:  
<http://www.ocfcpcourts.us/assets/files/list-758/file-938.pdf>

Ramakrishna, T. (1999) Vitamins and brain development. *Physiological Research*, 48(3): 175–187. Available online at: <http://www.ncbi.nlm.nih.gov/pubmed/10523053>

The impact of early adversity on children’s development. Available online at:  
[http://developingchild.harvard.edu/download\\_file/-/view/65/](http://developingchild.harvard.edu/download_file/-/view/65/)

Department for Education (DfE) (2014) *Statutory Framework for the Early Years Foundation Stage*. Available from <https://www.gov.uk/government/publications/early-years-foundation-stageframework>

Common Assessment Framework. Available from  
<http://webarchive.nationalarchives.gov.uk/20130903161352/http://www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking/caf/a0068957/the-caf-process>

#### Observation methods

[http://sociallyspeakingllc.com/my-mission-for-socially/free-pdfs/understanding\\_behavioral.pdf](http://sociallyspeakingllc.com/my-mission-for-socially/free-pdfs/understanding_behavioral.pdf)

[https://www.msu.edu/~mandrews/mary/obs\\_\\_methods.htm](https://www.msu.edu/~mandrews/mary/obs__methods.htm)

Forman, G. & Hall, E. (2005) Wondering with children: The importance of observation in early education in *Early Childhood Research and Practice*, Vol 7 No 2. Available from  
<http://ecrp.uiuc.edu/v7n2/forman.html>

#### Assessments

<http://www.edudemic.com/summative-and-formative-assessments/>

<https://www.gov.uk/progress-check-at-age-2-and-eyfs-profile>

<http://www.foundationyears.org.uk/files/2012/03/A-Know-How-Guide.pdf>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/301256/2014\\_EYF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301256/2014_EYF)



S\_handbook.pdf

**NB** Video sources for this unit can be found on the EYFS CD that accompanied the original 2008

version of the guidance materials, and also the following websites have useful clips:

Teachers TV: [http://www.tes.co.uk/teachers-tv-early-years-videos#.U6aTeMsg\\_IV](http://www.tes.co.uk/teachers-tv-early-years-videos#.U6aTeMsg_IV)

YouTube (a series of 17 clips containing voice-over explanations):

<https://www.youtube.com/playlist?list=PL7914115EB65911A5>

YouTube: Why we need to observe explained:

[www.youtube.com/watch?v=jNMseEWxr\\_I](http://www.youtube.com/watch?v=jNMseEWxr_I)

Teachers' media also have lots of clips that can be accessed, but you need to register to view and use them. Available from: [www.teachersmedia.co.uk/videos](http://www.teachersmedia.co.uk/videos)

## Unit 003

# Principles of safeguarding and health and safety of children

<b>UAN:</b>	H/506/0047
<b>Level:</b>	Level 3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to gain knowledge of safeguarding and Health Safety within the Early Years sector. The unit will allow the learner to apply their knowledge to the work setting when faced with real life situations under the supervision of their mentors.

The unit will begin by exploring the legislation, statutory guidelines, policies and procedures that are current to the sector and settings in which they are placed, examining their roles as practitioners and those of the wider sector.

Taking into account the risks that will be present and the ways in which these can be monitored to allow children to be kept safe but allowing risks to be taken in appropriate situations and environments.

The learners will understand how they can actively keep children safe and the hazards that may occur whilst using technology at home and in the setting.

The unit will take the learners through their placement(s) documentation in order for them to fully understand which policies and procedures are appropriate for differing situations including child protection, off-site visits, arrival and departures through to the prevention of infection and the protection they must consider for themselves in regards to safeguarding and Health and Safety.

### Learning outcomes

In this unit, learners will be able to:

1. understand how legislation, statutory guidance and procedures safeguard children in the Early Years sector
2. recognise and manage risks to health, safety and security in a work setting or off-site visit.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Understand how legislation, statutory guidance and procedures safeguard children in the Early Years sector

### Topic:

- 1.1 Legislation, statutory guidance, policies and procedures affecting safeguarding the health and safety of children in the Early Years sector including:
  - a. Health and well-being
  - b. Duty of care
  - c. Child protection within the wider concept of safeguarding children
  - d. Protecting the practitioner
  - e. **Day-to-day** work
  - f. e-safety
  - g. Rights of children
  - h. Rights of parents

### Topic:

- 1.2 The practitioner's roles and responsibilities in relation to safeguarding

### Topic:

- 1.3 How a child may be placed at risk of harm or abuse in relation to:
  - a. the wider concept of safeguarding
  - b. personal and external factors

### Topic:

- 1.4 **Categories, signs and symptoms** that indicate a child may have been harmed or abused

### Topic:

- 1.5 Support for children and their parents / carers in situations where harm or abuse is suspected or alleged

#### Topic 1.1

Learners should be directed towards the following pieces of legislation, statutory guidance, policies and procedures:

- UNCRC 1989
- The Children Act 1989
- The Children Act 2004
- The Childcare Act 2006
- The Health and Safety at Work 1974
- Equality Act 2010
- Working together to safeguard children 2015
- Common Assessment Frameworks

- The Early Years Curriculum (Statutory Guidance)
- SEND Code of Practice 0-25 Years
- Prevent Duty and Counter Terrorism and Security Act 2015.

Policies and procedures influencing **day-to-day** practice to include:

- arrival and departure of children
- child protection
- risk assessment
- CRB/DBS
- lone working
- whistleblowing
- behaviour
- personal care
- off-site visits
- ICT
- recording, reporting and sharing concerns.

**E-safety/ICT:** types of Information Technology that a child has access to, it may include computers, mobile phones, game consoles, hand held consoles, tablets, MP3 players, televisions, providers and on-line search engines.

The learner should include information about images, pictures and unauthorised sharing of photos of children, accessing games via tablets, laptops and phones.

### Topic 1.3

- **Wider concept of safeguarding** to include:
  - female genital mutilation
  - exorcism
  - mutilation
  - diet
  - Health and Safety, risk assessments
  - child exploitation
  - trafficking
  - extremism and radicalisation
  - forced marriages.
- **Personal factors** to include:
  - maternal health
  - health status
  - disability
  - sensory impairment
  - learning difficulties
  - immunisation.
- **External factors** to include:
  - poverty and deprivation
  - family environment and background
  - domestic violence
  - family circumstance
  - exposure to substance use or misuse.

### Topic 1.4

**Categories** to include:

- domestic
- physical
- emotional
- sexual
- neglecting
- bullying – may include:
  - direct or indirect bullying of the child
  - physical
  - verbal
  - emotional
  - cyber bullying
  - specific types of bullying, which can relate to all the above, such as homophobic or gender-based, race, relating to special educational needs and disabilities.

Using the categories identified, learners must be able to recognise **signs and symptoms** e.g. changes in behaviour.

Teaching of this outcome should also include the process of grooming and threatening behaviour.

### Topic 1.5

Learners must understand the support for children and their parents/carers :

- observations and assessments
- other records and reports
- following current legislation, policies, procedures and guidance
- listening to and empowering children
- referrals and seeking advice and support from specialists
- training
- counselling.

### Learning outcome:

2. Recognise and manage risks to health, safety and security in a work setting or off-site visit

### Topic:

- 2.1 How to ensure healthy, safe and secure **environments** for children

- a. **Environments:**

- i. indoor
- ii. outdoor
- iii. emotional
- iv. familiar
- v. unfamiliar

- b. **Factors:**

- i. legislation and guidance
- ii. balancing rights and risks
- iii. age, stage, needs and ability of children
- iv. risk assessment

**Topic:**

2.2 Risk assessments and dilemmas to include:

- a. processes for carrying out risk assessments
- b. hazards
- c. daily check-lists
- d. monitoring
- e. dilemmas between rights and choices of children and duty of care

**Topic:**

2.3 Systems for supporting health and safety which may include referral or informing other agencies in relation to:

- a. entering and leaving setting
- b. off-site visits
- c. accidents
- d. incidents
- e. missing child
- f. emergencies
- g. illness
- h. exclusion periods for infectious diseases

**Topic:**

2.4 Carry out risk assessments to identify potential hazards to the health, safety and security of children families, other visitors and colleagues

**Topic:**

2.5 Follow policies, procedures and practice in relation to:

- a. receiving children into the setting
- b. ensuring their safety on departure
- c. off-site visit
- d. emergency evacuation
- e. accidents
- f. supporting children to explore and manage risk and challenges

**Topic 2.1**

The learner will know of the following Acts and how they are embedded in policies and procedures within work settings to include:

- The Health and Safety at Work Act 1974
- The Health and Safety (First Aid) Regulations 1981
- The Regulatory Reform (Fire Safety) Order 2005
- The Equality Act 2010
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Control of Substances Hazardous to Health Regulations 2002.

The learner will be able to show that they can understand what balanced risks are in relation to risk management to include:

- avoiding excessive risk taking
- not being excessively risk adverse
- recognising the importance of risk and challenge to children.

### **Topic 2.2**

Learners will be aware that dilemmas can occur between parents, staff, children and also other agencies. This could be regarding gender, health, diet, activities, cultures and religion. The learner needs to understand that even though children's choices and rights should be promoted, it is important that health and safety is taken into consideration.

## Guidance for delivery

The welfare of the child is paramount and is one of the fundamental principles that underpins work in Early Years and this unit in particular. The learner needs to understand how important their role is in safeguarding the health and safety of children.

The learner should be guided to have a sound knowledge of not only the current legislation but the background to it that informs current policies, procedures and practice in settings. The emphasis of safeguarding may change depending on Governments which means that learners should be supported in accessing current guidance through the LSCBs, training and other agencies to ensure that they are up to date.

Learners need to recognise that safeguarding the welfare of children is about more than just protecting children from abuse. It includes promoting their interests, keeping them safe and protecting their rights. This includes understanding the duty of care that practitioners have to work within the law, carrying out tasks that they are trained and competent to do and to maintain safe working practices. To do this learners need to be aware of laws relating to their work, the standards that they are expected to meet and the policies and procedures relating to the work place they are in.

Learners need to be aware of the lessons to be learnt from cases of serious abuse and the death of children at the hands of others and the role practitioners have in sharing information and data protection that supports them in protecting children in their care from harm. Laws are in place that supports parents as well as children in cases of suspected abuse so learners should know when, with whom and how to record, share and store different types of information. This should include a thorough understanding of the categories, signs and symptoms of abuse, and bullying. As ICT is now a frequent part of children's lives learners should also consider the implications for safeguarding the health and safety of children when using mobile devices, computers and other forms of technology.

Children and their parents need to be sure that the setting and staff are providing a safe, secure and stimulating place for children to learn and develop. Each child is a unique individual with differing needs, abilities levels of understanding which are influenced by the age and stage of development of each child, which means that where learners are working in mixed age settings or across age groups they need to understand child development as well as health and safety issues that could arise.

Learners will need to understand how the legislation for health and safety impacts on the work environment and may in some cases take priority over the current statutory guidance for Early Years (e.g. the need for written risk assessments – under the H&S Act 1974 any company that employs 5 or more people must have written risk assessments; however the current statutory guidance for Early Years says these can be optional). Learners should also be guided in understanding the difference between a risk assessment and daily check list.

Where possible learners should be encouraged to consider how to balance risk taking with the health and safety of the child to ensure self esteem, confidence and resilience are supported.



## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

## Suggested learning resources

BBC news interview of the mother of a 2-year-old who left a nursery unnoticed and walked half a mile home (1.14) <http://www.youtube.com/watch?v=7a-9sgZSY-g>

'Stroud School – Early Years (<http://www.youtube.com/watch?v=YMkZaEjp-bo>)  
Video 'Moving and Handling in Childcare Settings by BVS Training' (3.04)  
<http://www.youtube.com/watch?v=bmBnQhjFMkY>

Health Protection Agency: Guidance on Infection Control in Schools and other Child Care Settings [http://www.hpa.org.uk/webc/hpawebfile/hpaweb\\_c/1194947358374](http://www.hpa.org.uk/webc/hpawebfile/hpaweb_c/1194947358374)

Stroud School – Early Years' <http://www.youtube.com/watch?v=YMkZaEjp-bo>

Health and Safety Executive <http://www.hse.gov.uk/>

Health and safety legislation: laws in the workplace  
<http://www.hse.gov.uk/legislation/>

National Children's Bureau: safety information and resources  
<http://www.ncb.org.uk/what-we-do/publications/support-resources/health-and-safety-in-early-years-and-childcare>

HALE Series on Knowledge Transfer and Best Practice  
<http://www.haletrust.com/system/files/Positive+Risk+Taking.pdf>

<http://practicebasedevidence.squarespace.com/storage/pdfs/OpenMind-PositiveRiskTaking.pdf>

Ofsted factsheet called 'Serious accidents, injuries and deaths that registered providers must notify to Ofsted and local child protection agencies' <http://www.ofsted.gov.uk/resources/factsheet-childcare-serious-accidents-injuries-and-deaths-registered-providers-must-notify-ofsted-an>

Health and safety legislation: laws in the workplace  
<http://www.hse.gov.uk/legislation/>

National Children's Bureau: safety information and resources

<http://www.ncb.org.uk/what-we-do/publications/support-resources/health-and-safety-in-early-years-and-childcare>

Video Nursery manager's guide to infection control

<http://www.youtube.com/watch?v=vYwypSLiaTU> 'Hand Washing Technique' (1.17)

[http://www.ndna.org.uk/Resources/NDNA/Public%20Factsheets/NDNA%20Manag\\_s%20Guide%20FINAL%20WEB.pdf](http://www.ndna.org.uk/Resources/NDNA/Public%20Factsheets/NDNA%20Manag_s%20Guide%20FINAL%20WEB.pdf)

A child's safety to be compromised when playing online games (approx. 2 minutes).

[www.youtube.com/watch?v=d5kW4pl\\_VQw](http://www.youtube.com/watch?v=d5kW4pl_VQw)

This clips highlights online game safety for 5 to 7-year-olds (approx. 8.5 minutes).

[www.youtube.com/watch?v=-nMUbHuffO8](http://www.youtube.com/watch?v=-nMUbHuffO8)

CBBC Newsround wonderwebworld: Caught in the web (approx. 14 minutes).

[www.youtube.com/watch?v=kgCNGvL0g1g](http://www.youtube.com/watch?v=kgCNGvL0g1g) (The clip demonstrates internet safety)

This cartoon shows tips for social network site safety (approx. 2 minutes).

[www.youtube.com/watch?v=y-k4q6V7ERc](http://www.youtube.com/watch?v=y-k4q6V7ERc)

**Useful websites:**

CEOP - <http://www.ceop.police.uk>

<http://thinkyouknow.co.uk/>

NSPCC - [www.nspcc.org.uk](http://www.nspcc.org.uk)

These can be viewed in more detail on the VSC website found at the following address: [http://www.videostandards.org.uk/VSC/games\\_ratings.html](http://www.videostandards.org.uk/VSC/games_ratings.html)

Also refer to Child Exploitation and Online Protection site [www.ceop.police.uk](http://www.ceop.police.uk)

<http://www.mumsnet.com/internet-safety/mobile-phones>

[https://www.nspc.org.uk/inform/research/briefing/child\\_protection\\_system\\_in\\_the\\_uk\\_wda48949.html](https://www.nspc.org.uk/inform/research/briefing/child_protection_system_in_the_uk_wda48949.html)

Riggs, A (2010). Childhood Emotional abuse and the attachment system across the lifecycle; what theory and research tell us *Journal of Aggression, Maltreatment & Trauma* 19:5 -51 full text available from <http://www.childmatters.org.nz/57/learn-about-child-abuse/risk-factors>

[http://www.tandfonline.com/doi/abs/10.1080/10926770903475968#.U3T9mssU\\_IU](http://www.tandfonline.com/doi/abs/10.1080/10926770903475968#.U3T9mssU_IU)

<http://www.safeguardingchildren.co.uk/section-2.html>

Save the Children a direct role in overseeing its implementation, under Article 45a. -

See more at: <http://www.savethechildren.org.uk/about-us/what-we-do/child-rights/un-convention-on-the-rights-of-the-child#sthash.sSHespZC.dpuf>

<http://www.4children.org.uk/Files/b0a1ee58-042b-4c84-8fd6-9f4b00f5f7d5/PolicyPractice4.pdf>

<http://www.cipd.co.uk/hr-resources/factsheets/whistleblowing.aspx>

[http://www.childrensociety.org.uk/sites/default/files/tcs/promoting\\_positive\\_well-being\\_for\\_children\\_policy.pdf](http://www.childrensociety.org.uk/sites/default/files/tcs/promoting_positive_well-being_for_children_policy.pdf)

## Unit 004

# Promoting children's health and welfare and their diversity, equality and inclusion in the Early Years sector

<b>UAN:</b>	K/506/0048
<b>Level:</b>	Level 3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to promote the health and welfare of children within the Early Years setting and to incorporate diversity, equality and inclusion within their practice.

The learner will learn about how they can promote and support children and their families in the overall wellbeing and health of children. This will also include their own delivery and understanding of equality, diversity and inclusion within their practice.

Learners will combine both knowledge and competency to achieve this unit. The learner will also use their experiences to reflect on their practice enabling them to learn from and improve on their professional development.

### Learning outcomes

In this unit, learners will be able to:

1. promote health, welfare, equality, diversity and inclusion requirements within the Early Years sector
2. promote positive health and well-being for children
3. promote and meet the nutritional and hydration needs of children.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Promote health, welfare, equality, diversity and inclusion requirements within the Early Years sector

### Topic:

- 1.1 National **legislation** and policy promoting children's health and welfare in the Early Years sector covering:
  - a. current health and welfare **Early Years requirements and statutory guidance**
  - b. Equality, Diversity and Inclusion
  - c. setting policies and procedures

### Topic:

- 1.2 The importance of applying and challenging practice in a way that promotes positive change in relation to:
  - a. equality
  - b. diversity
  - c. inclusion
  - d. participation
  - e. discrimination

### Topic:

- 1.3 Social and medical models of disability and their impact on practice

### Topic:

- 1.4 The importance of promoting inclusive practice, positive attitudes and respect in relation to:
  - a. values
  - b. beliefs
  - c. cultures
  - d. religion
  - e. disability
  - f. preferences
  - g. specific requirements
  - h. family circumstances

### Topic:

- 1.5 Promote and model equality, diversity and inclusion in the setting with colleagues, parents/carers and children.

### Topic:

- 1.6 Reflect on practice and provision with regards to promoting equality, diversity and inclusion

## **Topic 1.1**

### **Early Years requirements**

- provision of services and access
- children
- the practitioner
- volunteers, colleagues and other professionals
- indoor and outdoor environment
- ratio
- themes and principles.

### **Legislation and statutory guidance**

- UNCRC 1989
- The Children Act 1989
- The Children Act 2004
- The Childcare Act 2006
- The Health and Safety at Work 1974
- Equality Act 2010
- Working together to safeguard children 2015
- Common Assessment Frameworks
- The Early Years Curriculum and statutory guidance
- SEND Code of Practice 0-25 Years

## **Topic 1.2**

Learners will need to know the terms: equality, diversity, inclusion, participation, discrimination and how they would apply them within practice, planning activities, selecting resources, language used and cultural awareness. This must reflect children and adults.

Types of discriminations: 9 types identified within the Equalities Act 2010.

Learners should be aware of how to challenge discrimination and discriminatory practice in a positive way.

## **Topic 1.3**

The learner should cover social and medical models of disability to explain how positive attitude and respect help to promote inclusive practice.

## **Topic 1.4**

The learner must ensure own personal attitudes, values, beliefs do not impact on inclusive practice.

## **Topic 1.5, 1.6**

This should also include planning activities, selecting resources, language used and cultural awareness.

**Learning outcome:**

2. Promote positive health and well-being for children

**Topic:**

2.1 Factors which effect children's health and well-being including:

- a. signs and symptoms of common childhood illnesses
- b. personal care needs
- c. immunisation programme for children 0 - 7 years
- d. environment
- e. physical activity
- f. routines
- g. infection and cross contamination

**Topic:**

2.2 Process and procedure for managing and recording children's health and well-being to include:

- a. moving and lifting children
- b. illness
- c. administering medication
- d. infection and cross contamination

**Topic:**

2.3 The roles of key health professionals and sources of professional advice in promoting positive health and well-being for children

**Topic:**

2.4 Promoting children's health and well-being to include:

- a. planning for children's personal care
- b. supporting children's personal care
- c. hand washing
- d. showing respect to the child
- e. engaging with children during personal care to support learning and development
- f. completing accurate records and reports for personal care
- g. using Personal Protective Equipment (PPE)
- h. safe disposal of waste

**Topic 2.1**

Learners should be aware of any recommended exclusion periods for common childhood illnesses.

The learner will explain and offer examples in their practice of how they support the health and welfare of children with in their placement. This should cover the routines, the environment, indoor and outdoor activities.

**Topic 2.1, 2.4**

The learner should be able to show their understanding of children's personal care needs with regards to:

- play, rest and sleep times
- nutrition and hydration
- sun awareness
- care of nappy area
- dressing and undressing
- toileting
- supporting independence and self-care
- encouraging and modelling good personal hygiene with children
- care of skin, hair, teeth
- medications.

### **Topic 2.3**

The learner should have a detailed knowledge of who works in the health sector and those that will have contact with children and in what capacity. They need to know about health workers, doctors and specialist that will support and promote children's wellbeing.

#### **Learning outcome:**

3. Promote and meet the nutritional and hydration needs of children

#### **Topic:**

- 3.1 Preparation and storage of food, formula and breast milk safely according to health and safety guidelines and parents/carers instructions in respect of:
- a. food allergies
  - b. intolerances
  - c. special diet
  - d. cultural preferences and requirements

#### **Topic:**

3.2 Current government guidance on nutritional and hydration needs of children

#### **Topic:**

3.3 Methods of educating children and their parents /carers in effective food management

#### **Topic:**

- 3.4 Plan balanced meals, snacks and drinks for children following hygiene practices with regards to:
- a. food preparation and eating areas
  - b. own hand washing
  - c. children's hand washing
  - d. infection and contamination
  - e. safe disposal of waste

#### **Topic:**

3.5 Engage children whilst participating in meals and snack times to:



- a. eat a healthy balanced diet
- b. promote group learning and socialisation

### Topic 3.2

Learners should know the current statutory guidance for Early Years with regard to nutrition and hydration as well as having regard for Government non-statutory guidance on healthy lifestyles which included nutrition and activity.

Some useful sources of information:

EYFS statutory guidance

5 a day

Eat Better Start Better

Fit for Life programmes

EU Food information Regulation 2014

### Topic 3.3

The learner should be able to describe methods of food management such as:

- portion control
- balanced diet
- food phobias
- hygiene
- allergies and intolerances.

### Guidance for delivery

The learner should be able to show that they understand childhood illness including the exclusion periods. It is recommended that the Health Protection Agency communicable diseases poster is used to support this.

Learners need to be aware of possible infection and cross contamination when immunisation programmes/vaccines have been administered

### Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

### Suggested learning resources

The Equality Act 2010 (2.36 minutes) [www.youtube.com/watch?v=PU6ODAUOvEE](http://www.youtube.com/watch?v=PU6ODAUOvEE)

Types of Discrimination (3.42 minutes) Link to AC 1.5  
[www.youtube.com/watch?v=\\_TbvuoqRMUO4](http://www.youtube.com/watch?v=_TbvuoqRMUO4)

Link to the easy read Equality Act 2010 [www.gov.uk/government/publications/easy-read-the-equality-act-making-equality-real](http://www.gov.uk/government/publications/easy-read-the-equality-act-making-equality-real)

Children and young people website an article (August 2010) which discusses the change of language used by the new Government relating to Children Act 2004 and 'Every Child Matters' agenda [www.cypnow.co.uk/cyp/news/1053008/government-clarifies-ban-every-child-matters](http://www.cypnow.co.uk/cyp/news/1053008/government-clarifies-ban-every-child-matters)

UNICEF [www.unicef.org.uk](http://www.unicef.org.uk)

Documents relating to Children and Families Act 2014, Children Act 2004, Childcare Act 2006, SEN Code of Practice, Current education curriculum requirements.

**Suggested resources which can be used for further research or suggested reading:**

This the Participation works partnership website

[www.participationworks.org.uk/topics/early-years](http://www.participationworks.org.uk/topics/early-years)

A six-part guide on how to monitor and evaluate children's participation in programmes, communities and in wider society – March 2014

[www.savethechildren.org.uk/resources/online-library/toolkit-monitoring-and-evaluating-childrens-participation#sthash.OAvDng5m.dpuf](http://www.savethechildren.org.uk/resources/online-library/toolkit-monitoring-and-evaluating-childrens-participation#sthash.OAvDng5m.dpuf)

Website for the Equality and Human Rights Commission

[www.equalityhumanrights.com/your-rights/human-rights/what-are-human-rights/human-rights-act](http://www.equalityhumanrights.com/your-rights/human-rights/what-are-human-rights/human-rights-act)

The Equality Act – What's new for employers

[www.acas.org.uk/media/pdf/n/8/Equality\\_Act\\_2010\\_guide\\_for\\_employers-accessible-version-Nov-2011.pdf](http://www.acas.org.uk/media/pdf/n/8/Equality_Act_2010_guide_for_employers-accessible-version-Nov-2011.pdf)

Understanding Disability – a good practice guide

[uk.ettad.eu/Understanding%20Disability%20-%20guide%20to%20good%20practice.pdf](http://uk.ettad.eu/Understanding%20Disability%20-%20guide%20to%20good%20practice.pdf)

SCOPE [www.scope.org.uk/about-us/our-brand/social-model-of-disability](http://www.scope.org.uk/about-us/our-brand/social-model-of-disability) – further information regarding social and medical models of disability.

Effective Pre-school and Primary Education 3-11 Project (EPPE 3-11) Promoting Equality in the Early Years [www.ioe.ac.uk/EPPE\\_-\\_Promoting\\_Equality\\_in\\_the\\_Early\\_Years.pdf](http://www.ioe.ac.uk/EPPE_-_Promoting_Equality_in_the_Early_Years.pdf)

Video 'What is the social model of disability' (4.36

minutes). [www.youtube.com/watch?v=ObMG6-3QXws](http://www.youtube.com/watch?v=ObMG6-3QXws)

Food Standards Agency <http://www.food.gov.uk/>

Memorandum of understanding between the office for standards in education, children's services and skills and the food standards agency

<http://multimedia.food.gov.uk/multimedia/pdfs/enforcement/enf-e-14-016a.pdf>

Change 4 Life website – exercise, diet and healthy living

<http://www.nhs.uk/change4life/Pages/change-for-life.aspx>

Improving Health and Wellbeing in the Early Years: Journey To Excellence' (2.28)  
<http://www.youtube.com/watch?v=Eu3XmFKRXCc>

Childhood illness visual guide

<http://www.nhs.uk/Tools/Pages/Childhoodillness.aspx>

Slide 8 contains a link to a PDF called 'Routine childhood immunisations' from July 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315489/PHE-Routine-childhood-imm-July-2014-03.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315489/PHE-Routine-childhood-imm-July-2014-03.pdf) which supports learners to know the current immunisation programme for children aged up to 7 years.

NHS Choices – children's teeth

<http://www.nhs.uk/Livewell/dentalhealth/Pages/Careofkidsteeth.aspx>

Video A short introduction to the Family Nurse Partnership (4.01)

<http://www.youtube.com/watch?v=1M0Rma5Rnh8>

Common childhood illnesses, NHS Ashton, Leigh and Wigan

[https://www.ssphealth.com/downloads/childhold\\_illness\\_booklet.pdf](https://www.ssphealth.com/downloads/childhold_illness_booklet.pdf)

Guide to the eat well plate

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/237282/Eatwell\\_plate\\_booklet.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/237282/Eatwell_plate_booklet.pdf)

Advice regarding food storage

<http://www.nhs.uk/Livewell/homehygiene/Pages/how-to-store-food-safely.aspx>

NHS Choices website regarding formula feeds

<http://www.nhs.uk/Conditions/pregnancy-and-baby/pages/making-up-infant-formula.aspx#close>

NHS Choices website regarding breast milk <http://www.nhs.uk/Conditions/pregnancy-and-baby/pages/expressing-storing-breast-milk.aspx>

Allergy UK website, which gives information on allergies and intolerances

<http://www.allergyuk.org/index.php>

## Unit 005

# Theories that underpin practice in the Early Years sector

<b>UAN:</b>	M/506/0049
<b>Level:</b>	Level 3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to understand the theories that underpin current practice. Learners will have a knowledge and understanding of significant and emerging theories and principles of children's personal, social, emotional, intellectual, behavioural, cognitive and biological development. Learners will identify how these have influenced current practice in three significant areas: child development and behaviour, enabling environments, practitioner interaction.

The unit integrates the topics of cognition, attachment, play and Early Years pedagogy with historical and emerging theories. This unit will enable the learner to know and understand how theories and approaches relate to the provision of a stimulating learning environment. Learners should be able to select and apply relevant theories in order to help each child to learn more effectively. Learners should be encouraged to relate their research across units included in the Diploma and discuss the affect that consistency of care in the very early stages of life can have on long term development and outcomes. This will provide links to parent-infant relationships and parenting styles.

This unit links to unit 002.

### Learning outcomes

In this unit, learners will be able to

1. understand the theories that underpin current Early Years practice
2. understand the significance and importance of attachment for children
3. understand the importance of play in supporting children's learning and development
4. understand Early Years pedagogy and approaches in the Early Years sector.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Understand the theories that underpin current Early Years practice

### Topic:

- 1.1 Research **cognitive, constructivist, humanist** and **behaviourist** to include social learning theories in relation to:
  - a. child behaviour
  - b. enabling environments
  - c. practitioner interaction

#### Topic 1.1

When researching theories learners should be encouraged to compare, contrast and analyse the theories; practical applications and challenges to hypotheses that current research may have uncovered e.g. attachment theory informed key worker theory.

Theorists could include but are not limited to:

#### Cognitive/Constructivist

- Vygotsky
- Bruner
- Piaget
- Donaldson.

#### Humanist

- Maslow
- Rogers
- Chomsky.

#### Behaviourist

- Pavlov
- Skinner
- Bandura
- Erikson
- Kohlberg
- Bandura
- Dewey
- Freud.

Learners should research cognitive/constructivist theories which focus on the interactions of the child during play. The child constructs (builds) up its knowledge and understanding based on the experiences they have with the world around them.

Learners should be encouraged to examine the idea of schema and the staged approach to development. Learners should look at the different theorists and explore their findings making links to child development, current knowledge and curriculum.

Learners should know and understand what is meant by scaffolding, zone of proximal development and how this applies in practice.

Learners should consider classical conditioning when researching behaviourist theories although it is not used in modern day practice. Learners will recognise the fact that children react instinctively to the sound of a fire alarm or music for tidy up time; babies may anticipate food arriving by waving their arms or spoon in the air or a child may have a phobia of spiders etc.

Using Skinner's theory, learners need to understand operant conditioning with positive and negative reinforcers and punishers and how these apply to managing behaviour techniques in use in settings. The understanding of the theory as a direct influence on the use of praise, encouragement and rewards within settings to promote appropriate behaviour.

Learners need to consider the social learning theory and its influence on being a good role model for others.

**Learning outcome:**

2. Understand the significance and importance of attachment for children

**Topic:**

- 2.1 Research attachment theories

**Topic:**

- 2.2 Explain the significance of attachment for children

**Topic 2.1, 2.2**

Learners should research the historical aspect of attachment theory to provide a sound understanding of its significance. This will include the work of:

- Bowlby
- Ainsworth
- Freud.

Attachment is looked at in its own right as it is arguably the most significant influence on the way in which children develop and learn. Attachment can have a large affect on development and learners should be able to explain the importance of positive attachment for children in terms of health and wellbeing as well as for future positive outcomes. The role of the practitioner should be explained and links made to theory and current curriculum guidance for practice.

Learners' research should include current thinking on attachment in light of changes to western society and the ways in which it views the role of women; key

worker approach in Early Years settings and developments within biology which attribute influences on how attachments are formed.

The historical research and theory needs to be considered alongside current approaches to support the learner in fully understanding the significance of this area in relation to parenting styles, their own working practice and current curriculum guidance within the Early Years sector.

Current debates and theorists could include:

- Bronfenbrenner
- Robinson
- Goldschmied et al.



**Learning outcome:**

3. Understand the importance of play in supporting children's learning and development

**Topic:**

- 3.1 Explore play theories

**Topic:**

- 3.2 Explain the importance of play for children's learning and development

**Topic 3.1, 3.2**

Play has been understood to form a valuable part of the way in which children learn and develop. Learners will explain some of the ideas of theorists and theories that have pioneered a play based curriculum in Early Years, including but not limited to:

- Froebel
- Isaacs
- Athey
- Bruce
- Smilansky
- Parton.

Play is singled out as it has a specific role in supporting the learning and development of children. The role and value of play theory as central to child development will be evaluated by learners through research and study into historical and current theory and approaches.

Learners will discuss the theories in light of the nature of play in childhood including its meaning and importance for children. They should outline the different ways in which play has been categorised, including the distinctive features of free flow play. Learners must also make links with key features of learning environments including the use of outdoor environments and the Forest school and nursery garden traditions.

Learners should make links between theory they are researching and current practice in settings.

**Learning outcome:**

4. Understand Early Years pedagogy and approaches in the Early Years sector

**Topic:**

- 4.1 Research Early Years pedagogy in the early years

**Topic:**

- 4.2 Explain how Early Years pedagogy and different approaches influence current Early Years provision

Early Years pedagogy seeks to bring together the theories and concepts from different fields of study including psychology, sociology and education to create a holistic way of working with children.

#### **Topic 4.1**

Learners should understand Early Years pedagogy as a framework for the holistic education of young children as well as the current thinking on how to facilitate children's learning and development

- as individuals
- in group settings.

#### **Topic 4.2**

Early Years pedagogy combines children's curiosity to learn through play with guided interactions from adults that support and enhance learning opportunities.

This can be explored using:

- Reggio Emilia
- High/Scope
- Montessori
- Steiner
- Te Whariki
- Bronfenbrenner.

Learners should consider the pedagogical approach that views learning as a holistic, enjoyable process offering meaningful experiences suited to children's abilities and not simply as product-oriented learning. Learners will explain how the role of the practitioner is to enable spontaneous rather than directed or guided learning for the child which encourages children to gather new knowledge and skills appropriate to their developmental stage.

### **Guidance for delivery**

Learners should be given access to a wide range of sources, including original work, edited texts, internet, specific journal and related papers in order to gain a thorough understanding of the different theories and approaches.

Different sources should be provided as examples for learners to discuss and examine in taught sessions. Learners could be asked to carry out research on different theorists and approaches and then provide brief summary documents to share with fellow learners, which would provide a bank of knowledge for all learners and allow the teacher to confirm interpretation and understanding.

Learners should be encouraged to make links between real work practices and theory as they research this unit, through the use of observations, assessments, case studies and reflections on work placement practice; to research a number of different theorists and their theories who hold valid views that may be useful to consider.

By understanding each theoretical approach, parts of the theory can be used if the context, the child and the situation seem appropriate and it is a useful way to further

understanding. It is not enough to teach children skills alone, learners need to know about children and how they develop.

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

## Suggested learning resources

### General

Bruce, T. (ed) (2006) *Early Childhood: A Guide for Students*. London: SAGE publications.

Davenport, G C. (1994) *An introduction to Child Development*, 2nd edition. London: Collins

Macleod-Brudenell, I. (2004) Communication, Language and Development *in*

Macleod-Brudenell, I. (ed) (2004) *Advanced Early Years Care and Education*. Oxford: Heinemann, pp. 175–204.

Post, J. and Hohmann, M. (2000) *Tender Care and Early Learning*. Michigan: High Scope Press.

Simply psychology (2011) John Watson [online; cited 4 July 2014] Available from: <http://www.simplypsychology.org/classical-conditioning.html>

Tassoni, P., Beith, K., Bulman, K. and Griffin, S. (2011) *Children and Young People's Workforce Early Learning and Childcare*. Harlow, UK: Pearson Education (Heinemann).

Walkup, V. (2004) Emotional and social development *in* Macleod-Brudenell, I. (ed) (2004) *Advanced Early Years Care and Education*. Oxford: Heinemann, pp. 95–138.

Wikipedia (2004) [online; cited 4 July 2014] Available from: [http://en.wikipedai.org/wiki/john\\_Dewey](http://en.wikipedai.org/wiki/john_Dewey)

Wood, D. (2002) *How Children Think and Learn*, 2nd edition. Oxford: Blackwell Publishing.

### Attachment:

The first link has two video clips that will support learners to understand attachment needs of babies and links to practice (15 min clip) and a discussion from Maria Robinson about the importance of attachment (6 min clip):

<http://www.educationscotland.gov.uk/earlyyears/prebirthtothree/nationalguidance/ninefeatures/attachments.asp>

This second link contains nine video clips covering different aspects within early years practice:

<http://www.educationscotland.gov.uk/earlyyears/prebirthtothree/nationalguidance/conversations/mariarobinson.asp>

Review and criticisms of attachment theory:

<http://www.personalityresearch.org/papers/lee.html>

**Play:**

Play England: <http://www.playengland.org.uk/>

**Froebel and Forest Schools:**

<http://www.forestschoollwales.org.uk/ysgol-goedwigforest-school/forest-school-ethos-history>

<http://www.forestschoolltraining.co.uk/forest-school/the-learning-process/>

Chris Athey and schema:

[http://childrenscentre.pengreen.org/research/short\\_course/schema-spotting-an-introduction-to-working-with-schemas/](http://childrenscentre.pengreen.org/research/short_course/schema-spotting-an-introduction-to-working-with-schemas/)

Bob Hughes taxonomy of play types: <http://playfulminds.co.uk/2013/01/14/bob-hughes-play-theorist-and-activist/>

**Pedagogy and approaches:**

Montessori – the following clip is 30 minutes and can be used to introduce Maria Montessori and her approach to learners:

<http://www.youtube.com/watch?v=NyMqSG98a8M>

Bronfenbrenner:

<http://parenthood.library.wisc.edu/Bronfenbrenner/Bronfenbrenner.html>

<http://www.slideshare.net/aislado/bronfenbrenner-ecological-theory>

## Unit 006

# Model, promote and support positive behaviour and transitions

<b>UAN:</b>	H/506/0050
<b>Level:</b>	Level 3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to develop knowledge and understanding of young children's behaviour to be able to promote positive behaviour and support children through transitions.

The purpose of behaviour management is to ensure effective learning for children and this requires learners to be knowledgeable and confident in theory and its application in order to support children's social emotional and behavioural needs. Transitions are experienced by all children and they can have an impact on learning and behaviour. This unit will encourage learners to evaluate and reflect on practice in both these areas.

Children generally pick up that behaviour is either 'good' or 'bad'; however as practitioners learners must understand that behaviour is either acceptable or unacceptable. Learners may be introduced to this unit by asking themselves questions such as:

- As a child, what did I think about different types of behaviour?
- What happened to children who did not do as they were told or did something that an adult did not approve of?
- What happened as a result? How were they (you) treated? How did they (you) feel?

The transitions section of this unit calls for consideration of different changes that children may experience and how positive relationships can support them. Learners will consider the different types of transitions experienced by children and look at strategies to help them through these times. The links between behaviour and transitions will be explored as well as the influence that children's culture can have on these areas. Learners will make links between observations, assessments, theory and practice to support them in formulating the best support mechanisms for the children. Learners might like to use any transitions that they have experienced as a starting point for considering how they would help children to cope with new experiences and change. These could include: moving schools, starting this qualification etc., and how having support in the decisions and change process has helped them.

Learners should be directed to links with other units as follows:

- Unit 002: Child development and the effective use of observation and assessment
- Unit 005: Theories that underpin practice in the Early Years sector
- Unit 007: Working in partnership with parents and other professionals.

## Learning outcomes

In this unit, learners will be able to:

1. model, promote and support positive behaviour
2. support children through transitions and significant events.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Model, promote and support positive behaviour

### Topic:

- 1.1 Legislation, policies, statutory guidance, codes of practice and frameworks relating to positive behaviour

### Topic:

- 1.2 Factors, feelings and reactions which influence acceptable and unacceptable behaviours in relation to:
  - a. attachment issues
  - b. key worker/person
  - c. parenting styles
  - d. marital relationships
  - e. prime carer's mental health
  - f. child's temperament
  - g. practitioners' perceptions
  - h. comfort items/objects
  - i. poverty
  - j. transitions

### Topic:

- 1.3 The role of the practitioner and strategies for modelling, promoting and supporting positive behaviours

### Topic:

- 1.4 Use of strategies to model, promote and support positive behaviour

Learners must be aware how their own behaviours and interactions affect working with colleagues, children and other professionals.

### Topic 1.1

Learners need to have a regard for the following Legislation, policies, statutory guidance, codes of practice and frameworks which relate to positive behaviour:

- UNCRC 1989
- The Children Act 1989
- The Children Act 2004
- The Childcare Act 2006
- The Health and Safety at Work 1974
- Equality Act 2010
- Working together to safeguard children 2015
- Common Assessment Frameworks
- The Early Years Curriculum (Statutory guidance).

## Topic 1.2

Learners need to consider what acceptable and unacceptable behaviour look like. Guidance should be given about how own values, beliefs and background can influence behaviour and how to avoid imposing learners' own views onto others when working with children.

Acceptable and unacceptable behaviour must take into account the needs (additional needs, English as an additional language), age, stage and development of the child.

## Topic 1.3, 1.4

Learners should consider different strategies for modelling, supporting and promoting positive behaviour:

- use appropriate observations to identify behaviours and triggers to behaviours
- use a range of strategies to support children to gain an understanding of the expectations about their behaviour and the goals/boundaries in place
- work with key people and others to support behaviour
- use a range of strategies to support children to develop an understanding of the consequences of their behaviour
- ensure consistent responses to incidence of behaviour
- use praise to reinforce positive behaviour
- role model positive behaviour
- record incidences of unacceptable behaviour in line with setting requirements
- access help and support where there are concerns about the behaviour of children
- development of appropriate rewards or sanctions
- positive support for feelings and emotions
- resources for supporting social, emotional and behavioural development
- support emotional literacy
- implementation of individual behaviour plans.

The suitability of strategies is dependent on the needs (additional needs, English as an additional language), age, stage and development of the child.

The use of specific observation methods, assessment methods and tools for managing behaviour must be covered as well as techniques for evaluating the records in ways that supports and promotes positive behaviour for children.

Learners need to consider how to support children's self-esteem, confidence and resilience whilst modelling, promoting and supporting positive behaviour which empowers children to keep safe through making informed, positive choices that support their well-being.

### Learning outcome:

2. Support children through transitions and significant events



**Topic:**

2.1 The transitions and significant events in children's lives

**Topic:**

2.2 The short and long term effects of the transitions and significant events

**Topic:**

2.3 How preparation and positive relationships can support children through transitions and significant events

**Topic:**

2.4 Prepare and support children through transitions and significant events building on the use of

- a. positive attachment relationships with parents, key persons and significant others in the child's life
- b. comfort objects
- c. promoting self esteem, confidence and resilience
- d. sharing records and relevant information between parents, carers and other professionals to support children in their transitions and significant events

**Topic 2.1**

Learners need to be aware of different transitions and significant events to include:

- weaning (moving from milk to solid food)
- moving from one activity to another (routines in a setting)
- moving to school
- starting and moving through day care
- birth of a sibling
- moving home
- living outside of the home
- family breakdown
- differing family dynamic
- loss of significant people
- loss of pets
- loss of comfort items e.g. dummy, toy, blanket
- moving between settings and carers
- potty/toilet training.

**Topic 2.2, 2.3, 2.4**

Learners should be encouraged to think about potential effects of transitions and how they need to prepare in order to support children, this may include partnership with:

- children
- parents/carers
- key workers, colleagues and other professionals.

Preparation for transitions means that learners should have an understanding of children's development and changes that occur (age, stage, maturity) which should be taken into account when supporting children.

Strategies could include:

- empowering children to protect themselves and make decisions about safety
- positive, informed choices that support children's well-being and behaviour
- use observations and assessments to support transitions
- manage transitions and significant events in partnership with others
- reflect on how children have been supported through transitions or significant events.

### Guidance for delivery

Suitable observation methods could include:

- ABC
- STAR
- Target child.

Learners should be encouraged to consider how data collected through observation and assessment can be utilised to identify triggers to behaviour, contribute to individual behaviour plans and strategies for managing behaviour. This will enhance the understanding of consistency in approaches to promoting positive behaviour and contribute policy development.

Learners should make links to relevant theoretical evidence, which may include but is not limited to:

- Social learning theory – Bandura (role model)
- Operant conditioning – Skinner (Positive, negative reinforcers, punishers)
- Classical conditioning – Pavlov
- Attachment – Bowlby/Ainsworth

Children may well repeat or escalate behaviours and this should be considered when looking at the strategies and how to apply them.

Learners need to consider key principles and values including:

- the welfare of the child is paramount
- working in partnership with parents
- working in partnership with professionals

### Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

## Suggested learning resources

### General

Bruce, T. (ed) (2006) *Early childhood a guide for students*. London: SAGE publications

Davenport, G C. (1994) *An introduction to child development 2nd edition*. London: Collins

Lindenfield, G. (2000) *Confident children help children feel good about themselves* London: Harper Collins

Macleod – Brudenell, I. (2004) Communication, Language and Development *in*

Macleod-Brudenell, I. (ed) (2004) *Advanced early years care and education*. Oxford: Heinemann pp 175 – 204

Post, J. and Hohmann, M. (2000) *Tender care and early learning*. Michigan: High Scope Press

Walkup, V. (2004) Emotional and social development *in* Macleod-Brudenell, I. (ed) (2004) *Advanced early years care and education*. Oxford: Heinemann pp 95 – 138

Wood, D. (2002) *How children think and learn 2nd edition*. Oxford: Blackwell Publishing

### **Websites**

[www.simplypsychology.org/bobo-doll.html](http://www.simplypsychology.org/bobo-doll.html)

[www.simplypsychology.org/operant-conditioning.html](http://www.simplypsychology.org/operant-conditioning.html)

DfE (2014) *Statutory Framework for the Early Years Foundation Stage* DfE Available from <https://www.gov.uk/search?q=early+Years+foundation+stage>

Carol Dweck's theory of motivation discussed by Geoff Petty available from: [teacherstoolbox.co.uk/T\\_Dweck.html](http://teacherstoolbox.co.uk/T_Dweck.html)

### **Suggested organisations for transitions**

Child Bereavement UK

Winston's Wish

Childhood Bereavement Network

## Unit 007

# Working in partnership with parents and other professionals

<b>UAN:</b>	K/506/0051
<b>Level:</b>	Level 3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to understand and recognise the importance of working in partnership with parents, carers, colleagues and other professionals and apply the skills the learner will need in order to ensure that a child centred approach is used to support children's holistic development and well-being.

Current Early Years curriculums and Government initiatives highlight the need to ensure parents are fully engaged with their children's well-being and development and that a child's individual needs are met by working in partnership with the parents and other professionals.

This unit examines the importance of working with parents and how the parent is integral to their child's early learning and development. Learners will understand the different types of partnership working they may be required to participate in and will offer learners opportunities to explore how working in partnership with parents and other professionals may be affected by barriers and other factors. Strategies practitioners may use to remove or reduce these barriers will also be looked at in detail.

### Learning outcomes

In this unit, learners will be able to:

1. work in partnership with parents within Early Years setting
2. work in partnership with colleagues and other professionals within Early Years setting.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Work in partnership with parents within Early Years setting

### Topic:

- 1.1 The principles, policies and values that underpins parental involvement in their child's early learning in relation to:
  - i. working with adults
  - ii. working with children

### Topic:

- 1.2 The importance of working in partnership with parents to include:
  - i. meeting the child's needs (holistic development and learning)
  - ii. ensuring health and well-being
  - iii. recognising the value of the parents and the home environment
  - iv. effective communication

### Topic:

- 1.3 **Barriers** which may prevent partnership working to include:
  - i. family structure
  - ii. Personal, social and emotional (PSE)
  - iii. socio-economic status
  - iv. cultural
  - v. health and wellbeing
  - vi. work life balance
  - vii. own beliefs and attitudes

### Topic:

- 1.4 Strategies used to overcome barriers which may prevent partnership working

### Topic:

- 1.5 Working in partnership with parents to include:
  - i. supporting parents to recognise their value and contribution in their child's health well-being, learning and development and play
  - ii. using different strategies to support engagement with and by parents
  - iii. sharing records with parents and carers to promote their active participation in their child's progress

### Topic:

- 1.6 Reflecting on practice to cover
  - i. own practice
  - ii. settings practice
  - iii. how this will improve working in partnership with parents



### **Topic 1.1**

Learners will need to be aware of the 15 principles and values which underpin the 'Work with Parents Sector' as well as the principles and values which underpin the Early Years sector (EYFS Curriculum Standards for the Early Years Foundation Stage or current statutory guidance).

### **Topic 1.2**

Learners will need to know the importance of working in partnership with parents in relation to providing consistency of care and ensuring a child centred approach is used. Learners must also understand who has parental responsibility of the child and what this entails for working in partnership.

### **Topic 1.3**

#### **Barriers**

- Family structure:
  - lone parent
  - extended family
  - older/younger parents
- Personal, social and emotional PSE:
  - lack of confidence (may be resulting from lack of literacy skills; knowledge and motivation; own childhood experiences)
  - domestic violence
  - English as second language
  - consistent parental approaches
  - poor communication strategies
- Socio-economic status:
  - poverty
  - fear of being seen as needing help
  - fear of being judged
- Cultural:
  - language barriers (e.g. jargon; regional colloquialism: EAL)
  - what is culturally acceptable (e.g. the male only being allowed to participate in discussion or make decisions)
- Health and well-being:
  - depression
  - bereavement
  - learning disability
  - disability
  - stress
  - ill health
  - addiction
- Work life balance:
  - time
  - multiple jobs
  - shift work
  - child minder drops off/collects child
  - working away from home



- Own beliefs and attitudes:
  - lack of empathy
  - different opinions on bringing up children
  - religious or cultural beliefs
  - belief that the practitioner or parent knows.

Learners will recognise that barriers may be something the parent or the practitioner experiences, and distinguish between those barriers which are actual and those that may be perceived. Learners need to explore the barriers which may prevent them from working in partnership as well as barriers which may prevent the parent fully participating. There must also be an understanding that although the barrier may be the same for both the practitioner and the parent they can impact on the situation in a different way.

Teaching does not need to cover all of the barriers identified, but a selection of barriers relating to contexts being taught should be explored in detail.

#### **Topic 1.4**

Strategies may include, but not limited to:

- open door policy
- celebration of child's achievement (Wow vouchers/moments)
- displays/notice boards (parents and children's)
- daily diaries
- stay and play
- show and tell
- fundraising events
- joining the settings committees
- completing records and reports e.g. use of observations and assessments
- newsletters (soft or hard copy)
- craft sessions and workshops
- utilising parents skills / profession
- information sheets
- access to policy and procedural literature and information (using languages other than English where relevant) through different formats, audio recording and social media networks.

#### **Topic 1.5**

Learners are required to support parents' engagement as partners in their child's health, well-being, learning, development and play.

Learners will need to understand that supporting parents' engagement and using different strategies is relating to the child's holistic development and learners should be encouraged to think creatively and innovatively when identifying strategies to use.

Learners must be aware of the different records they are required to share with parents, either verbally or non-verbally, and distinguish between which records must be written for legal purposes.



**Learning outcome:**

2. Work in partnership with colleagues and other professionals within Early Years setting

**Topic:**

- 2.1 Reasons for working in partnership with **colleagues and other professionals** to include:
  - a. meeting the child's needs
  - b. ensuring health and well-being
  - c. effective communication
  - d. to identify early intervention strategies

**Topic:**

- 2.2 **Barriers** which may prevent working in partnership with colleagues and other professionals to include:
  - a. cooperative working between colleagues and other professionals
  - b. time constraints
  - c. large case loads
  - d. shift work / fixed hours
  - e. lack of respect of other professional expertise

**Topic:**

- 2.3 **Strategies** to overcome barriers to partnership working

**Topic:**

- 2.4 **Support** provided by professionals in the Early Years sector to families and children

**Topic:**

- 2.5 The practitioner role in effecting partnership working to support children and families in relation to:
  - a. **legislation, statutory guidance and codes of practice** relating to **duty of care** in respect of identifying and acting on support needs
  - b. identifying the factors that may lead to a support need
  - c. dilemmas that may occur when identifying a potential support need

**Topic:**

- 2.6 Work in partnership with colleagues and other professionals
  - a. use a range of effective communication strategies appropriate to the information being shared
  - b. engage with colleagues and other professionals to meet the needs of children to enable them to progress
  - c. contribute to completing written records and reports in a way that meets current legislation and setting policies and procedures

**Topic 2.1**

**Colleagues and other professionals** may include:

**Colleagues:** employers; line managers; practitioners; key person/key worker; SENco; administrative staff; catering staff

**Other Professionals:** speech and language therapists; family support; sports coach; music coach/therapist; midwife; health visitor; behaviour therapists; school teachers

Learners must be able to explain the importance of partnership working, giving reasons which must include ensuring consistency of care, meeting the individual needs of the child and ensuring the child is at the centre of all practice.

### Topic 2.2

Some of the **barriers** to working in partnership with colleagues and other professionals may be the same as those for working in partnership with parents (see 1.3) and learners should be aware of this when discussing different barriers here.

### Topic 2.3

Learners need be aware of the range of strategies used to reduce barriers to working in partnership with colleagues and other professional. The learners also need to understand which strategy is best used in different situations. As with the barriers some strategies may be the same as ones used when working with parents.

**Strategies** may include, but not limited to:

- open door policy
- Effective communication when sharing information and knowledge (use of appropriate mediums for information being shared)
- completing records and reports e.g. use of observations and assessments
- access to policy and procedural literature and information through different formats,
- audio recording and social media networks
- time management
- utilising professional skills
- common values of working
- promoting mutual respect.

**Topic 2.4** Learners will need to be aware of the support provided to children and their families by the range of professionals which have been identified. This should include the process of identification, referral, specialist support and resources available.

**Support** may include, but not limited to:

may include, but not limited to:

- enabling referral process for child or extended family
- multi-agency working (e.g. Common Assessment Framework; Team Around the Child; Core group)
- specialist expertise
- access to resources and services.

### Topic 2.5

Learners will need to research legislation and what is meant by the term 'Duty of Care'. In order to do learners will need to be introduced to relevant **legislation, statutory guidance and codes of practice** such as:

- The Children Act (1989)
- The Children Act (2004)
- The Childcare Act (2006)

- Equality Act (2010)
- Working Together to Safeguard Children (2015)
- SEND code of practice 0-25 Years
- Common Assessment Frameworks
- Current curriculum statutory requirements.

Learners need to be aware of the different factors which can lead to a child and/or family requiring further support and partnership working (as per Topic 1.3).

Learners should refer to **barrier** list identified in Topic 2.2, in addition to the wider concept of safeguarding.

Learners should be aware of the different dilemmas a practitioner may face when identifying a potential support need which would require partnership working. Dilemmas may relate to the child, parent or professional situations however the learner should also take into account the effects of their own practice and ability when explaining potential dilemmas.

### Guidance for delivery

To enable the learner to develop the skills required for effective partnership working, the learner will need to understand what is meant by effective communication and the importance of this. The learner will need to understand different communication strategies in order for them to later show how they communicate effectively. Teaching of communication must include strategies to promote effective two-way communication, barriers to communication, boundaries for confidentiality and information sharing

When thinking about working in partnership with parents guidance for learners must make them aware of how to support parents to recognise their value and contribution in their child's holistic development. In order to do this the learner will need to explore the parent role as being their child's first educator within their own environment and how learning is both formal and informal.

Teaching will include how the day-to-day policies within settings (e.g. Parent Partnership Policy; Confidentiality; Equal Opportunity; Safeguarding; Health & Safety) impact on working in partnership.

When referring to home learning, learners need to understand:

- the home influence e.g. cultural practices
- the role the environment plays at home e.g. stimulation
- how the home environment may influence the child whilst in the setting
- how to promote to the parents the importance of recognising children's achievements and building resilience e.g. child has made a model that they want to keep and share with parents
- the importance of talking to their child to engage them in socialisation and sustained shared thinking e.g. asking child to identify five friends they have interacted with and five activities they have participated in.

Learners need to be aware of the range of strategies used to reduce barriers to working in partnership with parents. The learners should consider which strategy is best used in different situations. Learners need recognise that whilst barriers may not be

removed totally, they can be minimised or deflected so that the impact is lessened and that their contribution is important.

The learner will need to understand their role in engaging and working with colleagues and professionals in order for them to be able to later show that can engage with colleagues and other professionals to meet the needs of children to enable them to progress.

Written records and reports (e.g. diary sheets, nappy/toilet record, observation and assessment records, accidents and incidents) need to be completed in accordance with current legislation and setting policies and procedures e.g. Data Protection Act (1998).

### **Employer engagement**

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

### **Suggested learning resources**

Speech and Language Therapy Transforms Lives Giving voice 6.11  
[www.youtube.com/watch?v=v35-ta1oURg](http://www.youtube.com/watch?v=v35-ta1oURg)

Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children  
<http://media.education.gov.uk/assets/files/pdf/w/working%20together.pdf>

Frank Fields report: The Foundation Years: preventing poor children becoming poor adults – Government report into poverty and life chances.  
<http://webarchive.nationalarchives.gov.uk/20110120090128/>

<http://povertyreview.independent.gov.uk/media/20254/poverty-report.pdf>

Graham Allen report: Early Intervention the Next Steps  
[www.dwp.gov.uk/docs/early-intervention-next-steps.pdf](http://www.dwp.gov.uk/docs/early-intervention-next-steps.pdf) – review requested by the Government on Early Intervention and its recommendations.

### **Further supporting evidence regarding effects can be accessed:**

Understanding the Effects of Maltreatment on Brain Development  
[www.childwelfare.gov/pubs/issue\\_briefs/brain\\_development/brain\\_development.pdf](http://www.childwelfare.gov/pubs/issue_briefs/brain_development/brain_development.pdf)

From Neurons to Neighborhoods: Old and New Challenges for Developmental and Behavioural Paediatrics JACK P. SHONKOFF, M.D  
[www.cccmaine.org/system/files/Neurons%20to%20Neighborhoods,%20Shankoff.pdf](http://www.cccmaine.org/system/files/Neurons%20to%20Neighborhoods,%20Shankoff.pdf)

Working in partnership – Early Childhood Forum

[www.ncb.org.uk/media/217614/partnershipleaflet.pdf](http://www.ncb.org.uk/media/217614/partnershipleaflet.pdf)

The National Children's Deaf Society [www.ndcs.org.uk](http://www.ndcs.org.uk)

Foundation Years website

[www.foundationyears.org.uk/making-it-happen/partnership-working-integration](http://www.foundationyears.org.uk/making-it-happen/partnership-working-integration)

Code of Ethics. Early Education. The British Association for Early Education

[www.earlyeducation.org.uk/sites/default/files/Code%20of%20Ethics.pdf](http://www.earlyeducation.org.uk/sites/default/files/Code%20of%20Ethics.pdf)

[www.gov.uk/parental-rights-responsibilities/what-is-parental-responsibility](http://www.gov.uk/parental-rights-responsibilities/what-is-parental-responsibility)

<http://familylives.org.uk/advice/your-family/parenting/parenting-in-same-sex-relationships/>

[www.jrf.org.uk/system/files/2132-parenting-literature-reviews.pdf](http://www.jrf.org.uk/system/files/2132-parenting-literature-reviews.pdf)

<http://health.howstuffworks.com/pregnancy-and-parenting/understanding-family-structures-and-dynamics-ga.htm>

Family and childcare trust

[www.familyandchildcaretrust.org/parentchampions](http://www.familyandchildcaretrust.org/parentchampions)

## Unit 008

# Promote children's speech, language and communication development

<b>UAN:</b>	M/506/0052
<b>Level:</b>	Level 3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to acquire knowledge of how to promote children's speech, language and communication development within the Early Years. The unit will allow learners to up skill themselves to understand more about speech, language and communication development delay, ways in which they can promote it and how it can affect the development of the child holistically.

The unit begins with the learner looking at what is meant by the words speech, language and communication, from there the unit gives a grounding knowledge of how other areas of development are affected, how children are taught to read and say sounds and the impact of any delays with speech, language and communication.

They will learn how to support children, what positive effects can be made to the child and ways in which they can plan in order to support individuals in groups and individually. They will learn how they can plan the environment and how reflecting on their practice can develop themselves and the child.

### Learning outcomes

In this unit, learners will be able to:

1. understand the importance of speech, language and communication for children's overall development
2. support children's speech, language and communication development
3. contribute to maintaining a positive Early Years environment that supports communication, language, literacy and mathematics/numeracy.



## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Understand the importance of speech, language and communication for children's overall development

### Topic:

- 1.1 How speech, language and communication skills promote children's development in relation to:
  - a. literacy
  - b. mathematics/numeracy
  - c. emotional development
  - d. behavioural development
  - e. social development

### Topic:

- 1.2 How systematic synthetic phonics supports the teaching of reading

### Topic:

- 1.3 Impact of speech, language and communication **needs** on the overall development of a child, both in the short and long term

#### Topic 1.1

The learner must have a fundamental understanding of what is meant by speech, language, communication and Speech, Language and Communication Needs (SLCN).

#### Topic 1.2

Learners will need to be aware of systematic synthetic phonics in the teaching of reading and a range of strategies for developing early literacy and mathematics/numeracy.

#### Topic 1.3

The term '**needs**' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and how children play, learn, communicate and live.

### Learning outcome:

2. Support children's speech, language and communication development

### Topic:

- 2.1 How adults can effectively support and extend the speech, language and communication development of children during the Early Years

### Topic:

- 2.2 The importance of practitioners recognising and responding to the varying levels of children's speech, language and communication when:
- a. settling into the setting
  - b. planning activities for individuals and groups

**Topic:**

2.3 Use of different **strategies** for providing support taking into account:

- a. age
- b. specific needs
- c. abilities
- d. home language where this is different from that of setting
- e. interests of the children

**Topic:**

2.4 Use of **activities** to encourage children speech, language and communication development including:

- a. 1:1 basis
- b. group learning and socialisation
- c. sustained shared thinking

**Topic:**

2.5 Evaluate the effectiveness of speech, language and communication support for children

**Topic 2.1**

Learners should explore the positive effects that adults may have in improving:

- speech, language and communication skills
- social interaction
- behaviour
- emotional development / self-confidence

Learners should consider the language that they use when communicating with children and others to ensure it reflects good use of English which is clearly spoken, free from jargon and supports the development of the child's speech and language.

**Topic 2.2**

The learner must understand the importance of how recognising and responding to children's varying levels of communication supports how children think, understand new situations, people and boundaries. Learners will need to be aware of how this impacts on the child's overall development.

**Topic 2.3**

**Strategies:**

- adapt 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
- use of repetition
- use of mnemonics

- alternative communications e.g. use of sign language, pictures, assistive technology
- sustained shared thinking.

The learner must take into account individual needs of each child and how their interactions must be adapted according to their audience.

#### Topic 2.4

##### Activities:

- tidy up time
- circle time
- snacks and meals
- registration
- story time
- arrival and departure
- personal care routines
- whole and small groups
- physical activities.

#### Topic 2.5

When evaluating, the learner must reflect on their practice and the settings provision in order to gauge the effectiveness of the support of children in their development of speech, language and communication.

#### Learning outcome:

3. Contribute to maintaining a positive Early Years environment that supports communication, language, literacy and mathematics/numeracy

#### Topic:

- 3.1 Review evidence about the key factors that provide a supportive communication, language, literacy and mathematical/numeracy environment

#### Topic:

- 3.2 Use **key factors** within the Early Years environment to support communication, language, literacy and mathematics/numeracy

#### Topic:

- 3.3 Use of **strategies** for supporting the development of early literacy and mathematics/numeracy

#### Topic 3.1

By reviewing practice the learner can identify areas for improvement, areas of strength with regards to the support that they can offer to children towards their learning and development

#### Topic 3.2

**Key factors** that the learner must include are:

- physical environment
- staff roles and responsibilities
- training needs and opportunities
- the views and interests of the child
- appropriate involvement of carers
- systematic synthetic phonics
- environment/s
- familiar and unfamiliar
- indoor
- outdoor
- emotional development

### Topic 3.3

**Strategies**, in addition to the list in 2.3, to include:

- use of stories, music, dance, drama and rhymes
- mark making
- care routines e.g. counting buttons
- mathematics/numeracy games.

### Guidance for delivery

Learners need to know the importance of speech and language for children's overall development and the way in which adults can provide support through everyday activities and interactions.

Learners should be able to define and understand the different components of communication:

- speech
- language
- communication

Understanding the components of communication can ensure that learners know how to provide appropriate stimulations, activities and encouragement for children. This will include considering the environment: is it language rich?

- conversations
- active listening
- positive interactions.

Learners should be encouraged to look at all aspects of the environment and consider how communication can be promoted and extended. Learners need to understand how to communicate with all children in a way that is appropriate for their age, stage, needs and abilities. Learners should take into account any additional needs or impairments and recognise that communication includes body language, eye contact, gesture and facial expression as well as words or sounds.

They will need to understand the way in which SLC develops and the expected 'norms' for sounds (phonics) development that can last up to a child's 7<sup>th</sup> year. This

will support them in not only promoting SLC but also in recognising when SLC may not be developing in the expected way.

Young children need to be able to communicate in order to express their feelings and ideas, to interact with others and develop friendships or group socialisation. Learners need to understand the way in which communication underpins all areas of development but how it is particularly important to their learning, emotional, social and behavioural development.

Learners should be able to use different strategies to support children's communication including the use of appropriate observation and assessments to help plan next steps, support both expressive and receptive language and model or extend communications through interactions. Learners need to know what sustained shared thinking is and how this can promote communication.

Learners need to have an appreciation of systematic synthetic phonics and how this supports reading. In the Early Years practitioners will use activities and interactions to support the development of communication which may include starting to identify the different letter sounds (phonemes). Learners need to know that once children start to understand sounds they can then be taught how some sounds form blends (graphemes): th; sh; etc. It is these grapheme- phoneme correspondences that allow the encoding and decoding of words in spoken and written formats that support reading.

### **Employer engagement**

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

### **Suggested learning resources**

#### **Training videos**

What is SSP?

<https://www.youtube-nocookie.com/embed/IG24BoekBGY?rel=0>

<http://www.youtube.com/watch?v=UqUqzNFCXrU>

What is a phoneme?

<http://www.youtube.com/watch?v=dwFvD5Cv9n8>

What is a grapheme?

<http://www.youtube.com/watch?v=vsWtyKqpHko>

The English Alphabet Code

[http://www.phonicsinternational.com/unit1\\_pdfs/The%20English%20Alphabetic%20Code%20-%20complete%20picture%20chart.pdf](http://www.phonicsinternational.com/unit1_pdfs/The%20English%20Alphabetic%20Code%20-%20complete%20picture%20chart.pdf)

Phonics Teaching: Useful Reminders - Oxford School Improvement, Marilyn Joyce  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=M1KRoBckygw](http://www.youtube.com/watch?feature=player_detailpage&v=M1KRoBckygw)

Phonic Books - Sounds of the English Phonic Code -Synthetic Phonics  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=lwJx1NSineE](http://www.youtube.com/watch?feature=player_detailpage&v=lwJx1NSineE)

English Phonics - Sounds and Spelling Alternatives - Part 1 of 2, Debbie Hepplewhite  
[http://www.youtube.com/watch?v=ZfPd0KQBzWY&feature=player\\_detailpage](http://www.youtube.com/watch?v=ZfPd0KQBzWY&feature=player_detailpage)

The Power of Synthetic Phonics to Teach English - Debbie Hepplewhite  
<http://www.youtube.com/watch?v=MKMYQ8VJwQQ>

## Unit 009

# Supporting children's activities, play, creative development and educational programmes

<b>UAN:</b>	T/506/0053
<b>Level:</b>	Level 3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is to ensure learners have an understanding of the importance of providing activities, play experiences, opportunities for creative development and educational programmes for children in order to support and encourage their holistic development. Within this unit the learner will learn the role of the practitioner in providing these experiences and programmes.

Creativity and imaginative play are integral to children's learning development, understanding and expression of the world around them and how creativity and imagination can be stimulated by many different activities and experiences.

Learners will explore the range of children's activities, play, creative development and educational programmes that allow them to stimulate and engage children. This will also enable the learners to develop their own skills and identify areas for improvement.

### Learning outcomes

In this unit, learners will be able to

1. plan activities, play, creative opportunities and experiences and educational programmes in line with current educational curriculum requirement
2. implement activities, play, creative opportunities and experiences and educational programmes in line with current educational curriculum requirements
3. reflect on and evaluate practice and provision in relation to activities, play, creative opportunities and experiences and educational programmes in line with current educational curriculum requirements.



## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

In order to fully understand this unit the learner must be aware of the current educational curriculum requirements as they will need to be able to understand the links and requirements.

Learners need to recognise that creativity and imaginative play are integral to children's learning development, understanding and expression of the world around them.

### Learning outcome:

1. Plan activities, play, creative opportunities and experiences and educational programmes in line with current educational curriculum requirement

### Topic:

- 1.1 Children's developmental stages in relation to:
  - a. creativity
  - b. imaginative play for children

### Topic:

- 1.2 The **activities**, resources and materials which can be used to support creative development and imaginative play for children 0 to 5 years.

### Topic:

- 1.3 The importance of planning for and enabling:
  - a. activities
  - b. play
  - c. creative opportunities and experiences
  - d. imaginative play
  - e. educational programmes
  - f. balance between child initiated play and adult led play

### Topic:

- 1.4 The importance of ensuring flexibility within planning to include:
  - a. involving the individual child in planning
  - b. utilising spontaneous opportunities
  - c. both the indoor and outdoor environment
  - d. emotional environment
  - e. use of routine
  - f. use of natural resources

### Topic:

- 1.5 Other sources of information which can be used to support planning activities, play opportunities and educational programmes

### Topic:

- 1.6 Use observations and assessments to develop holistic plans to support development and learning of children aged 0 to 5 years incorporating:
- a. communication and language
  - b. gross and fine motor skills
  - c. personal, social and emotional development
  - d. literacy
  - e. mathematics/numeracy
  - f. understanding the world
  - g. expressive arts and design
  - h. creative experiences and opportunities
  - i. imaginative play
  - j. physical activities
  - k. the use of routines
  - l. balance between child initiated activities and adult led activities

### Topic 1.1

Learners must be aware of how children's play and creativity develop including solitary, parallel, cooperative play and the stages of imaginative play such as imaginary friends/pets. Learners must also be aware of schemas and how linked to children's development and how all areas are interdependent of each other.

### Topic 1.2

**Activities** may include: water play - bubbles or making bubbles in water, use of colourings to change colour; air play – squeazy bottles used to puff air and move light objects such as small pieces of paper/feathers; exploring textures – use of paper/cellophane and materials; sound – plastic bottles containing different objects (sand/rice/pasta); use of magnets or mirrors; exploring food; growing plants; exploring dirt – using different types of soil, clay, sand, dry/wet/colour/texture; water – use of colours; floating/sinking; ice freezing/melting/shapes; air – making windmills, flags, chimes; sound – making and using instruments, making sound travel (pots and string); foods – making popcorn, cereals/pasta absorbing water and changes when cooked; weights and measures, shapes and sizes; use of light – colour, shadows, effects when blended; exploring life – eggs hatching, making ant or worm farms; cooking (hot/cold); storytelling, rhymes; puppets, construction toys and equipment; creative arts, music and movement, pretend play, drama; puzzles; use of media and materials - paint, crayons, pencils, chalk, gloop, dough, sand, water, paper, card, textured paper/card and plastic, string, wool, straw, cloth/material; mixing colours, combining materials and resources, use of natural resources - these may include items such as sand, water, stones, wood, soil, boxes, pegs, blankets.

### Topic 1.3

In order for the learner to recognise the importance of planning within the areas as specified they will need to be aware of what is meant by children's holistic development.

Learners must be aware of a wide range of activities, play opportunities and educational programmes; this will support their ability to understand why planning must take place.

The importance of planning must also ensure the provision of correct resources, Health & Safety requirements are being adhered to, and risk assessments are put in place if necessary.

#### **Topic 1.4, 1.6**

Learners must be aware of the different ways to plan; formal planning, informal planning, use of white/cork boards to list the children's request/interests, the difference between child-initiated play and adult led play before they will be able to understand the importance of planning for these.

Learners must take into account the relevance of age, stage, needs, abilities and interests of children before they can understand the importance of planning to meet them. Individual needs must include special educational need, disability, children whose home language is not English, confidence and abilities and work with Individual Education Plans.

Learners should involve children in planning as this empowers the child and encourages the child to make decisions and develop their self-confidence, self-esteem and self-image.

#### **Topic 1.4**

Indoor/outdoor environments may refer to areas such as local parks, walks. The learner should consider how the environment influences activities and play; spontaneous opportunities include but not limited to: snow, rainbows, ice, cutting grass/trees, parcel delivery e.g. new resources and unpacking them, sudden noises – emergency vehicles, aircraft, paint colours being mixed together; routines include both individual and group learning, socialisation; tidy up time, circle time/show and tell, registration, snacks and meals, story time, arrival/departure, personal care routines.

#### **Topic 1.5, 1.6**

Learners need to use other sources they can access to support planning, these may include the children, parents, key worker, colleagues, Individual Educational Plans (IEP), observations and assessments, Special Educational Needs Co-ordinator (SENCo), other professionals, text books and other literature sources.

#### **Learning outcome:**

2. Implement activities, play, creative opportunities and experiences and educational programmes in line with current educational curriculum requirements

#### **Topic:**

- 2.1 The role of the practitioner whilst undertaking activities and play opportunities in relation to:
  - a. engaging with children
  - b. supporting extended learning
  - c. enabling sustained shared thinking
  - d. balance between child initiated play and adult led play
  - e. utilising opportunities for spontaneous play and learning
  - f. ensuring children have extended and unhurried periods of time

- g. participating in imaginative play
- h. participating in creativity and creative experiences
- i. participating in open ended creative an imaginative experiences
- j. adapting practice to meet the individual needs of children

**Topic:**

2.2 The importance of building positive relationships in relation to:

- a. practitioner and child
- b. child and peers
- c. child and parent/carer

**Topic:**

2.3 The different strategies to support expressive language whilst participating in creativity and creative experiences and imaginative play in relation to:

- a. practitioner and child
- b. child and peers
- c. child and parent/carer

**Topic:**

- 2.4 Implement holistic plans using activities, play, creative opportunities and experiences and educational programmes which include:
- a. communication and language
  - b. gross and fine motor skills
  - c. personal, social and emotional development
  - d. literacy
  - e. mathematics/numeracy
  - f. understanding the world
  - g. expressive arts and design
  - h. creative experiences and opportunities
  - i. imaginative play
  - j. physical activities
  - k. use of routines
  - l. balance between child initiated activities and adult led activities
  - m. meeting the needs of the individual child
  - n. utilising spontaneous opportunities
  - o. both the indoor and outdoor environment
  - p. use of routine
  - q. use of natural resources
  - r. use of expressive language
  - s. use of encouragement and praise

**Topic 2.1**

The role of the practitioner is integral to the children's positive outcomes, participation, experiences and development with regards to play, creative development and educational programmes. The role of the practitioner includes support/leading and ensuring a balance between adult-led and child initiated activities and experiences; encouraging exploration of media and materials; extending creative/imaginative play; use of language; use of environment/resources/ culture and natural materials, being a positive role model.

The learner should ensure children have sufficient time to complete the activity/play to their satisfaction; this should include developing self-esteem, confidence and independence and where insufficient time is allowed the effects this has on children's behaviour and future expectations and participation.

Learners must take into account the relevance of age, stage, needs, abilities and interests of children before they can understand the importance of planning to meet them. Individual needs must include special educational need, disability, children whose home language is not English, confidence and abilities and work with Individual Education Plans.

Learners should involve children to implement plans as this empowers the child and encourages the child to make decisions and develop their self- confidence, self-esteem and self-image.

**Topic 2.4**

Using expressive language may include: making suggestions, asking questions, listening to their views, responding to their views showing that their ideas and views are valued; use of body language, voice tones and pitch; sustained shared thinking.

### Learning outcome:

3. Reflect on and evaluate practice and provision in relation to activities, play, creative opportunities and experiences and educational programmes in line with current educational curriculum requirements

### Topic:

- 3.1 How reflection and evaluation of practice is used to inform practice and change.
  - a. own practice
  - b. colleagues and others practice
  - c. settings own provision

### Topic:

- 3.2 Reflect on activities, play, creative opportunities and experiences and educational programmes and evaluate practice with reference to list identified in Topic 2.4

#### Topic 3.1, 3.2

Learners must be aware of the importance of reflective practice and how this informs continuing professional development; this must include self-development or changes in own skills; keeping abreast of changes with regards to legislation; values and practice; developing skills of others; problem solving, making continuing improvement.

In order for learners to understand the importance of reflecting on practice the learner should reflect on practice which could include using self-evaluation and peer evaluation and reflective cycles such as Graham Gibbs, David Kolb, Schön and Ghaye & Ghaye.

### Guidance for delivery

Tutors should include the following within this unit to enable the learner to understand the legislative requirements and the rights of the child:

- Current Early Years curriculum
- Equality Act 2010
- Special Educational Needs Code of Practice
- UN Convention on the Rights of the Child.

Tutors should encourage learners to think out of the box and to understand that the use of natural and inexpensive materials and resources are crucial to children's learning and development.

### Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, is up to date.

## Suggested learning resources

Heuristic Play

[www.beplaylearn.co.za](http://www.beplaylearn.co.za)

<http://www.communityplaythings.co.uk/learning-library/articles/heuristic-play>

Early Years Foundation Stage: Children play at being in a builder's yard'

[http://www.youtube.com/watch?v=S\\_mwqo7UMEA&list=PL7914115EB65911A5&index=16](http://www.youtube.com/watch?v=S_mwqo7UMEA&list=PL7914115EB65911A5&index=16)

Video <http://www.youtube.com/watch?v=dA2gZiNES4E> (7.07)

[http://www.youtube.com/watch?v=S\\_mwqo7UMEA&list=PL7914115EB65911A5&index=16](http://www.youtube.com/watch?v=S_mwqo7UMEA&list=PL7914115EB65911A5&index=16)

### Suggested resources that can be used for further research or suggested reading:

Characteristics of social play

<http://www.education.com/reference/article/characteristics-social-play/>  
Education.com

BBC Article and audio interview with Dr Karen Majors – My pretend friend

[http://news.bbc.co.uk/today/hi/today/newsid\\_9359000/9359360.stm](http://news.bbc.co.uk/today/hi/today/newsid_9359000/9359360.stm)

Abstract from Children's Imaginary Companions: A Sign of Creativity? Karen Majors and Anna Calver <http://www.inter-disciplinary.net/at-the-interface/wp-content/uploads/2014/01/majorscrepaper.pdf>

Developing young children's creativity: What can we learn from research?

<http://www.nfer.ac.uk/publications/55502/55502.pdf>

Journal called 'Including Children with Autism in Social and Imaginary Play with Typical Peers'

<http://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/5-1-article-including-children-with-autism.pdf>

called 'Communication Through Play' by Marvellous Productions – used to show how practitioners and parents can support creativity and imaginative play with communication <http://www.youtube.com/watch?v=9HbwrpH4zcv>

'Including All Children – Supporting Children's Learning in the Early Years'; this is used to support learners to explore how practice can be adapted to meet the individual needs of children <http://www.youtube.com/watch?v=ltL2aB5tRyA>

Communication Through Play Video (7.12)

<http://www.youtube.com/watch?v=9HbwrpH4zcv>

Including All Children Video (6.26) <http://www.youtube.com/watch?v=ltL2aB5tRyA>



BBC CBeebies Cooking

<http://www.bbc.co.uk/cbeebies/makes/theme/cooking/page/1>

Cooking with pre-schoolers

[http://m.kidshealth.org/parent/growth/learning/cooking\\_preschool.html](http://m.kidshealth.org/parent/growth/learning/cooking_preschool.html)

Early Arts website also contains research materials and video links

<http://earlyarts.co.uk/research-and-evidence/creativity-in-early-learning-research/>

Reflect and review: the arts and creativity in Early Years

[http://www.artscouncil.org.uk/media/uploads/documents/publications/reflectandreview\\_php688OSj.pdf](http://www.artscouncil.org.uk/media/uploads/documents/publications/reflectandreview_php688OSj.pdf)

Montessori website contains information and resources to use with children

<http://www.dailymontessori.com/self-development/montessori-children-creativity>

Nursery activity ideas website

<http://www.nurseryactivityideas.co.uk/category/messy-play>

Resources For Early Years In Schools, Nurseries & Childminders website called 'Planning In Teams: Supporting Children's Learning in the Early Years'

[http://www.tts-group.co.uk/shops/tts/Catalogue/Early-Years/5a660182-cc2e-4eb4-8033-11aa29bde80f?gclid=CMYRxsj06r8CFSX4wgod\\_DkApw](http://www.tts-group.co.uk/shops/tts/Catalogue/Early-Years/5a660182-cc2e-4eb4-8033-11aa29bde80f?gclid=CMYRxsj06r8CFSX4wgod_DkApw)

Muddyfaces website, which can be used to explore the use of natural resources with learners <http://www.muddyfaces.co.uk/mudday.php>

Science experiments for kids – baby, toddler, preschool Video (2.27)

<http://www.youtube.com/watch?v=iEDvXQqhail>

Community Playthings website containing photographs and an article regarding making a mud kitchen

<http://www.communityplaythings.com/resources/articles/2014/making-a-mud-kitchen>

UK physical activity guidelines – Early years

[www.gov.uk/government/publications/uk-physical-activity-guidelines](http://www.gov.uk/government/publications/uk-physical-activity-guidelines)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216370/dh\\_128210.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216370/dh_128210.pdf)

'Start Active, Stay Active' A report on physical activity for health from the four home countries'

[www.ncca.biz/aistear/pdfs/guidelines\\_eng/play\\_eng.pdf](http://www.ncca.biz/aistear/pdfs/guidelines_eng/play_eng.pdf)

Learning and developing through play. A document which explores learning and development through play, stages and aspects of play.

Book: Schemas and the characteristics of effective learning by Stella Louise

(ISBN – 13 978-0904187-60-1 from Early Education [www.early-education.org.uk](http://www.early-education.org.uk) )

The Effective Pedagogy in the Early Years (EPEY) study was developed to identify the most effective pedagogical strategies that are applied in the Foundation Stage to support the development of young children's skills, knowledge and attitudes, and ensure they make a good start at school

<http://dera.ioe.ac.uk/4650/1/RR356.pdf>

## Appendix 1 Sources of general information

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

### *City & Guilds Centre Manual*

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. 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 and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

### *Our Quality Assurance Requirements*

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

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

**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.

## Useful contacts

<b>UK learners</b> General qualification information	<b>E:</b> <b><a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	<b>E:</b> <b><a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	<b>E:</b> <b><a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	<b>E:</b> <b><a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	<b>E:</b> <b><a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	<b>E:</b> <b><a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></b>
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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

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

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