

Learner Handbook

NCFE CACHE Level 3 Diploma for the Early Years
Workforce (Early Years Educator)

QRN: 601/2629/2

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Section 1: General introduction

About this learner handbook

This Learner Handbook contains details of all the units and assessments you will be required to complete to gain the qualification. It also contains extra information for your tutor or assessor.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes¶ The learner will: ¶	Assessment criteria¶ The learner can: ¶	Evidence Record¶ e.g. page number & method ¶
1. Understand the impact of food and nutrition on children's health and development. ¶	1.1. Explain what is meant by healthy eating. ¶	¶
	1.2. Evaluate national and local initiatives which promote healthy eating. ¶	¶
	1.3. Describe food and drink requirements in relation to current frameworks. ¶	¶

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to.'



For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit List and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Assessing competence

You will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using assessment methods selected at assessor discretion.

To aid assessors with discretionary decisions concerning individual experience in real work environments across the age range from 0-5 years: direct observations must continue to be used to assess competence with the age range the learner is working with but can be complemented with expert witness testimonies, reflective accounts including prior knowledge and professional discussions to assess knowledge, skills and competence outside of this age range.

Making use of our website

Our website is maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

Our public website address is: www.cache.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications.

There are also some other key documents that can be referred to when required. For example:

- **Complaints Procedure**
- **Appeals Process**
- **Diversity Statement.**

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)		
Qualification number	601/2629/2		
Aim	<p>The aim of this qualification is to prepare learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.</p> <p>Upon achievement of this qualification it is intended that learners will be able to enter the workforce as Early Years Educators.</p>		
Purpose Ofqual code and description (where applicable)	<p>D Confirm occupational competence and/or 'licence to practice'</p> <p>D1 Confirm competence in an occupational role to the standard required.</p>		
Total Qualification Time (hours)	610		
Guided Learning (hours)	486		
Credit value	61	Minimum credit at / above Level	61
Minimum age of learner	16		
Age ranges covered by the qualification	This qualification prepares learner to work with children between birth and 5 years with knowledge of children up to 7 years.		
Real work environment (RWE) requirement / recommendation	350 recommended placement hours.		
Rules of Combination	In order to achieve the Level 3 Diploma for the Early Years Workforce (Early Years Educator) learners must gain a total of 61 credits. To do this they must achieve 23 mandatory units from Group A.		

Progression including Job Roles (where applicable)	Job roles include: <ul style="list-style-type: none"> • practitioner in day nurseries • practitioner in Nursery schools • practitioner in reception classes in primary schools • pre-school worker.
Recommended assessment methods	All units will be internally assessed using a range of methods. This could include direct observation within the workplace, a portfolio of evidence, written assignments or a task set by us*. * NB: assessment tasks are provided for tutors' convenience. They are not mandatory.
Additional assessment requirements	Some learning outcomes within this qualification will require assessment in a Real Work Environment.
Grading system	Achieved/Not Yet Achieved
Entry requirements / recommendations	Learners must be aged 16 or above.
About this qualification	This is a regulated qualification. The regulated number for this qualification is 601/2629/2.

Introduction

Welcome to the NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator) (QRN: 601/2629/2). The many links to useful websites within this document are all accessible at the time of going to print.

Qualification purpose

The NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator) (QRN: 601/2629/2) prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.

Upon achievement of this qualification it is intended that learners will be able to enter the workforce as Early Years Educators.

In response to the Department for Education and National College for Teaching and Leadership Policy, **Improving the quality and range of education and childcare from birth to 5 years**, we have built a qualification to meet the Criteria required for those wishing to become Early Years Educators.

As the leading Awarding Organisation in the care sector we have surpassed the minimum requirements set out in the Full and Relevant Criteria to develop a qualification which reflects the priorities of practitioners and employers to meet the needs of young children.

Entry requirements

Learners must be at least 16 years old. We do not set any other entry requirements but centres may have their own guidelines.

Early Years Educator: Changes to GCSE requirement

From 3 April 2017, the requirement for Level 3 Early Years Educators (EYE) to hold GCSE English and maths A*-C, will be broadened to Level 2 qualifications, including Functional Skills. This will also apply to an apprenticeship route.

This will enable staff with an EYE qualification and Level 2 English and mathematics qualifications to count in the Level 3 staff: child ratios in childcare settings. This includes those who already hold an EYE qualification, began studying an EYE from September 2014 or will achieve an EYE in the future.

Please refer to the Early Years Workforce Strategy (March 2017) for further details. International qualifications can be checked through NARIC.

Qualification structure

In order to aid holistic delivery and assessment we have structured the units around the following three themes:

- **Theme 1:** Health and well-being
- **Theme 2:** Legislation, frameworks and professional practice
- **Theme 3:** Play, development and learning for school readiness

Please see the Unit List for details about which units are grouped under each of the themes.

Learners must achieve:

- **23 mandatory units**
- Credit value: **61**

Placement hours

During placement, learners will need support from a professional within the Real Work Environment.

To aid assessors with discretionary decisions concerning individual experience in real work environments across the age range from 0-5 years: direct observations must continue to be used to assess competence with the age range the learner is working with but can be complemented with expert witness testimonies, reflective accounts including prior knowledge and professional discussions to assess knowledge, skills and competence outside of this age range.

Assessment strategy

To gain this qualification the learner will need to achieve the following:

- ✓ **Pass in all units**
All units in this qualification are mandatory. Units will be internally assessed. We have created innovative non-mandatory tasks for all units, with the exception of Unit 3.15 (see Longitudinal Study below)
- ✓ **Longitudinal Study (Unit 3.15)**
This will be a **mandatory** task set by us. It will be internally assessed. Detailed guidance has been included with the unit.
- ✓ **Competence in a real work environment**
Full achievement of the qualification will not be possible until **all** components are complete. Unit certification will be available.

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for **Guided Learning**
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

GLH

- Guided Learning and TQT apply to the qualification as a whole.
- We use **GLH** to refer to the estimated guided learning hours at unit level.

Unit list

Our suite of Early Years Educator and associated qualifications are made up of a bank of shared units. A unit shared by multiple qualifications keeps the same unit number; therefore, unit numbers within our Unit Lists may not always run sequentially. We hope the consistent use of unit numbers will help you identify the crossover of units when navigating our Early Years Educator suite.

Theme 1: Health and well-being

Unit no.	Unit ref.	Title	Level	Credit	GLH
Unit 1.1	L/505/9300	Support healthy lifestyles for children through the provision of food and nutrition	2	2	20
Unit 1.2 WB	A/505/9809	Support healthy lifestyles for children through exercise	2	1	8
Unit 1.3 WB	M/505/9810	Support physical care routines for children	2	2	15
Unit 1.4 WB	T/505/9811	Promote children's emotional well-being	3	2	14
Unit 1.5	A/505/9812	Understand how to support children who are unwell	3	2	19



Theme 2: Legislation, frameworks and professional practice

Unit no.	Unit ref.	Title	Level	Credit	GLH
Unit 2.2	F/505/9813	Understand legislation relating to the safeguarding, protection and welfare of children	3	3	21
Unit 2.3 WB	J/505/9814	Use legislation relating to the health and safety of children	3	2	20
Unit 2.4 WB	L/505/9815	Follow legislation relating to equality, diversity and inclusive practice	3	3	21
Unit 2.5 WB	R/505/9816	Working in partnership	3	2	15
Unit 4.1	F/505/9830	Engage in professional development	3	2	15



Theme 3: Play, development and learning for school readiness



Unit no	Unit ref.	Title	Level	Credit	GLH
Unit 3.1	Y/505/9817	Understand the value of play in early years	3	2	20
Unit 3.2 WB	D/505/9818	Plan, lead and review play opportunities which support children's learning and development	3	3	22
Unit 3.4 WB	H/505/9819	Promote enabling play environments	3	2	16
Unit 3.5 WB	Y/505/9820	Developing children's emergent literacy skills	3	3	25
Unit 3.6 WB	D/505/9821	Developing children's emergent mathematical skills	3	4	34
Unit 3.7 WB	H/505/9822	Support children's transition to school	3	2	17
Unit 3.9 WB	K/505/9823	Develop children's cognitive skills	3	2	20
Unit 3.10 WB	M/505/9824	Promote children's speech, language and communication	3	3	21
Unit 3.11 WB	A/505/9826	Promoting children's physical development	3	2	19
Unit 3.12 WB	T/505/9825	Promoting children's personal, social and emotional development	3	3	23
Unit 3.13	F/505/9827	Support children with additional needs	3	4	30
Unit 3.14	J/505/9828	Use observation, assessment and planning to promote the development of children	3	5	37
Unit 3.15	L/505/9829	Use longitudinal studies to observe, assess and plan for children's needs	3	5	34

Section 3: Units

This section includes assessment tasks for tutors' convenience. The Longitudinal Study attached to unit 3.15 is mandatory, all other tasks are optional.

Unit 1.1: Support healthy lifestyles for children through the provision of food and nutrition

Unit reference L/505/9300

Unit level 2

Credit value 2

GLH 20

Unit aim This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand the impact of food and nutrition on children's health and development.	1.1. Explain what is meant by healthy eating.	
	1.2. Evaluate national and local initiatives which promote healthy eating.	
	1.3. Describe food and drink requirements in relation to current frameworks.	
2. Understand how food choices impact on health and development during pre-pregnancy, pregnancy and breastfeeding.	2.1. Explain the impact on health and development of food choices during: <ul style="list-style-type: none"> • pre-pregnancy • pregnancy • breastfeeding. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
3. Understand the nutritional needs of children.	3.1. Explain the nutritional value of the main food groups .	
	3.2. Use current government guidance to identify the nutritional needs of babies until they are fully weaned.	
	3.3. Explain how to plan a weaning programme.	
	3.4. Discuss the nutritional requirements of children aged: <ul style="list-style-type: none"> • 1-2 years • 2-3 years • 3-5 years • 5-7 years. 	
	3.5. Explain strategies to encourage healthy eating.	
4. Understand the impact of poor diet on children's health and development.	4.1. Explain the impacts of poor diet on children's health and development in the: <ul style="list-style-type: none"> • short term • long term. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
5. Understand individuals' dietary requirements and preferences.	5.1. Identify reasons for: <ul style="list-style-type: none"> • special dietary requirements • keeping and sharing coherent records with regard to special dietary requirements. 	
	5.2. Explain the role of the early years practitioner in meeting children's individual dietary requirements and preferences.	
	5.3. Describe benefits of working in partnership with parents/carers in relation to special dietary requirements.	
6. Be able to support healthy eating in own setting.	6.1. Plan an activity to support healthy eating in own setting.	
	6.2. Implement an activity to support healthy eating in own setting.	
	6.3. Reflect on own role when supporting healthy eating in own setting.	
	6.4. Make recommendations for healthy eating in own setting.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.1

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

This unit must be assessed in line with the EYE assessment strategy and principles.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements

National and local initiatives will be influential in relation to healthy eating. Research such initiatives and consider how they may support a child's health.

Food groups

Consider the nutritional value of the main food groups including vitamins and minerals.

Special dietary requirements

Consider the importance of maintaining accurate and coherent records and reports and sharing information as appropriate in relation to a child's special dietary requirements. Include information about medical and religious influences on diet as well as parental choice and individual preferences.

Assessment task: Unit 1.1 Support healthy lifestyles for children through the provision of food and nutrition

Task 1 (assessment criteria 1.1, 1.2 and 1.3)

Food and nutrition can impact on the health and development of children.

Produce a fact sheet to promote understanding of the impact of food and nutrition on children's health and development. In order to achieve this:

- explain what is meant by healthy eating
- describe food and drink requirements in relation to current frameworks
- evaluate national and local initiatives which promote healthy eating.

Task 2 (assessment criteria 3.1, 3.4, 3.5, 4.1, 5.1, 5.2 and 5.3)

Meeting children's individual nutritional requirements is important.

Deliver a presentation to peers which:

- explains the nutritional value of the main food groups
- discusses the nutritional requirements of children aged 1-2 years, 2-3 years, 3-5 years and 5-7 years
- identifies reasons for special dietary requirements
- identifies reasons for keeping and sharing coherent records with regard to special dietary requirements
- explains the role of the early years practitioner in meeting children's individual dietary requirements and preferences
- describes benefits of working in partnership with parents/carers in relation to special dietary requirements
- explains the impacts of poor diet on children's health and development in the short term and the long term
- explains strategies to encourage healthy eating.

Task 3 (assessment criteria 2.1, 3.2 and 3.3)

Government guidelines should be followed to ensure that nutritional requirements are met.

Part 1

Produce a leaflet which:

- explains the impact on health and development of food choices during pre-pregnancy, pregnancy and breast feeding for mother and baby.

Part 2

Planned weaning programmes are important with regard to meeting the individual nutritional needs of babies.

- Use current government guidance to identify the nutritional needs of babies until they are fully weaned.
- Explain how to plan a weaning programme.

Unit 1.2 WB: Support healthy lifestyles for children through exercise

Unit reference A/505/9809

Unit level 2

Credit value 1

GLH 8

Unit aim This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children through exercise.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand children's need for exercise.	1.1. Outline the benefits of exercise for children.	
	1.2. Identify the requirements of current frameworks for: <ul style="list-style-type: none"> • outdoor access • regular exercise for children. 	
	1.3. Evaluate national and local initiatives which promote children's exercise.	
	1.4. Describe benefits of working in partnership with parents/carers in relation to supporting children's exercise.	
2. Be able to support children's exercise in an indoor and outdoor space.	2.1. Plan an activity which supports children's exercise in: <ul style="list-style-type: none"> • an indoor space • an outdoor space. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
	2.2. Implement an activity which supports children's exercise in: <ul style="list-style-type: none"> • an indoor space • an outdoor space. 	
	2.3. Reflect on an activity which supports children's exercise in: <ul style="list-style-type: none"> • an indoor space • an outdoor space. 	
	2.4. Make recommendations for providing inclusive indoor and outdoor provision for own setting.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.2 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>National and local initiatives</p> <p>Research national initiatives such as Change4life and Play England and how such initiatives promote children's physical activity.</p> <p>Read through the Early Years Foundation Stage requirements with regard to free flow play as well as the National Curriculum requirements for physical activity.</p>

Assessment task: Unit 1.2 WB Support healthy lifestyles for children through exercise

Task 1 (assessment criteria 1.1, 1.2, 1.3 and 1.4)

It is important to raise awareness with parents/carers about the value of exercise for children.

Develop a resource which:

- outlines the benefits of exercise for children
- identifies the requirements of current frameworks for outdoor access and regular exercise for children
- describes benefits of working in partnership with parents in relation to supporting children's exercise
- evaluates national and local initiatives which promote children's exercise.

Unit 1.3 WB: Support physical care routines for children

Unit reference	M/505/9810	Unit level	2
Credit value	2	GLH	15
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support children's physical care as part of a healthy lifestyle.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand the physical care needs of children.	1.1. Explain the role of the early years practitioner during: <ul style="list-style-type: none"> • nappy changing • toilet training • washing and bath time • care of skin, teeth and hair • meal times. 	
	1.2. Identify situations in which non-routine physical care is required.	
	1.3. Describe benefits of working in partnership with parents/carers in relation to individual physical care routines.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
2. Be able to use hygienic practice to minimise the spread of infection.	2.1. Use hygienic practice in relation to: <ul style="list-style-type: none"> • hand washing • food hygiene • formula feed • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment • cleaning and sterilisation processes. 	
3. Understand rest and sleep needs of children.	3.1. Explain the rest and sleep needs of: <ul style="list-style-type: none"> • a baby aged 6 weeks • a baby aged 7 months • a toddler aged 15 months • a child aged 2 and a half years • a child aged 4 – 5 years • a child aged 6 – 7 years. 	
	3.2. Explain safety precautions which minimise the risk of sudden infant death syndrome.	
4. Understand childhood immunisation.	4.1. Outline the reasons for immunisation.	
	4.2. Identify the immunisation schedule.	
	4.3. Explain the reasons why some children are not immunised.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
5. Be able to support children in personal physical care routines.	5.1. Support children in personal physical care routines in relation to: <ul style="list-style-type: none"> • toileting and/or nappy changing • washing and/or bath time • skin, teeth and hair • meal times • resting and/or sleeping. 	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.3 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	Non-routine physical care From time to time young children may require individual care and attention outside of normal routine care, for example when recovering from illness.

Assessment task: Unit 1.3 WB Support physical care routines for children

Task 1 (assessment criteria 1.1, 1.2 and 1.3)

It is important to meet and maintain the physical care needs of children.

Prepare an information pack for an early years practitioner.

- Explain the role of the early years practitioner during:
 - nappy changing
 - toilet training
 - washing and bath time
 - care of skin, teeth and hair
 - mealtimes.
- Describe benefits of working in partnership with parents/carers in relation to individual physical care routines.
- As an appendix to the information pack identify situations in which non-routine physical care is required.

Task 2 (assessment criteria 3.1 and 3.2)

Children's rest and sleep requirements change as they grow.

Respond to this scenario:

Parents whose children attend a day care setting have requested information about how their children's rest and sleep needs may change as they grow and move on to school. The manager has asked you to produce a display which explains the rest and sleep needs of children aged:

- 6 weeks
- 7 months
- 15 months
- 2 and a half years
- 4-5 years
- 6-7 years.

Create resources for the display.

The manager has also asked you to produce a leaflet for parents to explain safety precautions which minimise the risk of sudden infant death syndrome.

Create the leaflet.

Task 3 (assessment criteria 4.1, 4.2 and 4.3)

The immunisation programme promotes health in the early years.

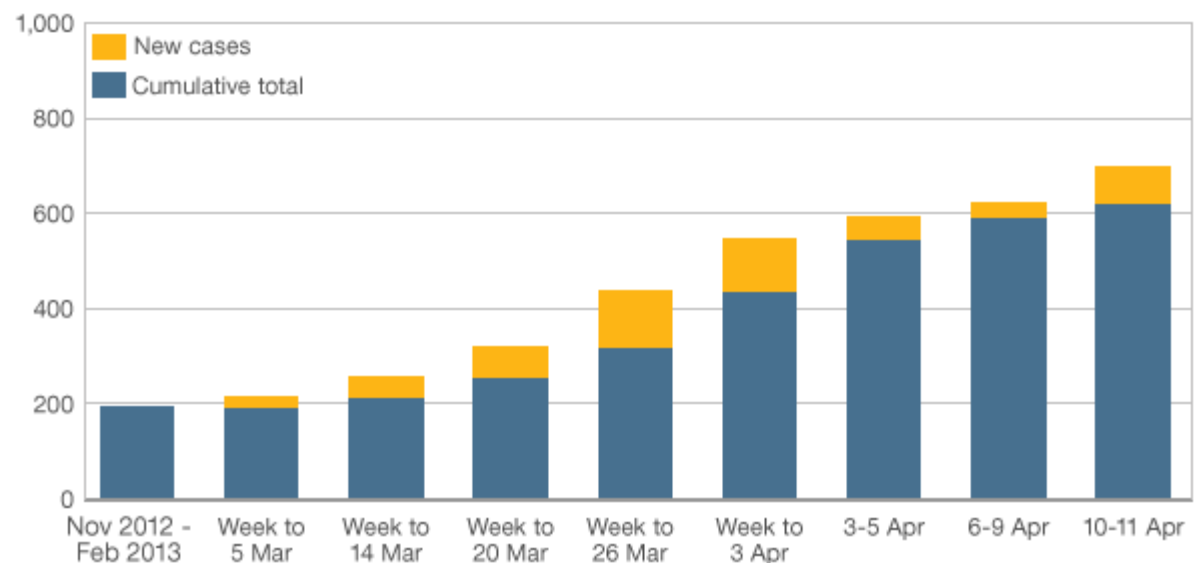
The chart shows the increase in cases of measles reported in Wales from November 2012 to February 2013. Use the chart as a discussion tool to explore links between child health and immunisation. Following the discussion:

- outline the reasons for immunisation
- explain the reasons why some children are not immunised
- identify the immunisation schedule.

<http://www.bbc.co.uk/news/uk-wales-22143124>

Measles outbreak

Reported cases in Wales



Note: Since 3 April, the number of measles cases is being updated every few days

Source: NHS Wales

Unit 1.4 WB: Promote children's emotional well-being

Unit reference T/505/9811

Unit level 3

Credit value 2

GLH 14

Unit aim This unit provides the learner with the knowledge, skills and understanding to promote children's emotional well-being.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand children's needs in relation to emotional well-being.	1.1. Explain theoretical perspectives on emotional well-being.	
	1.2. Explain the process of: <ul style="list-style-type: none"> • bonding • attachment • developing secure relationships. 	
	1.3. Evaluate the impact of secure relationships on a child's emotional well-being.	
2. Understand the requirements for promoting emotional well-being in relation to current frameworks.	2.1. Analyse the role of the Key Person in promoting emotional well-being.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
3. Understand the needs of children during transition and significant events .	3.1. Identify transitions and significant events that a child may experience.	
	3.2. Describe potential effects of transition and significant events on a child's life.	
	3.3. Explain the role of the early years practitioner in preparing a child for a planned transition.	
	3.4. Explain the role of the early years practitioner in supporting the needs of children during transition and significant life events	
4. Be able to promote the emotional well-being of children in own setting.	4.1. Identify the needs of children in own setting in relation to emotional well-being.	
	4.2. Work with children in a way that: <ul style="list-style-type: none"> • supports independence • builds resilience and perseverance • builds confidence • supports self-reliance • equips children to protect themselves • builds relationships between children. 	
	4.3. Plan an activity to promote emotional well-being in own setting.	
	4.4. Implement an activity to promote emotional well-being in own setting.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
	4.5. Evaluate own role when promoting emotional well-being in own setting.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.4 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>Theoretical perspectives</p> <p>This links with relevant theoretical perspectives from the Child Development theme. Do not forget to look at the additional guidance for relevant theoretical perspectives surrounding bonding and attachment. Include the work of John Bowlby and James and Joyce Robertson when considering bonding and attachment.</p> <p>Key Person</p> <p>Look at the Early Years Foundation Stage to find out about the role of the Key Person in relation to meeting children's individual needs.</p> <p>Transition and significant events include:</p> <ul style="list-style-type: none">• moving to school• starting and moving through day care• birth of a sibling• moving home• living outside of the home• family breakdown• loss of significant people• moving between settings and carers.

Assessment task: Unit 1.4 WB Promote children's emotional well-being

Task 1 (assessment criteria 1.1, 1.2 and 1.3)

The emotional well-being of children impacts on their holistic development.

Read this extract which introduces one theoretical perspective in relation to emotional well-being.

“Bowlby thought that early attachment was very important – that the relationship between the mother figure and the baby was the most important”.

(Bowlby, J. (1969) Attachment and Loss. Vol 1: Attachment. London Hogarth Press in p.87 in Meggitt, C., Bruce, T. and Grenier, J. (2012) Cache Level 3 Child Care and Education (2nd ed.) Hodder: London).

Use this extract and explore other perspectives as a basis on which to:

- explain theoretical perspectives on emotional well-being
- explain the process of bonding, attachment and developing secure relationships
- evaluate the impact of secure relationships on a child's emotional well-being.

Task 2 (assessment criterion 2.1)

A Key Person has a vital role to play in the early years with regard to emotional well-being.

Access the following links to information about The Early Years Foundation Stage 2017 (always refer to the most up to date statutory guidance located on the Department for Education website):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Use these sources to analyse the role of the **Key Person** in promoting emotional well-being.

Task 3 (assessment criteria 3.1, 3.2, 3.3 and 3.4)

As a Key Person you have a responsibility to support children during transition and significant events.

- Identify transitions and significant events that a child may experience.
- Describe potential effects of transition and significant events on a child's life.
- Explain the role of the early years practitioner in supporting the needs of children during transition and significant life events.

Read the case study:

You are working in an early years setting with children aged 4 years. The manager of the early years setting has invited parents/carers to an open evening to discuss managing transition to school.

Write an information sheet for the parents/carers to:

- explain the role of the early years practitioner in preparing a child for a planned transition.

Unit 1.5: Understand how to support children who are unwell



Unit reference A/505/9812

Unit level 3

Credit value 2

GLH 19

Unit aim This unit provides the learner with the knowledge and understanding of how to support children who are unwell.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Know common childhood illnesses.	1.1. Identify common childhood illnesses .	
	1.2. Describe signs and symptoms of common childhood illnesses.	
	1.3. Explain treatments for common childhood illnesses.	
	1.4. Identify exclusion periods for common childhood illnesses.	
2. Know the signs of ill health in children.	2.1. Describe the signs and symptoms of ill health in children.	
	2.2. Give examples of when medical intervention is necessary.	
3. Understand legal requirements for reporting notifiable diseases.	3.1. Identify notifiable diseases.	
	3.2. Describe the process for reporting notifiable diseases.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
4. Understand the role of the early years practitioner in minimising ill health in children.	4.1. Explain how the early years practitioner can minimise ill health in children.	
5. Understand care routines when a child is ill.	5.1. Describe the needs of a child who is ill in relation to: <ul style="list-style-type: none"> • food and drink • personal care • rest and sleep • emotional well-being • dignity and respect • observation and monitoring. 	
	5.2. Outline the procedures for: <ul style="list-style-type: none"> • storage of medication • administration of medication • record keeping with regard to medication. 	
	5.3. Explain procedures which are followed when a child is taken ill in a setting.	
6. Understand how to support children for planned hospital admission.	6.1. Describe how the early years practitioner supports a child to prepare for a stay in hospital.	
7. Understand the therapeutic role of play in hospitals.	7.1. Describe the therapeutic role of play in hospital in supporting children's recovery.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
8. Understand the role of the early years practitioner when supporting children who are chronically ill.	8.1. Describe the responsibilities of the early years practitioner when supporting a child who has a chronic health condition in relation to: <ul style="list-style-type: none"> • training and development needs • partnership working • inclusive practice • support for self. 	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.5

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>Common childhood illnesses</p> <p>To help to clarify what to include please refer to Local Authority Guidance for settings in relation to common childhood illnesses. Consider periods of exclusion as recommended by the Local Authority too.</p> <p>Process – The HPA List of Notifiable Diseases. Consider who must be informed, how and when.</p>

Assessment task: Unit 1.5 Understand how to support children who are unwell

Task 1 (assessment criteria 1.1, 1.2, 1.3 and 1.4)

Children sometimes become ill and it is important that the early years practitioner knows how to respond.

Produce a chart to use in an early years setting which:

- identifies common childhood illnesses
- describes signs and symptoms of common childhood illnesses
- explains treatments for common childhood illnesses
- identifies exclusion periods for common childhood illnesses.

Task 2 (assessment criteria 2.1 and 2.2)

To be able to respond to children when they are ill, the early years practitioner must be able to recognise general signs of ill health in children.

- Create a poster which describes the signs and symptoms of ill health in children.
- Give examples of when medical intervention is necessary.

Task 3 (assessment criteria 3.1 and 3.2)

Certain diseases must be reported to regulatory bodies.

- Identify notifiable diseases.
- Describe the process for reporting notifiable diseases.

Task 4 (assessment criteria 5.1, 5.2 and 5.3)

The needs of a child will change when they are ill and procedures must be followed to ensure that ill health is minimised in the setting.

Read the scenario:

Sunita is aged 1 year and has been difficult to settle at the day nursery all morning. This is unusual for Sunita. She refused to eat her lunch and has had diarrhoea. When you returned from your break a colleague told you that Sunita had not settled for her sleep and had been sick.

- Explain procedures which are followed when a child is taken ill in a setting
- Describe the needs of a child who is ill in relation to:
 - food and drink
 - personal care
 - rest and sleep
 - emotional well-being
 - dignity and respect
 - observation and monitoring.

Sunita returns to the day nursery the following week. She is much better. The staff have been asked to continue the course of antibiotics which Sunita has been prescribed.

- Outline the procedures for storage of medication, administration of medication and record keeping with regard to medication.

Task 5 (assessment criterion 4.1)

The early years practitioner must be aware of their role in relation to minimising ill health in children.

- Explain how the early years practitioner can minimise ill health in children.

Task 6 (assessment criteria 6.1 and 8.1)

Some health conditions require hospital visits which can make children anxious.

Read the case study:

Rhiann is aged 5 years and suffers from cystic fibrosis. This is a chronic health condition which means that she often needs to spend time in hospital. Sometimes Rhiann is only admitted to hospital for short visits so that staff can monitor her health, other stays can involve routine yet intrusive procedures. Rhiann always becomes anxious when she learns that she is going into hospital.

- Describe how the early years practitioner supports a child to prepare for a stay in hospital.
- Describe the responsibilities of the early years practitioner when supporting a child who has a chronic health condition in relation to:
 - training and development needs
 - partnership working
 - inclusive practice
 - support for self.

Task 7 (assessment criterion 7.1)

Children's wards in hospitals recognise the importance of play in relation to a child's recovery. This has not always been the case and play therapists are now highly valued members of the staff team.

- Describe the therapeutic role of play in hospital in supporting children's recovery.

Unit 2.2: Understand legislation relating to the safeguarding, protection and welfare of children



Unit reference F/505/9813

Unit level 3

Credit value 3

GLH 21

Unit aim This unit provides the knowledge and understanding required to support the safeguarding, protection and welfare of children from birth to 7 years.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand legislation and guidelines for the safeguarding, protection and welfare of children.	1.1. Summarise current legislation and guidelines for the safeguarding, protection and welfare of children.	
	1.2. Identify policies and procedures relating to the safeguarding, protection and welfare of children.	
	1.3. Analyse how current legislation and guidelines for safeguarding inform policy and procedure.	
2. Understand policies and procedures for the safeguarding, protection and welfare of children.	2.1. Explain the roles and responsibilities of the early years practitioner in relation to the safeguarding, protection and welfare of children.	
	2.2. Describe the lines of reporting and responsibility to meet the safeguarding, protection and welfare requirements of children.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
	2.3. Explain the boundaries of confidentiality in relation to the safeguarding, protection and welfare of children.	
	2.4. Analyse the benefits of partnership working in the context of safeguarding, protection and welfare of children.	
3. Understand how to respond to evidence or concerns that a child has been abused or harmed.	3.1. Explain child protection in relation to safeguarding.	
	3.2. Describe signs, symptoms, indicators and behaviours that may cause concern relating to: <ul style="list-style-type: none"> • domestic abuse • neglect • physical abuse • emotional abuse • sexual abuse. 	
	3.3. Describe actions to take if harm or abuse is suspected and/or disclosed.	
	3.4. Explain the rights of children and parents/carers in situations where harm or abuse is suspected or alleged.	
	3.5. Explain the responsibilities of the early years practitioner in relation to whistleblowing.	
4. Understand the purpose of serious case reviews.	4.1. Explain why serious case reviews are required.	
	4.2. Analyse how serious case reviews inform practice.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.2

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements

This unit must be assessed in line with the EYE assessment strategy and principles.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements

Guidelines

Each local authority will publish guidelines to support practitioners in the safeguarding, protection and welfare of children. Guidelines are available from the Local Authority which outline steps to take when sharing sensitive information. These guidelines will have useful contact details for partnership working. They may also offer advice about how the Early Years Practitioner can keep her/himself safe. These guidelines should be representative of current legislation **and** in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB).

Roles and responsibilities

To work within organisational policies and procedures. Consider the policy with regards to media/online safety including the use of cameras and mobile phones.

Safeguarding, protection and welfare

	<p>Useful reference documents including current versions of:</p> <ul style="list-style-type: none">• Early Years Foundation Stage Statutory Framework: section 3 3.1-3.3 inclusive• The Early Years Foundations for Life, Health and Learning: An Independent Report on the Early Years Foundation Stage to Her Majesty's Government• Working Together to Safeguard Children <p>Child protection</p> <p>Protecting children in this unit has focused on safeguarding and raising awareness of how, why and when Early Years Practitioners must act to safeguard the children they are responsible for. Protecting children from harm is something that cannot be compromised. Throughout this qualification, within the context of each unit, further reference will be made to how children can be protected.</p>
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Assessment task: Unit 2.2: Understand legislation relating to the safeguarding, protection and welfare of children

Read through the whole of this scenario before beginning the tasks:

Jayden is four years old and attends the local primary school. Jayden lives at home with Mum and two younger siblings. Whilst Jayden has never been punctual and is frequently collected late at the end of the school day, attendance has not been a cause for concern. However, for the past few weeks Jayden has been waiting at the school entrance very early in the morning and is collected by other parents at the end of the school day, with permission from Jayden's mum.

As well as this change to Jayden's attendance pattern, staff have noticed changes in Jayden's appearance and behaviour. Jayden, usually a quiet and calm child who managed transition well, now often presents challenging behaviour, frequently becoming inconsolable in class. Jayden regularly appears unwashed, wearing the same clothes all week.

As an early years practitioner you are concerned about Jayden. The manager is not concerned and has told you that 'everything will be OK, don't let it worry you.' You are worried that Jayden needs intervention.

Task 1 (assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 and 3.5)

The scenario introduces safeguarding and welfare issues.

- Summarise current legislation and guidelines for the safeguarding, protection and welfare of children.
- Identify policies and procedures relating to the safeguarding, protection and welfare of children.
- Explain the roles and responsibilities of the early years practitioner in relation to the safeguarding, protection and welfare of children.
- Describe the lines of reporting and responsibility to meet the safeguarding, protection and welfare requirements of children.
- Explain the rights of children and parents/carers in situations where harm or abuse is suspected or alleged.
- Explain the boundaries of confidentiality in relation to the safeguarding, protection and welfare of children.
- Explain child protection in relation to safeguarding.

- Describe signs, symptoms, indicators and behaviours that may cause concern relating to:
 - domestic abuse
 - neglect
 - physical abuse
 - emotional abuse
 - sexual abuse.
- Describe actions to take if harm or abuse is suspected and/or disclosed.
- Explain the responsibilities of the early years practitioner in relation to whistleblowing.

Task 2 (assessment criteria 1.3, 2.4, 4.1 and 4.2)

Legislation, policy and procedure inform practice with regard to safeguarding and welfare.

- Analyse how current legislation and guidelines for safeguarding inform policy and procedure.
- Explain why serious case reviews are required.
- Analyse how serious case reviews inform practice.
- Analyse the benefits of partnership working in the context of safeguarding, protection and welfare of children.

Unit 2.3 WB: Use legislation relating to the health and safety of children

Unit reference J/505/9814

Unit level 3

Credit value 2

GLH 20

Unit aim This unit provides the knowledge, understanding and skills to support the health and safety of children from birth to 7 years.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand legislation and guidelines for health and safety.	1.1. Summarise current legislation and guidelines relating to the health and safety of children.	
2. Understand policies and procedures for health and safety.	2.1. Identify policies and procedures relating to the health and safety of children.	
	2.2. Analyse how legislation and guidelines for health and safety inform day to day work with children.	
	2.3. Describe procedures for: <ul style="list-style-type: none"> • registration of children • collection of children. 	
3. Be able to manage risk within an environment which provides challenge for children.	3.1. Explain why it is important to take a balanced approach to risk management .	
	3.2. Carry out risk assessment within own setting .	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
	3.3. Describe how health and safety risk assessments are monitored and reviewed.	
	3.4. Support children in own setting to manage risk.	
	3.5. Reflect on own role in the setting when managing risk.	
4. Be able to identify, record and report accidents, incidents and emergencies.	4.1. Complete records in the event of: <ul style="list-style-type: none"> • accidents • incidents • emergencies. 	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.3 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>Health and safety When considering health and safety remember to include security and the wider scope of this important policy.</p> <p>Procedures include:</p> <ul style="list-style-type: none"> • evacuation drills • collecting children • registration • dietary needs. <p>The Level 3 Award in Paediatric First Aid would complement your learning.</p> <p>The Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings or the Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings would complement your learning.</p> <p>Environments: includes indoor and outdoor space.</p> <p>Balanced approach to risk management:</p> <ul style="list-style-type: none"> • taking into account a child's age, needs and abilities • avoiding excessive risk taking • not being excessively risk averse • recognising the importance of risk and challenge to a child's development. <p>Setting includes all areas of the setting as well as off-site visits, trips and outings.</p>

	In the event that the learner witnesses an incident or accident it is recommended that they complete the relevant documentation..
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Assessment task: Unit 2.3 WB Use legislation relating to the health and safety of children

Task 1 (assessment criteria 1.1, 2.1, 2.2 and 2.4)

Legislation informs policy and procedure.

Produce a booklet for newly qualified staff in a nursery. The booklet must:

- summarise current legislation and guidelines relating to the health and safety of children
- identify policies and procedures relating to the health and safety of children
- analyse how legislation and guidelines for health and safety inform day to day work with children.

Task 2 (assessment criterion 2.3)

Monitoring arrival and collection times of children contributes to health and safety procedures.

As a room leader in a busy nursery you are becoming concerned about the procedures in place for registration and collection of children.

Write a letter to parents/carers to describe procedures for the registration and collection of children.

Unit 2.4 WB: Follow legislation relating to equality, diversity and inclusive practice

Unit reference L/505/9815

Unit level 3

Credit value 3

GLH 21

Unit aim This unit provides the knowledge, understanding and skills required to support equality, diversity and inclusive practice.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand how legislation, policies and procedures inform equality, diversity and inclusive practice.	1.1. Identify legislation, policies and procedures relating to equality, diversity and inclusive practice.	
	1.2. Explain the roles and responsibilities of the early years practitioner in supporting equality, diversity and inclusive practice.	
2. Be able to use information, advice and support to promote equality, diversity and inclusion.	2.1. Access information, advice and support about equality, diversity and inclusion.	
	2.2. Reflect on ways information, advice and support about equality, diversity and inclusion can be used to inform practice.	
3. Be able to work in ways which support equality, diversity and inclusive practice.	3.1. Interact with children in a way that values them and meets their individual needs.	
	3.2. Analyse the benefits of supporting equality, diversity and inclusive practice.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
	3.3. Evaluate the impact of own attitudes, values and behaviour when supporting equality, diversity and inclusive practice.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.4 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>Roles and responsibilities include:</p> <ul style="list-style-type: none"> • to work within the policies and procedures of the setting • to value the individual child • to develop and sustain a child centred approach • to engage actively with the family to appreciate the holistic needs of the child • to provide an inclusive environment which actively welcomes diversity • to be a positive role model in promoting equality, diversity and inclusive practice • to recognise discriminatory practice • to know how, why and when to challenge discrimination • to engage in effective partnership working to enable the child.

Assessment task: Unit 2.4 WB Follow legislation relating to equality, diversity and inclusive practice

Task 1 (assessment criteria 1.1 and 1.2)

Inclusive practice values diversity and contributes to equality. There is legislation in place in relation to equality, diversity and inclusive practice.

Follow the links to help you to complete the task. The first piece of work is an 'easy read' version of The Equality Act 2010. This legislation informs The Early Years Foundation Stage 2017. The second link is from The Early Years Foundations Stage 2017 (always refer to the most up to date statutory guidance located on the Department for Education website).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85012/easy-read.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Work in small groups to research policies for equality, diversity and inclusive practice. You may wish to include a policy from your own setting. Use these policies as examples to help you to:

- identify legislation, policies and procedures relating to equality, diversity and inclusive practice.
- explain the roles and responsibilities of the early years practitioner in supporting equality, diversity and inclusive practice.

Unit 2.5 WB: Working in partnership

Unit reference	R/505/9816	Unit level	3
Credit value	2	GLH	15
Unit aim	This unit provides the learner with the knowledge, understanding and skills required to work in partnership.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand the principles of partnership working in relation to current frameworks when working with children.	1.1. Identify reasons for working in partnership.	
	1.2. Summarise policy and procedural requirements in relation to partnership working.	
2. Understand how to work in partnership.	2.1. Explain the roles of others involved in partnership working when supporting children.	
	2.2. Evaluate partnership working in relation to: <ul style="list-style-type: none"> meeting children's additional needs safeguarding children children's transitions. 	
	2.3. Identify different family structures.	
	2.4. Analyse benefits of working in partnership with parents/carers .	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
	2.5. Identify when parents/carers need support.	
	2.6. Give examples of support which may be offered to parents/carers.	
3. Understand challenges to partnership working.	3.1. Identify barriers to partnership working.	
	3.2. Explain strategies to overcome barriers when working in partnership.	
	3.3. Evaluate the complexity of partnership working.	
	3.4. Analyse the potential tension between maintaining confidentiality and the need to disclose information: <ul style="list-style-type: none"> • when poor practice is identified • where a child is at risk • when it is suspected that a crime has been/may be committed. 	
4. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	4.1. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	
5. Be able to complete records .	5.1. Complete records that are accurate, legible, concise and meet organisational and legal requirements.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.5 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements

This unit must be assessed in line with the EYE assessment strategy and principles.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements

Others

Others refers to all those involved in the care and education of the child.

Parents/carers

To include a range of family structures.

Complexity

Consider the challenges and potential barriers to effective partnership working.

Encourages

The early years practitioner encourages the parents / carers to take an active role in their child's play development and learning in many ways. The personal discussions that take place to share their child's progress, strategies and ways of learning to support children so that a consistent approach is maintained can really make a difference to how children learn and develop.

Complete records

	<p>The early years practitioner will maintain records such as observations and planning, tracking and current framework aspirations. From time to time these records may need to be summarised to include reports.</p>
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Assessment task: Unit 2.5 WB Working in partnership

Task 1 (assessment criteria 1.1, 1.2, 2.2, 2.4, 3.1, 3.2 and 4.2)

Working in partnership with others is conducive to effective team work.

Conduct an interview with staff in your setting to explore partnership working. In preparation for the interview:

- summarise policy and procedural requirements in relation to partnership working.

Now conduct the interview. (It may be necessary to conduct more than one interview in order to gain the necessary information.) Think carefully about the questions you will ask.

Write a report from the outcome of the interview to share your findings with the team. The report must:

- identify reasons for working in partnership
- identify barriers to partnership working
- explain strategies to overcome barriers when working in partnership.

Write a conclusion for your report which:

- analyses benefits of working in partnership with parents/carers
- evaluates partnership working in relation to:
 - meeting children's additional needs
 - safeguarding children
 - children's transitions.
- analyses the potential tension between maintaining confidentiality and the need to disclose information:
 - when poor practice is identified
 - where a child is at risk
 - when it is suspected that a crime has been/may be committed.

Task 2 (assessment criterion 2.3)

As an early years practitioner it is important to be able to recognise and appreciate different family structures

- Identify different family structures.

Task 3 (assessment criteria 2.1, 2.5, 2.6 and 3.3)

Partnership working can support children and their families

Read through this case study and then complete the task.

The Health Visitor contacts the Manager of a Family Centre to inform him when she has recommended the Centre to any parents/carers. The Manager tells you that the Health Visitor has been in touch and that Florence will be attending the parent and baby session with her two children, Marc who is 18 months and Joel who is 5 weeks old. You are asked to meet Florence and welcome her to the session. The Health Visitor has helped you to understand the needs of Florence and her two children by sharing information that:

- Florence's partner works away for long periods
- Marc is showing delay in his speech, language and communication development and the Health Visitor recommends that he spends time in the stay and play session at the Family Centre crèche
- Joel was born prematurely and as a result takes a long time to feed and is often difficult to settle.

The Health Visitor is concerned about how Florence is coping with the demands of caring for the two children without any support from her own family members and has asked the Family Centre Manager for support.

- Explain the roles of others involved in partnership working when supporting children.

In the Family Centre you often work in partnership with parents/carers who need some support with their children.

- Identify when parents/carers need support.
- Give examples of support which may be offered to parents/carers.
- Evaluate the complexity of partnership working.

Unit 4.1: Engage in professional development

Unit reference F/505/9830

Unit Level 3

Credit value 2

GLH 15

Unit aim This unit provides the learner with the knowledge, understanding and skills required to engage in professional development.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand professional development.	1.1. Explain 'professional development'.	
	1.2. Describe methods for identifying professional development opportunities.	
2. Understand theoretical perspectives in relation to reflection.	2.1. Summarise theoretical perspectives on reflection in relation to professional development.	
3. Be able to use reflective practice to contribute to own professional development.	3.1. Develop a Curriculum Vitae.	
	3.2. Analyse own professional development needs in relation to the role of the early years practitioner.	
	3.3. Review own learning needs, professional interests and development opportunities.	
	3.4. Maintain subject knowledge across curriculum subjects which are of personal interest.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
	3.5. Work with others to agree own personal development plan.	
	3.6. Use learning opportunities to support own professional development.	
	3.7. Explain how reflective practice leads to improved ways of working.	
	3.8. Record progress in relation to personal development.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 4.1

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>Methods</p> <p>Feedback on professional development can be sourced in various ways, including: peer observation, appraisal and self-evaluation.</p> <p>Theoretical perspectives</p> <p>Consider theories in relation to professional development.</p> <p>Others</p> <p>Colleagues, line management, in service trainers and external trainers.</p>

Assessment task: Unit 4.1 Engage in professional development

Task 1 (assessment criteria 1.1 and 1.2)

Continuing professional development is key to learning and progressing in any career.

- Explain professional development.
- Describe methods for identifying professional development opportunities.

Task 2 (assessment criterion 2.1)

Knowledge of theoretical perspectives in relation to professional development and sharing views with others promotes reflection.

Join in an online forum with your peers to discuss the importance of reflection in relation to professional development. Undertake your own research and use the forum to share theoretical perspectives on reflection.

Use this to:

summarise theoretical perspectives on reflection in relation to professional development.

Unit 3.1: Understand the value of play in early years



Unit reference Y/505/9817

Unit level 3

Credit value 2

GLH 20

Unit aim This unit provides the learner with knowledge and understanding of the value of play in early years in preparation for practical experience.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand the role of play.	1.1. Explain the innate drive for children to play.	
	1.2. Analyse how play is necessary for the development of children.	
2. Understand children's rights in relation to play.	2.1. Identify the rights of children in relation to play as detailed in the 'UN Convention on the Rights of the Child'.	
	2.2. Explain how settings meet the right for children to play.	
3. Understand play at different stages of children's development.	3.1. Explain the characteristics of: <ul style="list-style-type: none"> • child-initiated play • adult-led play. 	
	3.2. Identify how children's play needs and preferences change in relation to their stage of development.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
4. Understand different types of play for all children.	4.1. Describe benefits of: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play. 	
	4.2. Explain the principles of heuristic play.	
	4.3. Evaluate resources for: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play. 	
5. Understand inclusive play practice.	5.1. Summarise inclusive play practice in relation to current frameworks.	
	5.2. Analyse how play supports the interests and abilities of children.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.1

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements

This unit must be assessed in line with the EYE assessment strategy and principles.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements

Innate

A biological need; an inborn, natural response

Development

Consider the holistic developmental benefits derived from play

Benefits

Consider holistic developmental benefits and learning associated with the relevant current framework

Assessment task: Unit 3.1 Understand the value of play in early years

Task 1 (assessment criteria 1.1, 1.2, 5.1 and 5.2)

Children learn about the world around them through play.

You have been asked to attend a student workshop. The main focus of the workshop will be the role of the early years practitioner when planning purposeful play opportunities for children. Prepare for the workshop by researching play to:

- explain the innate drive for children to play
- analyse how play is necessary for the development of children
- summarise inclusive play practice in relation to current frameworks
- analyse how play supports the interests and abilities of children.

Task 2 (assessment criteria 2.1, 2.2 and 3.2)

Children have a right to access play.

During the workshop you take part in a small group activity to:

- identify the rights of children in relation to play as detailed in the UN Convention on the Rights of the Child
- explain how settings meet the right for children to play
- identify how children's play needs and preferences change in relation to their stage of development.

Prepare a presentation to summarise the outcomes from the group work.

Task 3 (assessment criterion 3.1)

There are different views and approaches to play which the early years practitioner must acknowledge.

The workshop leader speaks about child-initiated and adult-led play and you take notes so that you will be able to share a report with peers. Write a report that:

- explains the characteristics of:
 - child-initiated play
 - adult-led play.

Task 4 (assessment criterion 4.2)

Heuristic play helps children to explore.

In the afternoon the workshop leader asks everyone to choose a session to attend to learn about particular aspects of play. You choose a session for heuristic play.

Design a leaflet for peers which:

- explains the principles of heuristic play.

Task 5 (assessment criteria 4.1 and 4.3)

Play supports development. By working in partnership with parents/carers children's exposure to play can be enhanced.

At the end of the workshop you are given time to prepare information for parents/carers about the benefits of play. Prepare information for parents/carers which:

- describes benefits of:
 - physical play
 - creative play
 - imaginative play
 - sensory play.

To help parents/carers who may be choosing resources for each type of play for their children, evaluate resources for:

- physical play
- creative play
- imaginative play
- sensory play
- heuristic play.

Unit 3.2 WB: Plan, lead and review play opportunities which support children's learning and development

Unit reference D/505/9818

Unit level 3

Credit value 3

GLH 22

Unit aim This unit provides the knowledge, understanding and skills which a learner needs to be able to plan, lead and review purposeful play opportunities that support children's learning and development.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand theoretical perspectives and philosophical approaches which support play.	1.1. Identify theories and philosophical approaches which influence play.	
	1.2. Summarise how theoretical perspectives and philosophical approaches on play inform practice	
2. Be able to apply theoretical perspectives and philosophical approaches in planning play opportunities.	2.1. Create a plan using theoretical perspectives and philosophical approaches to play which support the developmental stage, needs and interests of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
3. Be able to lead and support play opportunities.	3.1. Create a plan which includes a balance of child-initiated and adult-led play opportunities for: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play. 	
	3.2. Lead a planned play opportunity in own setting.	
	3.3. Support children's participation in a planned play opportunity.	
	3.4. Demonstrate how play opportunities provide a balance between child-initiated and adult-led play.	
	3.5. Encourage parents/carers to take an active role in children's play.	
4. Be able to review how planned play opportunities contribute to own practice.	4.1. Evaluate how a planned play opportunity meets the play, learning and developmental needs of children.	
	4.2. Reflect on how a planned play opportunity relates to current frameworks.	
	4.3. Analyse own role in relation to planned play opportunities.	
	4.4. Make recommendations for the next stage of children's learning and development in relation to planned play opportunities.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.2 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements

This unit must be assessment in line with the EYE assessment strategy and principles.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements

Philosophical approaches

Influences on the current framework to include:

- Bruce
- Moyles
- Steiner
- Montessori
- McMillan
- Isaacs
- Reggio Emilia
- Forest School Approach.

Play opportunities

When planning for play it is vital that consideration is given to the choice of opportunities so that experiences for children are purposeful and meaningful making the most of children's interests and spontaneity.

	<p>Needs</p> <p>Consider the holistic developmental benefits and learning opportunities with regard to relevant current frameworks for individual children.</p> <p>Lead</p> <p>To plan, take responsibility for, organise, implement and review a purposeful experience from planning stage to evaluation.</p> <p>Play, learning and developmental needs</p> <p>When evaluating children's play, learning and developmental needs, consider their age, their developmental stage and the context of the environment. Remember to consider the expectations from relevant current frameworks.</p>
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Assessment task: Unit 3.2 WB Plan, lead and review play opportunities which support children's learning and development

Task 1 (assessment criteria 1.1 and 1.2)

Theoretical and philosophical perspectives of play impact on our own understanding of play and inform current practice

Read through the case study:

Josef is a second year learner studying towards the Diploma in Early Years Education and Care (EYE). Despite attending class and placement on a regular basis, Josef still finds theoretical and philosophical approaches to play very difficult to understand. Create fact cards that will help Josef to understand theoretical and philosophical approaches to play.

The fact cards must:

- identify theories and philosophical approaches which influence play
- summarise how theoretical perspectives and philosophical approaches on play inform practice.

Unit 3.4 WB: Promote enabling play environments

Unit reference H/505/9819

Unit level 3

Credit value 2

GLH 16

Unit aim This unit provides the learner with the knowledge, understanding and skills required to contribute to enabling play environments.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand the play environment.	1.1. Identify types of environment .	
	1.2. Explain how environments support play.	
	1.3. Explain how to work collaboratively to provide enabling play environments in early years settings.	
2. Understand how the early years practitioner supports children's behaviour and socialisation within play environments.	2.1. Describe the role of the early years practitioner in supporting children's socialisation within play environments.	
	2.2. Analyse strategies to support children to manage their own behaviour in relation to others.	
	2.3. Explain how the early years practitioner provides for: <ul style="list-style-type: none"> • group learning • socialisation. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
3. Be able to support children's behaviour and socialisation within play environments.	3.1. Model positive behaviour.	
	3.2. Plan an enabling environment which supports children's socialisation and group learning.	
	3.3. Use strategies when supporting children to manage their own behaviour.	
4. Understand how the characteristics of an enabling indoor and outdoor play environment meet the age, stage and needs of children.	4.1. Explain the characteristics of an enabling: <ul style="list-style-type: none"> • indoor play environment • outdoor play environment. 	
	4.2. Describe how enabling indoor and outdoor play environments meet the age, stage and needs of children.	
5. Be able to provide enabling play environments.	5.1. Plan an enabling play environment: <ul style="list-style-type: none"> • indoors • outdoors. 	
	5.2. Create an enabling play environment: <ul style="list-style-type: none"> • indoors • outdoors. 	
6. Be able to plan and lead opportunities which support children's understanding of the world.	6.1. Plan opportunities which support children's understanding of the world.	
	6.2. Lead opportunities which support children's understanding of the world.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
7. Be able to plan and lead opportunities which encourage children's engagement in expressive arts and design.	7.1. Plan opportunities which encourage children's expressive art and design.	
	7.2. Lead opportunities which encourage children's expressive art and design.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.4 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>Types of environment Consider the broader aspects of the environment, e.g. the physical, social, cultural and personal attributes.</p> <p>Strategies Ensure that appropriate links to child development are established with regard to age, stage and needs/expectations.</p> <p>Group learning and socialisation Encouraging children to develop positive partnerships.</p> <p>Use strategies Consider strategies in line with age/stage/need and the policies of setting.</p> <p>Characteristics All aspects of the environment must be considered including the physical, personal, social and emotional aspects</p>

Assessment task: Unit 3.4 WB Promote enabling play environments

Task 1 (assessment criteria 1.1, 1.2, 1.3, 4.1 and 4.2)

Children learn and develop holistically through enabling play environments.

Read through the scenario:

The nursery school is planning for a new intake of children. The early years teacher has asked you to work with him to ensure that an enabling environment is ready for the children.

- Identify types of environment.
- Explain how environments support play.
- Explain how to work collaboratively to provide enabling play environments in early years settings.

Produce a report for the nursery teacher to:

- explain the characteristics of an enabling indoor and outdoor play environment
- describe how enabling indoor and outdoor play environments meet the age, stage and needs of children.

Task 2 (assessment criteria 2.1, 2.2 and 2.3)

The early years practitioner must be a positive role model at all times to promote socialisation for children.

Produce an information leaflet for other learners which promotes understanding of how the early years practitioner supports children's behaviour and socialisation within play environments.

The leaflet must include information that:

- describes the role of the early year's practitioner in supporting children's socialisation within play environments
- explains how the early years practitioner provides for:
 - group learning
 - socialisation
- analyses strategies to support children to manage their own behaviour in relation to others.

Unit 3.5 WB: Developing children's emergent literacy skills

Unit reference Y/505/9820

Unit level 3

Credit value 3

GLH 25

Unit aim This unit provides the learner with the knowledge, understanding and skills to develop children's emergent literacy by providing a language rich environment.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand the language and communication needs of children.	1.1. Identify the stages of language and communication development from birth to 7 years.	
	1.2. Describe factors which affect language and communication needs.	
	1.3. Explain how working with others supports children's emergent literacy from birth to 7 years.	
2. Be able to support children's language and communication needs.	2.1. Develop a language rich environment for children.	
	2.2. Interact with children to meet individual language and communication needs.	

3. Understand strategies which support emergent literacy.	3.1. Explain strategies to support the development of emergent literacy in relation to current frameworks.	
	3.2. Explain the use of systematic synthetic phonics in the teaching of reading.	
	3.3. Describe how the early years practitioner provides opportunities for sustained shared thinking to support children's emergent literacy.	
4. Be able to use strategies to plan and lead activities which support emergent literacy.	4.1. Use strategies to plan activities which encourage: <ul style="list-style-type: none"> • speaking and listening • reading • sustained shared thinking • writing • digital literacy. 	
	4.2. Lead an activity to support and extend emergent literacy.	
	4.3. Evaluate benefits to children's holistic learning and development when supporting emergent literacy.	
5. Be able to review how planned activities support emergent literacy.	5.1. Evaluate how planned activities support emergent literacy in relation to current frameworks.	
	5.2. Analyse own role in relation to planned activities.	
	5.3. Make recommendations for meeting children's individual literacy needs.	

6. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	6.1. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	
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Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.5 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

Additional information about the unit:

Additional unit assessment requirements

This unit must be assessed in line with the EYE assessment strategy and principles.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements

Others

Others refers to all those involved in the care and education of the child.

Strategies

Approaches which can be applied to supporting and extending emergent literacy.

Systematic Synthetic Phonics

Refer to the relevant Statutory Framework for specific guidance.

Lead

To manage the opportunity from planning stage to evaluation.

Encourages

The early years practitioner encourages the parents / carers to take an active role in their child's play development and learning in many ways. The personal discussions that take place to share their child's progress, strategies and ways of learning to support children so that a consistent approach is maintained can really make a difference to how children learn and develop.

Assessment task: Unit 3.5 WB Developing children's emergent literacy skills

Read the scenario:

The nursery is reviewing how it develops emergent literacy skills for children. In order to ensure that the nursery meets the demands of the Early Years Foundation Stage the manager has called a meeting. In preparation for the meeting the manager has asked all of the staff to research speech, language, communication and literacy requirements within The Early Years Foundation Stage Framework 2012.

Access these links to read about the speech, language, communication and literacy requirements within The Early Years Foundation Stage Framework 2017 (always refer to the most up to date statutory guidance located on the Department for Education website) and The National Curriculum at Key Stage 1.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

<http://www.early-education.org.uk/>

http://www.literacytrust.org.uk/schools_teaching/curriculum

Task 1 (assessment criteria 1.1, 1.2 and 1.3)

The early years practitioner must have knowledge of how speech, language and communication develops in order to support children's emergent literacy skills.

Prepare a report for the meeting which:

- identifies the stages of language and communication development from birth to 7 years
- describes factors which affect language and communication needs
- explains how working with others supports children's emergent literacy from birth to 7 years.

Task 2 (assessment criteria 3.1, 3.2 and 3.3)

Literacy skills should be supported and developed in the early years.

Actions are agreed at the meeting. Each room leader is to implement changes to their room by promoting a language-rich environment which reflects current frameworks. In preparation for supporting the team through these changes, produce a guidance document for reference which:

- explains strategies to support the development of emergent literacy in relation to current frameworks
- explains the use of systematic synthetic phonics in the teaching of reading
- describes how the early years practitioner provides opportunities for sustained shared thinking to support children's emergent literacy.

Unit 3.6 WB: Developing children's emergent mathematical skills

Unit reference	D/505/9821	Unit level	3
Credit value	4	GLH	34
Unit aim	This unit provides the learner with the knowledge, understanding and skills to develop children's emergent mathematical development.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand how mathematics relates to children's everyday lives.	1.1. Describe how mathematics is evident in children's everyday lives.	
	1.2. Analyse factors which affect children's learning of mathematical concepts.	
2. Understand how working with others supports children's emergent mathematical development.	2.1. Explain how working with others supports children's emergent mathematical development.	
3. Understand how to create an environment which supports children's emergent mathematical development	3.1. Describe how to create an environment which supports children's emergent mathematical development in relation to current frameworks for children from birth to 7 years.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
4. Understand the role of the early years practitioner in relation to supporting children's emergent mathematical development.	4.1. Describe reasons for scaffolding children's mathematical development.	
	4.2. Analyse reasons for valuing individual interests when supporting children's emergent mathematical development.	
	4.3. Describe how the early years practitioner provides opportunities for sustained shared thinking to support children's emergent mathematical development.	
5. Understand how opportunities support children's emergent mathematical development.	5.1. Explain strategies to support the development of emergent mathematical development in relation to current frameworks for children from birth to 7 years.	
	5.2. Describe opportunities which support children's understanding of: <ul style="list-style-type: none"> • number • shape, size and pattern • weight, volume and capacity • space and time • matching and sorting • data representation • problem-solving. 	
6. Be able to implement activities to support children's emergent mathematical development.	6.1. Plan an activity to support children's emergent mathematical development.	
	6.2. Lead an activity to support children's emergent mathematical development.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
7. Be able to review how planned activities support children's emergent mathematical development.	7.1. Evaluate how planned activities support children's emergent mathematical development in relation to current frameworks.	
	7.2. Analyse own role in relation to planned activities which support children's emergent mathematical development.	
	7.3. Make recommendations for meeting children's emergent mathematical needs.	
8. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	8.1. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.6 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>Others It is always important to work in close partnership with parents and carers. It is also essential to appreciate the contributions of professionals involved in partnership working in the early years.</p> <p>Scaffolding Set opportunities which are relevant, meaningful and purposeful for the children with varying adult intervention.</p> <p>Sustained shared thinking Supporting children to problem-solve and to apply new learning to their mathematical development.</p> <p>Strategies Recognised approaches which can be applied to mathematical learning.</p> <p>Encourages The early years practitioner encourages the parents / carers to take an active role in their child's play development and learning in many ways. The personal discussions that take place to share their child's progress, strategies and ways of learning to support children so that a consistent approach is maintained, can really make a difference to how children learn and develop.</p>

Assessment task: Unit 3.6 WB Developing children's emergent mathematical skills

Task 1 (assessment criterion 1.1)

Maths is all around us.

Produce a leaflet for parents/carers to:

- describe how mathematics is evident in children's everyday lives.

Task 2 (assessment criterion 1.2)

Children's individual mathematical learning and development of concepts can be affected by a range of factors.

Include in your leaflet an:

- analysis of factors which affect children's learning of mathematical concepts.

Task 3 (assessment criteria 3.1, 4.3, 5.1, 5.2)

Emergent mathematical development should be enhanced incidentally through meaningful, purposeful play opportunities.

Access the links:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

<http://www.early-education.org.uk/>

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Create an information pack for team members in the setting which:

- describes how to create an environment which supports children's emergent mathematical development in relation to current frameworks for children from birth to 7 years
- describes opportunities which support children's understanding of:
 - number
 - shape, size and pattern
 - weight, volume and capacity
 - space and time
 - matching and sorting
 - data representation
 - problem-solving
- describes how the early years practitioner provides opportunities for sustained shared thinking to support children's emergent mathematical development
- explains strategies to support the development of emergent mathematical development in relation to current frameworks for children from birth to 7 years.

Task 4 (assessment criteria 2.1, 4.1, 4.2)

Planning for emergent mathematical experiences which reflect the individual needs of children can make a real difference to their learning and development.

- Describe reasons for scaffolding children's mathematical development.
- Analyse reasons for valuing individual interests when supporting children's emergent mathematical development.
- Explain how working with others supports children's emergent mathematical development.

Unit 3.7 WB: Support children's transition to school

Unit reference H/505/9822

Unit level 3

Credit value 2

GLH 17

Unit aim This unit provides the learner with the knowledge and understanding required to support children during transition to school.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand 'school readiness' in relation to the role of the early years practitioner.	1.1. Describe characteristics of 'school readiness'.	
	1.2. Describe factors affecting children's readiness for school.	
	1.3. Explain how the early years practitioner supports children to prepare for school.	
2. Understand 'school readiness' in relation to the current framework.	2.1. Describe areas of learning and development within the current framework which relate to school readiness.	
	2.2. Identify assessment strategies in relation to the current framework.	
	2.3. Evaluate the current framework's assessment process in supporting children's preparation for school.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
3. Be able to work in partnership with others to support children's readiness for school.	3.1. Work with others to prepare children for school in relation to: <ul style="list-style-type: none"> • sharing information in line with current frameworks • supporting individual needs of children during transition. 	
	3.2. Work with parents / carers in a way which encourages parents/carers to take an active role in their child's play, learning and development in preparation for school readiness.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.7 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>Learning and development Consider the prime and specific areas of the Early Years Foundation Stage and their interdependency for children 0-5 years. Consider the learning areas of the National Curriculum for children from the age of 5 to 7 years.</p> <p>Encourages The early years practitioner encourages the parents / carers to take an active role in their child's play development and learning in many ways. The personal discussions that take place to share their child's progress, strategies and ways of learning to support children so that a consistent approach is maintained can really make a difference to how children learn and develop.</p>

Assessment task: Unit 3.7 WB: Support children's transition to school

Task 1 (assessment criteria 1.1 and 1.2)

The areas of learning within the Early Years Foundation Stage 2017 prepare the child for school.

Access the link:

www.gov.uk/government/publications (Ref DFE-00167-2013): Early Years Outcomes: A non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years

Use the publication to:

- describe characteristics of 'school readiness'
- describe factors affecting children's readiness for school.

Task 2 (assessment criterion 1.3)

The early years practitioner must support children for planned transition to school.

- Explain how the early years practitioner supports children to prepare for school.

Task 3 (assessment criteria 2.1, 2.2 and 2.3)

The Early Years Foundation Stage profile allows all those involved in the education and care of young children to make judgments with regard to learning and development for school readiness.

Read the extract:

All foundation years providers must complete an EYFS profile for each child during the academic year they reach the age of five (for most children this is the Reception Year in primary school). The EYFS profile is intended to provide parents and carers, practitioners and teachers with a well-rounded picture of the child's development. It is also intended to help Year 1 teachers to plan an effective and appropriate curriculum for a smooth transition to Key Stage1

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

- Describe areas of learning and development within the current framework which relate to school readiness.
- Identify assessment strategies in relation to the current framework.
- Evaluate the current framework's assessment process in supporting children's preparation for school.

Unit 3.9 WB: Develop children's cognitive skills

Unit reference K/505/9823

Unit level 3

Credit value 2

GLH 20

Unit aim This unit provides the learner with the knowledge, understanding and skills to facilitate the cognitive development of children from birth to 7 years.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand about cognitive development in children	1.1. Describe sensory development in the first year of life.	
	1.2. Identify stages of cognitive development in children from birth to 7 years.	
	1.3. Summarise current scientific research relating to neurological and brain development in early years.	
	1.4. Explain how current scientific research relating to neurological and brain development in early years influences practice in early years settings.	
2. Understand theory underpinning cognitive development.	2.1. Describe theoretical perspectives in relation to cognitive development.	
	2.2. Analyse how theoretical perspectives in relation to cognitive development impact on current practice.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
3. Be able to implement a learning experience which supports the development of sustained shared thinking in children.	3.1. Plan a learning experience which supports the development of sustained shared thinking in children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	3.2. Lead a learning experience which supports the development of sustained shared thinking in children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
4. Be able to evaluate the provision for supporting cognitive development in own setting.	4.1. Evaluate the provision for supporting cognitive development in own setting.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.9 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>Current Research current developments which influence the role of the early years practitioner when planning for children's cognitive development in relation to brain development and neuroscience.</p> <p>Theoretical perspectives Consider a range of appropriate theories which underpin cognitive development.</p>

Assessment task: Unit 3.9 WB Develop children's cognitive skills

This non-mandatory task has been designed to holistically assess the following units:

- **Unit 3.5 WB:** Developing children's emergent literacy skills (assessment criterion 1.1 only). **Please note that work already completed from this unit for this assessment criterion can be carried forward for this task.**
- **Unit 3.9 WB:** Develop children's cognitive skills
- **Unit 3.10 WB:** Promote children's speech, language and communication
- **Unit 3.11 WB:** Promoting children's physical development
- **Unit 3.12 WB:** Promoting children's personal, social and emotional development.

When considering the stages and sequences of child development, it is evident that children develop these skills holistically. For example, as children mature physically, becoming more mobile, they can begin to make decisions and choices in their play. This is an example of how physical and personal, social and emotional development work together.

Read the case study:

The early years setting is planning a series of workshops to support parents/carers' knowledge and understanding of child development.

Task 1

Early years practitioners should know the stages and sequences of development in children.

For the first workshop you will need to produce a handout that identifies the stages and sequences of child development.

This task has been designed to meet the following assessment criteria:

- **Unit 3.5 WB:** assessment criterion 1.1
- **Unit 3.9 WB:** assessment criterion 1.2
- **Unit 3.11 WB:** assessment criteria 1.1 and 1.2
- **Unit 3.12 WB:** assessment criterion 1.1.

Produce a chart for the handout that identifies the stages of development for children from birth to aged seven years in the following areas:

- cognitive development
- language and communication development
- physical development (include a description of the development of children's physical skills as you complete the chart)
- personal, social and emotional development: (include a description of the stages of personal, social and emotional development for children from birth to seven years).

Task 2

Early years practitioners must consider theoretical perspectives and current research when planning for children:

This task has been designed to meet the following assessment criteria:

- **Unit 3.9 WB:** assessment criteria 1.1, 1.3, 1.4, 2.1 and 2.2
- **Unit 3.10 WB:** assessment criteria 1.1, 1.2 and 1.3
- **Unit 3.11 WB:** assessment criteria 2.1 and 2.2
- **Unit 3.12 WB:** assessment criteria 2.1 and 2.2.

The second workshop will introduce parents/carers to theoretical perspectives and current research in relation to the developmental areas. For the workshop prepare a presentation which:

- describes sensory development in the first year of life
- summarises current scientific research relating to neurological and brain development in early years
- explains how current scientific research relating to neurological and brain development in early years influences practice in early years settings
- describes theoretical perspectives in relation to cognitive development
- analyses how theoretical perspectives in relation to cognitive development impact on current practice
- defines the terms:
 - speech
 - language
 - communication
- describes theoretical perspectives in relation to speech, language and communication development
- analyses how theoretical perspectives relating to speech, language and communication development inform current frameworks
- describes theoretical perspectives in relation to physical development
- analyses how theoretical perspectives in relation to physical development inform current frameworks

- describes theoretical perspectives in relation to personal, social and emotional development
- analyses how theoretical perspectives in relation to personal, social and emotional development inform current frameworks.

Here are tips for preparing your presentation:

- research neurological and brain development
- define the terms:
 - speech
 - language
 - communication
- choose a minimum of three theories and relate each one to:
 - cognitive development
 - language and communication development
 - physical development
 - personal, social and emotional development
- use the following links to analyse how theories inform current frameworks:
 - <http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>
 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Task 3

Planning an enabling environment for young children in partnership with parent/carers promotes learning and development.

This task has been designed to meet the following assessment criteria:

- **Unit 3.10 WB:** assessment criteria 2.1 and 2.2
- **Unit 3.11 WB:** assessment criterion 1.3
- **Unit 3.12 WB:** assessment criterion 4.3.

The third workshop focuses on the role of the early years practitioner when planning an enabling environment for young children that stimulates holistic development.

Suggest three activities, opportunities or experiences for young children in the following age ranges, one for each age range (three (3) in total):

- 0-1 year 11 months
- 2-2 years 11 months
- 3-5 years.

For each activity:

- describe the benefits to children's holistic learning and development
- when planning for speech, language and communication analyse how the use of technology supports the development of speech, language and communication.

Unit 3.10 WB: Promote children's speech, language and communication

Unit reference M/505/9824

Unit level 3

Credit value 3

GLH 21

Unit aim This unit provides the learner with the knowledge, understanding and skills to develop the speech, language and communication of children.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand theory and current frameworks which underpin children's speech, language and communication development.	1.1. Define the terms: <ul style="list-style-type: none"> • speech • language • communication. 	
	1.2. Describe theoretical perspectives in relation to speech, language and communication development.	
	1.3. Analyse how theoretical perspectives relating to speech, language and communication development inform current frameworks.	
2. Understand how the early years practitioner supports the development of speech, language and communication of children.	2.1. Describe the benefits to children's holistic learning and development when supporting speech, language and communication development.	
	2.2. Analyse how the use of technology supports the development of speech, language and communication.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
3. Be able to create a language rich environment to develop the speech, language and communication of children in own setting	3.1. Create a language rich environment which develops the speech, language and communication of children in own setting.	
4. Be able to lead activities which support the development of speech, language and communication of children.	4.1. Plan an activity which supports the development of speech, language and communication of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	4.2. Implement an activity which supports the development of speech, language and communication of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	4.3. Reflect on own role in relation to the provision for supporting speech, language and communication development in own setting.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.10 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements

This unit must be assessed in line with the EYE assessment strategy and principles

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements

Theoretical perspectives

Consider theories surrounding speech, language and communication. Remember to consider the requirements of the relevant framework

Assessment task: Unit 3.10 WB: Promote children's speech, language and communication.

The assessment task for this unit is contained within a holistic assessment task which is located after Unit 3.9.

Unit 3.11 WB: Promoting children's physical development

Unit reference A/505/9826

Unit level 3

Credit value 2

GLH 19

Unit aim This unit provides the learner with the knowledge, understanding and skills to promote the physical development of children from birth to 7 years.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand physical development of children.	1.1. Identify stages of physical development of children from birth to 7 years.	
	1.2. Describe the development of children's physical skills .	
	1.3. Describe the benefits to children's holistic learning and development when promoting physical development.	
2. Understand theory and current frameworks in relation to children's physical development.	2.1. Describe theoretical perspectives in relation to physical development.	
	2.2. Analyse how theoretical perspectives in relation to physical development inform current frameworks.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
3. Be able to implement opportunities which promote the physical development of children.	3.1. Plan an opportunity which promotes the physical development of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	3.2. Provide an opportunity which promotes physical development for children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	3.3. Reflect on own role in relation to the provision for promoting physical development in own setting.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.11 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>Physical skills should include:</p> <ul style="list-style-type: none">• grasps• fine and gross motor skills• movement and co-ordination. <p>Theoretical perspectives Consider a range of appropriate theories which underpin physical development. Include theoretical perspectives which will support you as you consider traditional and modern influences on our understanding of neurological and brain development.</p>

Assessment task: Unit 3.11 WB: Promoting children's physical development

The assessment task for this unit is contained within a holistic assessment task which is located after Unit 3.9.

Unit 3.12 WB: Promoting children's personal, social and emotional development.

Unit reference T/505/9825 **Unit level** 3

Credit value 3 **GLH** 23

Unit aim This unit provides the learner with the knowledge, understanding and skills to promote the personal, social and emotional development of children.

Learner name: **Centre no:**

PIN: **ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand personal, social and emotional development of children.	1.1. Describe the stages of personal, social and emotional development of children from birth to 7 years.	
2. Understand theory and current frameworks underpinning personal, social and emotional development of children.	2.1. Describe theoretical perspectives in relation to personal, social and emotional development.	
	2.2. Analyse how theoretical perspectives in relation to personal, social and emotional development inform current frameworks.	
3. Be able to promote the personal, social and emotional development of children.	3.1. Create an environment which promotes the personal, social and emotional development of children in own setting.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
4. Be able to implement an opportunity which promotes the personal, social and emotional development of children.	4.1. Plan an opportunity which promotes the personal, social and emotional development of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	4.2. Provide an opportunity which promotes the personal, social and emotional development of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	4.3. Describe the benefits to children's holistic learning and development when promoting personal, social and emotional development.	
	4.4. Reflect on own role in relation to the provision for promoting the personal, social and emotional development of children in own setting.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.12 WB

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	Theoretical perspectives Consider a range of appropriate theories which underpin personal, social and emotional development.

Assessment task: Unit 3.12 WB: Promoting children's personal, social and emotional development

The assessment task for this unit is contained within a holistic assessment task which is located after Unit 3.9.

Unit 3.13: Support children with additional needs

Unit reference F/505/9827

Unit level 3

Credit value 4

GLH 30

Unit aim This unit provides the learner with the knowledge, understanding and skills required to support children with additional needs.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand biological, environmental and developmental factors which may result in children needing additional support.	1.1. Define the terms: <ul style="list-style-type: none"> • biological • environmental. 	
	1.2. Analyse the impact of biological factors on children's development.	
	1.3. Analyse the impact of environmental factors on children's development.	
	1.4. Analyse the impact of the stage of development on children's learning.	
	1.5. Describe factors which affect children's development in the: <ul style="list-style-type: none"> • short term • long term 	
2. Understand how personal experiences, values and beliefs impact on the role of the early years practitioner.	2.1. Analyse how personal experiences, values and beliefs impact on the professional practice of the early years practitioner.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
3. Understand the principles of inclusive practice.	3.1. Identify the requirements of current legislation in relation to inclusive practice.	
	3.2. Explain the medical and social models of disability.	
	3.3. Evaluate inclusive practice in relation to current frameworks for children from birth to 7 years.	
4. Understand the role of early intervention in partnership working.	4.1. Identify children's additional needs in relation to expected stages of development.	
	4.2. Describe the reasons for early intervention when meeting children's additional needs.	
	4.3. Explain strategies for early intervention.	
	4.4. Evaluate the principles of working in partnership with others to meet children's additional needs.	
5. Be able to support the additional needs of children.	5.1. Identify the individual needs of children in own setting.	
	5.2. Plan activities in partnership with others to meet children's additional needs.	
	5.3. Work in partnership with others to provide activities to meet children's additional needs.	
	5.4. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
	5.5. Reflect on own practice in meeting children's additional needs.	
6. Be able to critically evaluate the provision for children with additional needs in own setting.	6.1. Critically evaluate the provision for children with additional needs in own setting.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.13

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>Biological factors Factors that are present at birth/present later but determined biologically.</p> <p>Environmental factors Positive and negative influences on development derivable from external factors.</p> <p>Short term Consider possible interruptions to healthy development such as moving house, experiencing transitions and acute periods of ill health.</p> <p>Long term Consider possible interruptions to healthy development such as chronic ill health or bereavement which neglected could have damaging long term effects on a child's general development, health and well-being</p> <p>Impacts Our own personal experiences will influence our thoughts and actions. It is important that early years practitioners are aware of this and appreciate legislation, policy and procedure.</p> <p>Strategies, including:</p> <ul style="list-style-type: none"> • observation and assessment • monitoring and tracking • working with other professionals • individual education plans • statements of additional needs. <p>Others Includes parents/carers as well as working in partnership with other professionals.</p> <p>Additional needs may include illness, transitions as well as other short term situations.</p> <p>Encourages</p>

	<p>The early years practitioner encourages the parents/carers to take an active role in their child's play development and learning in many ways. The personal discussions that take place to share their child's progress, strategies and ways of learning to support children so that a consistent approach is maintained can really make a difference to how children learn and develop.</p>
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Assessment task: Unit 3.13 Support children with additional needs

Task 1 (assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5)

Child development is affected by experiences and opportunities. Some factors are pre-determined.

- Define the terms:
 - biological
 - environmental.
- Analyse the impact of biological factors on children's development.
- Analyse the impact of environmental factors on children's development.
- Analyse the impact of the stage of development on children's learning.
- Describe factors which affect children's development in the:
 - short term
 - long term.

Task 2 (assessment criteria 2.1 and 3.2)

The early years practitioner must appreciate the requirements of practice in relation to the education and care of children with additional needs.

- Analyse how personal experiences, values and beliefs impact on the professional practice of the early years practitioner.
- Explain the medical and social models of disability.

Task 3 (assessment criteria 3.1, 3.3, 4.1, 4.2. 4.3 and 4.4)

Read the scenario and refer to the link.

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

Alana is aged 5 years and has recently moved to London with her parents. Alana has enrolled at the school where you work and the teacher has asked you to be her main contact. Alana's mum is English and her dad is Italian. A copy of Alana's Early Years Profile has been received from the pre-school that Alana attended.

From a review of this it is clear that Alana is not meeting expectations in the three prime areas of the Early Years Foundation Stage. You are aware that Alana requires support in all Early Learning Goals for the prime areas.

- Identify the requirements of current legislation in relation to inclusive practice.
- Identify Alana's additional needs in relation to expected stages of development.
- Describe the reasons for early intervention when meeting children's additional needs.
- Explain strategies for early intervention.
- Evaluate the principles of working in partnership with others to meet Alana's additional needs.

Using the Early Years Foundation Stage and the National Curriculum

- Evaluate inclusive practice in relation to current frameworks from birth to 7 years.

Unit 3.14: Use observation, assessment and planning to promote the development of children

Unit reference J/505/9828

Unit level 3

Credit value 5

GLH 37

Unit aim This unit provides the learner with the knowledge, understanding and skills to use observation, assessment and planning to promote the development of children.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand the role of observation when working with children.	1.1. Explain how observations are used: <ul style="list-style-type: none"> • to plan for individual children's needs • for early intervention • to review the environment • during transition • when working in partnership. 	
2. Understand observation methods.	2.1. Evaluate observation methods in relation to current frameworks .	
	2.2. Evaluate observation methods: <ul style="list-style-type: none"> • event sample • time sample • sociogram • narrative / free description • target child • checklist • child tracker / movement record. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
3. Understand professional practice in relation to the observation of children.	3.1. Define the terms: <ul style="list-style-type: none"> • objectivity • subjectivity. 	
	3.2. Evaluate the reasons for objectivity when recording observations.	
	3.3. Evaluate the requirement for confidentiality during the observation process .	
4. Be able to carry out observations in own setting in line with current frameworks.	4.1. Observe in line with current frameworks: <ul style="list-style-type: none"> • an individual child • a group of children • indoor provision • outdoor provision. 	
	4.2. Reflect on outcomes of observations carried out in own setting in relation to: <ul style="list-style-type: none"> • an individual child • a group of children • indoor provision • outdoor provision. 	
	4.3. Work with others to plan next steps in relation to the needs and interests of: <ul style="list-style-type: none"> • an individual child • a group of children. 	
	4.4. Reflect on own role in meeting the needs and interests of children in own setting.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
5. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	5.1. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.14

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements

This unit must be assessed in line with the EYE assessment strategy and principles.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements

Current frameworks

When you are working with young children it is important to familiarise yourself with the observational process. For example, you may be asked to record 'wow' moments for a child's learning journey. These observations may be very brief yet they will be meaningful as they record developmental milestones.

The other examples for recording observations could be useful when asked to complete a longer observation for a child or group of children.

Observation process

Confidentiality is a legal requirement. Think about how you can protect the identity of the child during the observation, storing the observation safely and remember the importance of not discussing the observation outside of the setting.

Indoor provision

Choose one area within the indoor provision to observe, such as a literacy area, and consider how the children use this area so that improvements can be made.

Outdoor provision

Choose one area within the outdoor provision to observe, and consider how the children use this area so that improvements can be made.

Others to include parents/carers and other professionals.

Encourages

The early years practitioner encourages the parents / carers to take an active role in their child's play development and learning in many ways. The personal discussions that take place to share their child's progress, strategies and ways of learning to support children so that a consistent approach is maintained can really make a difference to how children learn and develop.

Assessment task: Unit 3.14 Use observation, assessment and planning to promote the development of children

This task considers the observation, assessment and planning cycle and will serve as useful preparation for the mandatory task for Unit 3.15: Use Longitudinal Studies to observe, assess and plan for children's needs.

Task 1 (assessment criterion 1.1)

Observations support practitioners when planning for young children.

Read the scenario:

The early years setting has recently worked in partnership with other early years settings to improve quality provision. The Local Authority strongly encouraged the partnership to improve how early years practitioners perform in the following areas:

- observing young children
- using observation as formative assessment to plan for children's individual needs, based on their interests, stage and ability.

Cascading knowledge, understanding and skills gained through the partnership is your responsibility. Produce a booklet that will be used for reference during observation, assessment and planning (in the early years) for the children. In the booklet:

- explain how observations are used:
 - to plan for individual children's needs
 - for early intervention
 - to review the environment
 - during transition
 - when working in partnership.

Task 2 (assessment criteria 2.1 and 2.2)

Current frameworks offer advice to practitioners in relation to observation, planning and assessment.

Look at the following link to evaluate observation methods in relation to current frameworks.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

To support early years practitioners in their choice of observation methods evaluate the following:

- Event Sample
- Time Sample
- Sociogram
- Narrative / Free Description
- Target Child
- Checklist
- Child Tracker / Movement Record.

Task 3 (assessment criteria 3.1, 3.2 and 3.3)

To improve the observation, assessment and planning cycle the partnership recognises the importance of accurate observational records.

In the booklet define the following terms:

- objectivity
- subjectivity
- evaluate the reasons for objectivity when recording observations
- evaluate the requirement for confidentiality during the observation process.

Unit 3.15: Use longitudinal studies to observe, assess and plan for children's needs

Unit reference L/505/9829

Unit level 3

Credit value 5

GLH 34

Unit aim This unit provides the learner with the knowledge, understanding and skills to carry out observations in order to assess and plan for children's changing needs over time.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
This unit must be assessed using the mandatory task		
1. Understand the purpose of undertaking Longitudinal Studies.	1.1. Explain how a Longitudinal Study is used as an assessment tool.	
	1.2. Evaluate benefits of undertaking a Longitudinal Study for: <ul style="list-style-type: none"> • the child • early years practitioners. • others. 	
2. Be able to use observations to assess and plan for the developmental needs of children in line with current frameworks.	2.1. Carry out a Longitudinal Study using methods of observation to assess the changing developmental needs of children.	
	2.2. Maintain records of observation, assessment and planning.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
	2.3. Evaluate observations in relation to: <ul style="list-style-type: none"> • expected developmental stages • current frameworks • theoretical perspectives. 	
	2.4. Devise plans which meet the developmental needs and interests of children.	
	2.5. Implement plans which meet the developmental needs and interests of children.	
3. Be able to critically evaluate the outcomes of a Longitudinal Study.	3.1. Critically evaluate the outcomes of a Longitudinal Study.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.15

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the EYE assessment strategy and principles
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment	<p>Developmental needs Consider the needs of children holistically.</p> <p>Records Consider what records will be maintained, how and why.</p> <p>Theoretical perspectives A range of theoretical perspectives may be applied depending on the area of development or learning selected.</p> <p>Needs The needs of children should be seen holistically.</p> <p>Outcomes What is learned by completing the Longitudinal Study and this will help to meet the needs of the child as well as enhance learning for the early years practitioner.</p>

The Longitudinal Study

Unit 3.15 Use Longitudinal Studies to observe, assess and plan for children's needs.

This is a mandatory assessment task and will be graded as pass or refer. A checklist and mark scheme has been included in this guidance. Your tutor/assessor will use this to ensure that the assessment criteria have been met.

Knowledge, understanding and skills gained from other units from Theme 3 will support your work for the Longitudinal Study

We have prepared some templates to support you as you undertake the Longitudinal Study which include:

- an observation template. You will need to complete one of these for each observation that you complete
- an activity planning template. Each observation will need to have a planning sheet
- a critical evaluation template. The Longitudinal Study will need to be critically evaluated .

These templates are not mandatory and you are advised to check the use of any appropriate templates with your assessor/tutor before starting the study.

Links to Unit 3.15 – assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1

Complete one(1) Longitudinal Study on an individual child in a **real** work environment. For the study observe, assess and plan across one (1) area of development. The following criteria must be met in full:

Select one (1) age range for the Longitudinal Study.

- 0 - 1 year 11 months
- 2 - 2 years 11 months
- 3 - 5 years.

Select one (1) area of development for the Longitudinal Study.

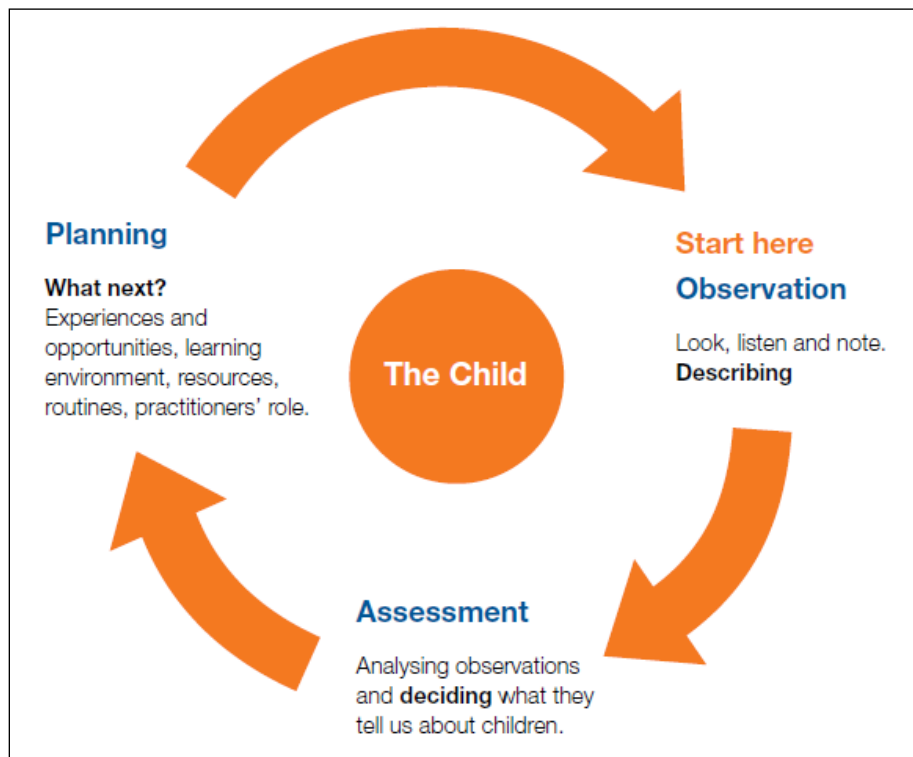
- cognitive
- physical
- speech, language and communication
- personal, social and emotional.

The observation, assessment and planning cycle should be followed when completing each observation:

The observation, assessment and planning cycle

- Complete an observation.
- Undertake a summative assessment.
- Plan for the child's next steps
- Implement the plan with the child and use this to inform the next observation.

<http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>



Undertake a minimum of four (4) observations, assessment and planning cycles for the Longitudinal Study over a six (6) week period.

Use a minimum of two (2) different observation methods for the Longitudinal Study, which have been learned about in Unit 3.14 and include:

- Event Sample
- Time Sample
- Sociogram
- Narrative/Free Description
- Target Child
- Checklist
- Child Tracker/Movement Record.

Example:

Longitudinal Study Child aged 1 year 6 months
Physical development - checklist
Narrative
Narrative
Checklist

All observations must be authentic. A signature from your assessor/tutor or placement supervisor must be included on each observation and planning sheet to ensure authenticity.

Maintain signed and dated records of observation, assessment and planning for the Longitudinal Study. You may wish to use the templates provided by us.

Completing the critical evaluation

Refer to the mark scheme included in this guidance to support you as you complete the Longitudinal Study.

The Longitudinal Study must include a critical evaluation that considers the following:

- critically evaluate the outcomes of the Longitudinal Study in relation to:
 - child's development stage, interest and need
 - your own role
 - choice of assessment methods
 - current frameworks
 - theoretical perspectives
 - partnership working
 - holistic development
 - the environment
 - play for learning and development.
- Introduce the critical evaluation with an:
 - explanation of how the longitudinal study has been used as an assessment tool
 - evaluation of the benefits of this Longitudinal Study for the child, early years practitioner and others.

Longitudinal Study: Checklist for Completion

Learner Name:	
Learner PIN:	
Site / Centre No.:	

Criteria	Longitudinal Study	Assessor	IQA
Select one (1) age range for the Longitudinal Study. <ul style="list-style-type: none"> 0-1 year 11 months 2-2 years 11 months 3-5 years. 	Age selected.		
Select one (1) area of development for the Longitudinal Study. <ul style="list-style-type: none"> cognitive physical speech, language and communication personal, social and emotional. 	Area of development selected.		
Minimum of four (4) cycles of observation, assessment and planning for the Longitudinal Study over a six (6) week period.			

Criteria	Longitudinal Study	Assessor	IQA
Minimum of two (2) different observation methods for the Longitudinal Study.			
Maintain signed and dated records of the observation, assessment and planning cycles			

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none"> Introduce the Longitudinal Study with an explanation of how the Longitudinal Study has been used as an assessment tool. 	<ul style="list-style-type: none"> Detailed information is given to show how the Longitudinal Study has been used. The information gives details (critically evaluates) how the Longitudinal Study has been used as an assessment tool. 		
<ul style="list-style-type: none"> The critical evaluation considers the benefits of the Longitudinal Study for: <ul style="list-style-type: none"> the child early years practitioner others. 	<ul style="list-style-type: none"> Advantages as well as any gaps in the information provided by the Longitudinal Study are identified and critically evaluated in relation to the benefits for: <ul style="list-style-type: none"> the child the early years practitioner others involved in the care and education of the child who is the focus of the Longitudinal Study. 		
<ul style="list-style-type: none"> The critical evaluation of the child's stage of development, interest/s and needs has been included. 	<ul style="list-style-type: none"> The child's stage of development is described, explained and evaluated. The child's interest/s are identified and evaluated. The needs of the child are identified and evaluated. 		

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none"> The critical evaluation includes information surrounding your own role. 	<ul style="list-style-type: none"> Information about how the Longitudinal Study was planned and undertaken is included. Own strengths and areas to build on when undertaking all aspects of the Longitudinal Study are identified and evaluated. 		
<ul style="list-style-type: none"> The critical evaluation includes information concerning the choice of assessment methods. 	<ul style="list-style-type: none"> Each assessment method selected is evaluated by including information about the advantages and disadvantages of each method in relation to the usefulness of the information collated as part of the Longitudinal Study. 		
<ul style="list-style-type: none"> The critical evaluation includes information with regard to the appropriate current framework against which the child is being assessed. 	<ul style="list-style-type: none"> A critical evaluation of the information provided in the Longitudinal Study about the child's stage and needs is included in relation to current frameworks. 		
<ul style="list-style-type: none"> The critical evaluation includes information with regard to theoretical perspectives. 	<ul style="list-style-type: none"> Theoretical perspectives are identified, described and evaluated. The Longitudinal Study includes a critical evaluation of the area of development selected for the study, the child's stage of development, interest/s and needs with regard to theoretical perspectives. 		

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none"> The critical evaluation includes information surrounding partnership working. 	<p>The Longitudinal Study is evaluated in relation to partnership working:</p> <ul style="list-style-type: none"> others involved in the care and education of the child at the focus of the Longitudinal Study are identified the benefits of partnership working with those identified are explained and evaluated potential barriers to partnership working with those identified are explained and evaluated. 		
<ul style="list-style-type: none"> The critical evaluation includes information surrounding holistic development. 	<p>The child's needs are described and evaluated with regard to holistic development:</p> <ul style="list-style-type: none"> areas of development that were not chosen as the main focus for the Longitudinal Study are identified and explained in relation to the stage of development for the child, the interest/s of the child and the needs of the child. 		
<ul style="list-style-type: none"> The critical evaluation considers the environment. 	<p>The environment is critically evaluated with regard to:</p> <ul style="list-style-type: none"> the physical environment: <ul style="list-style-type: none"> the resources for learning and development and how well they meet the stage of development, interest/s and needs of the child. the social, cultural and personal environment and how well they meet the stage of development, interest/s and needs of the child. 		

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none">The critical evaluation considers play for learning and development.	<p>The Longitudinal Study recognises the value of play for learning and development:</p> <ul style="list-style-type: none">the Longitudinal Study evaluates how the child uses play for learning and developmentthe Longitudinal Study evaluates how the child's stage of development, interest/s and needs can be met through play for learning and development.		

Longitudinal Study: Feedback Record

Learner Name	
PIN	
Site / Centre no.	
Assessor signature:	Date:
Internal Quality Assurance signature:	Date:
Comments / Recommendations	
Pass / Refer (Please Circle)	

Longitudinal Study (Resubmission): Checklist for Completion

Learner Name:	
Learner PIN:	
Site / Centre No.:	

Criteria	Longitudinal Study	Assessor	IQA
Select one (1) age range for the Longitudinal Study. <ul style="list-style-type: none"> 0-1 year 11 months 2-2 years 11 months 3-5 years. 	Age selected.		
Select one (1) area of development for the Longitudinal Study. <ul style="list-style-type: none"> cognitive physical speech, language and communication personal, social and emotional. 	Area of development selected.		
Minimum of four (4) cycles of observation, assessment and planning for the Longitudinal Study over a six (6) week period.			

Criteria	Longitudinal Study	Assessor	IQA
Minimum of two (2) different observation methods for the Longitudinal Study.			
Maintain signed and dated records of the observation, assessment and planning cycles.			

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none"> Introduce the Longitudinal Study with an explanation of how the Longitudinal Study has been used as an assessment tool. 	<ul style="list-style-type: none"> Detailed information is given to show how the Longitudinal Study has been used. The information gives details (critically evaluates) how the Longitudinal Study has been used as an assessment tool. 		
<ul style="list-style-type: none"> The critical evaluation considers the benefits of the Longitudinal Study for: <ul style="list-style-type: none"> the child early years practitioner others. 	<ul style="list-style-type: none"> Advantages as well as any gaps in the information provided by the Longitudinal Study are identified and critically evaluated in relation to the benefits for: <ul style="list-style-type: none"> the child the early years practitioner others involved in the care and education of the child who is the focus of the Longitudinal Study. 		

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none"> The critical evaluation of the child's stage of development, interest/s and needs has been included. 	<ul style="list-style-type: none"> The child's stage of development is described, explained and evaluated. The child's interest/s are identified and evaluated. The needs of the child are identified and evaluated. 		
<ul style="list-style-type: none"> The critical evaluation includes information surrounding your own role. 	<ul style="list-style-type: none"> Information about how the Longitudinal Study was planned and undertaken is included. Own strengths and areas to build on when undertaking all aspects of the Longitudinal Study are identified and evaluated. 		
<ul style="list-style-type: none"> The critical evaluation includes information concerning the choice of assessment methods. 	<ul style="list-style-type: none"> Each assessment method selected is evaluated by including information about the advantages and disadvantages of each method in relation to the usefulness of the information collated as part of the Longitudinal Study. 		
<ul style="list-style-type: none"> The critical evaluation includes information with regard to the appropriate current framework against which the child is being assessed. 	<ul style="list-style-type: none"> A critical evaluation of the information provided in the Longitudinal Study about the child's stage and needs is included in relation to current frameworks. 		

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none"> The critical evaluation includes information with regard to theoretical perspectives. 	<ul style="list-style-type: none"> Theoretical perspectives are identified, described and evaluated. The Longitudinal Study includes a critical evaluation of the area of development selected for the study, the child's stage of development, interest/s and needs with regard to theoretical perspectives. 		
<ul style="list-style-type: none"> The critical evaluation includes information surrounding partnership working. 	<p>The Longitudinal Study is evaluated in relation to partnership working:</p> <ul style="list-style-type: none"> others involved in the care and education of the child at the focus of the Longitudinal Study are identified the benefits of partnership working with those identified are explained and evaluated potential barriers to partnership working with those identified are explained and evaluated. 		
<ul style="list-style-type: none"> The critical evaluation includes information surrounding holistic development. 	<p>The child's needs are described and evaluated with regard to holistic development:</p> <ul style="list-style-type: none"> areas of development that were not chosen as the main focus for the Longitudinal Study are identified and explained in relation to the stage of development for the child, the interest/s of the child and the needs of the child. 		

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none"> The critical evaluation considers the environment. 	<p>The environment is critically evaluated with regard to:</p> <ul style="list-style-type: none"> the physical environment: <ul style="list-style-type: none"> the resources for learning and development and how well they meet the stage of development, interest/s and needs of the child. the social, cultural and personal environment and how well they meet the stage of development, interest/s and needs of the child. 		
<ul style="list-style-type: none"> The critical evaluation considers play for learning and development. 	<p>The Longitudinal Study recognises the value of play for learning and development:</p> <ul style="list-style-type: none"> the Longitudinal Study evaluates how the child uses play for learning and development the Longitudinal Study evaluates how the child's stage of development, interest/s and needs can be met through play for learning and development. 		

Observation Template

Name:		PIN:
Area of development:		Date of observation:
Child identifier (e.g. "Child A"):	Child's age:	Method:
Aim (Provide a clear statement about what you intend to do/what you want to find out about)		
Observation (You may wish to use additional sheet/s)		

Summative Assessment

What are the needs of this child?

(Relate to the area of development you've observed, child's development stage, interest and need, holistic development)

Next steps for the child

Learner name:

Learner signature:

Tutor / Assessor / Supervisor name:

Tutor / Assessor/Supervisor signature:

Tutor / Assessor / Supervisor feedback:

Activity Plan Template

Activity Plan No.:		
Name:		PIN:
Date and Time of Plan:		
Child identifier (e.g. "Child A"):	Child's age:	Resources:
Describe how you will provide an enabling environment: (Consider health and safety)	Aim (What area of development/learning will the activity promote? Make links to curriculum / framework and other areas of learning/development)	
Theoretical perspectives that have influenced your plan		
Your role/role of others (Teaching and learning strategies/scaffolding, supporting children)		

Differentiation

(Ways in which the activity can be adapted for children with different/additional needs)

Description of play activity/opportunity

Reflection

(What have you learned about: planning, differentiation and the enabling environment, your own professional development needs? Looking at theoretical perspectives on reflection may be useful)

Learner name:

Learner signature:

Assessor / Tutor / Supervisor name:

Assessor / Tutor / Supervisor signature:

Assessor / Tutor / Supervisor feedback:

Critical Evaluation of Longitudinal Study Template

Name:	PIN:
Child identifier (e.g. "Child A"):	Child's age:
Area of development observed:	
Critical evaluation of study (Please refer to checklist)	

Critical evaluation of study
(Please refer to checklist)

Learner name:

Learner signature:

Assessor / Tutor / Supervisor name:

Assessor / Tutor / Supervisor signature:

Assessor / Tutor / Supervisor feedback:

Section 4: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- to convey prior learning within a specific age range required for the completion of this qualification
- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.

** **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Early Years Educator qualifications assessment principles

1. Introduction

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

2. Assessment principles

- 2.1. Assessment decisions for **competence / skills based learning outcomes** must relate to experience gained in a real work environment.
- 2.2. Assessment decisions for competence / skills based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.
- 2.3. Competence / skills based assessment must include direct observation as the main source of evidence
- 2.4. Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements by the individual Awarding Organisation.
- 2.5. Given the nature of work with children and their families, which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony as a source of performance evidence in the workplace. Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions.

- 2.6. Assessment of knowledge based learning outcomes may take place in or outside of a real work environment.

- 2.7. Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions.

3. Internal Quality Assurance

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

4. Definitions

4.1. **Occupationally competent:**

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

4.2. **Occupationally knowledgeable:**

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

4.3. **Qualified to make assessment decisions:**

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

4.4. **Qualified to make quality assurance decisions:**

Awarding Organisations will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge bases assessment criteria
- role of the assessor for skills/competence based assessment criteria
- role of the Internal Quality Assurer.

4.5. **Expert witness:**

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

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on our secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory process

The completion of 'Evidence Record' and 'Record of Assessment Cycle' forms is **mandatory**. We have devised templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

Your tutor/assessor will provide this paperwork for you.