

NCFE

CACHE

Tutor guidance

**NCFE CACHE Level 3 Applied General Award for
Early Years, Childcare and Education
QN: 603/2987/7**

**NCFE CACHE Level 3 Applied General
Certificate for Early Years, Childcare and
Education
QN: 603/2988/9**

NCFE CACHE Level 3 Applied General Award for Early Years, Childcare and Education (603/2987/7)	2
NCFE CACHE Level 3 Applied General Certificate for Early Years, Childcare and Education (603/2988/9)	

Contents

Section 1: General introduction	4
Introduction	5
Qualification's introduction and purpose	6
Rules of Combination	6
Progression	6
External assessment	6
Unit achievement log – Level 3 Applied General Award and Certificate for Early Years, Childcare and Education	8
Section 2: Units, Tutor hints and tips	9
Section 3: Assessment and quality assurance information	68
Assessment guidance	69
Assessment strategies and principles relevant to this qualification	71
Assessment strategy	71
Section 4: Documents	73
Useful documents	74
Unit Submission Form (Award)	75
Unit Submission Form (Cert)	76

Summary of changes

This section summarises the changes to this Tutor Guidance.

Version	Publication date	Summary of amendments
v1.0	September 2018	First publication
v1.1	September 2020	Information regarding schemas and 'in the moment' planning added to unit 5 Play and learning
v1.2	June 2022	<p>References to GDPR have been updated to UK General Data Protection Regulation (UK GDPR).</p> <p>Legislation dates and been updated for Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2021.</p> <p>Domestic Abuse Act 2021 and The Children and Social Work Act 2017 have been added to legislation.</p> <p>Serious case reviews have been updated to Child Safeguarding Practice Reviews.</p>

Section 1: General introduction

Introduction

Welcome to your Level 3 Applied General Award and Certificate for Early Years, Childcare and Education Guidance document.

This document includes:

- Tutor hints, tips and teaching aids, including many links to useful websites, which were all accessible at the time of publication
- suggested Schemes of Work to aid your planning.

These tools will assist with the planning and delivery of this qualification.

Qualification's introduction and purpose

The Level 3 Applied General Award and Certificate for Early Years, Childcare and Education enables learners to develop knowledge and understanding of child development, education and care, which will allow them to progress to study in further education, higher education or join the workplace as an apprentice.

The qualifications will consist of five mandatory units in total. The Award will be made up of two of these mandatory units, with 182 hours of guided learning, and the Certificate will encompass all five units, with 370 hours of guided learning.

Rules of Combination

To achieve the Award, learners must achieve a minimum Pass grade for each of the units as well as the external assessment.

To achieve the Certificate, learners must achieve a minimum Pass grade in all units and both external assessments.

Progression

This qualification will prepare learners and assist them to progress to higher education, as well as apprenticeship courses such as an Advanced Apprenticeship for the Children and Young People's Work Force or Early Years Educator, which leads to vocationally related employment in early years and childcare with a licence to practice.

External assessment

For more information on examination conditions, please see the Regulations for the Conduct of External Assessment on the NCFE website.

For more information on reasonable adjustments, please refer to the Guidance on Accessing Reasonable Adjustments on the NCFE website.

CACHE 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.

Unit achievement log



Unit ref.	Unit no.	Unit title	Unit type	Level	GLH	Page	Notes
L/616/8995	01	The role of the early years, childcare and education practitioner	Knowledge	3	90		
R/616/8996	02	Human development from conception to 19 years	Knowledge	3	90		
Y/616/8997	03	Key legislation, policy and procedures	Knowledge	3	60		
D/616/8998	04	Statutory educational frameworks	Knowledge	3	60		
H/616/8999	05	Play and learning	Knowledge	3	60		

Section 2: Units, Tutor hints and tips

Unit 01: The role of the early years, childcare and education practitioner

Unit reference	L/616/8995		Unit level	3
Unit hours	Guided learning	90	Non-guided learning	9
Unit aim	The aim of this unit is to explore types and functions of childcare services whilst considering the role of the professional childcare practitioner.			

Tutor hints, tips and teaching aids

Introduce this unit by outlining the key aspects included to give learners insight of the overall content. This could be achieved by summarising and discussing the learning outcomes:

- Diverse childcare services offered within the sector
- The skills, attributes and behaviours of the professional childcare practitioner
- Working effectively with others
- The role of continuing professional development for the childcare practitioner.

LO1 (1.1-1.4)

Follow this by initiating a large group discussion to consider the range of services that exist in childcare across the private, statutory and voluntary sector. It would be useful to perhaps begin a group list of all the different places where a young child may be cared for. Once this list has been compiled, learners can be asked to define statutory, private, voluntary and private/independent sector provision and follow this by researching for a textbook definition. Following this activity, learners can return to the list of services and, as a large group, begin an exercise that groups the services into categories to show an understanding of what is provided by the local authority, such as schools, healthcare services, and which services are voluntary, such as self-help groups, as well as identifying private/independent services such as private day nursery.

Tutor hints, tips and teaching aids

Learners can now work in small groups to research one type of setting from each provision in their local area. For example, Group 1 would look at the services available in the local area that are statutory services, Group 2 voluntary and Group 3 private/independent. Where there are more than three groups, the groups could be arranged with specific age groups, so that Group 1 look at statutory provision for children from 0-3 years, for example, and other groups look at older children. As part of the research, learners are to produce materials for a wall display and must give attention to the following:

- opening times, age range covered by the service and facilities offered for children and their families
- purpose, aims and ethos
- any cost.

The learner work should be displayed and used to facilitate further discussion to stimulate interest in:

- comparing all services to be able to summarise the similarities and differences.

Staying in their small groups, learners can be asked to consider and research the different professionals that may be employed in the service and summarise the roles that they provide. Learners can obtain a job description for the role of the childcare practitioner and summarise their main duties, roles and responsibilities. This can be shared with peers either through presentation or discussion before being added to the wall display.

In the next lesson, introduce the role of policy and reform in relation to day-to-day practice for children's services. What is policy and reform and how does it govern the role of services? Decisions that are made, services available/access/opportunity/funding. It would be useful to invite a member of staff from children's services employed by the local authority to talk about how reform shapes what can be offered, as well as speaking to childcare practitioners to consider how policy directly affects the services that they offer. If it is not possible to arrange for a guest speaker, following learner research and preparation, interview questions may be developed for setting practitioners to consider to help learners to achieve a greater understanding of the role of policy and the effect this has on childcare services, both for the children, their families and the provision itself.

Useful links may include:

www.gov.uk/childcare-parenting/childcare-and-early-years

www.gov.uk/government/policies/childcare-and-early-education

www.gov.uk/government/publications/putting-children-first-our-vision-for-childrens-social-care

www.gov.uk/government/publications/send-code-of-practice-0-to-25

www.gov.uk/help-with-childcare-costs

Tutor hints, tips and teaching aids

The next few lessons will be concerned with introducing learners to skills, attributes and behaviours required by the professional childcare practitioner and will include learning attributable to learning outcome 2 (2.1-2.5) in the qualification specification. Begin this with a group discussion to identify key aspects, such as:

- time keeping and reliability
- qualifications held and theoretical knowledge acquired, as well as practical experience gained
- professional practice including an understanding of confidentiality, values, principles, communication, roles and responsibilities
- an awareness of how own value and belief system may impact on practice for the professional childcare practitioner
- how to build and maintain relationships for effective care and education.

Following a discussion around each of the areas listed above, some class exercises, tasks and scenarios may help to raise awareness and contextualise learning for the learners.

Some examples are given below:

- Time keeping and reliability

Scenarios for discussion:

Charles works in a school as a support member of staff. Charles usually supports Poppy with her curriculum work and to enable effective management of how this is best achieved, Charles meets with the Class Teacher for a short period of time before lessons begin. For the past three days, Charles has been too late for a purposeful meeting with the Class Teacher.

Emilia is an Early Years worker in a day nursery. She is qualified to Level 3 and therefore counted in ratio when working with young children. Emilia arrives late for her early morning shift to find that parents have been unable to leave their children at the nursery until she arrived due to ratios.

The Head Teacher has arranged an appointment with a parent to discuss the special educational needs and disability provision available for their child at the school. As a key member of staff involved in the day-to-day care and education of the child, you have been invited along and you agreed to the date and time of the meeting five days ago. On the day of the meeting, with two hours to spare, you tell the Head Teacher that this clashes with another appointment that you have in your diary and you will no longer be able to attend.

- Qualifications held and theoretical knowledge acquired, as well as practical experience gained

Tutor hints, tips and teaching aids

Discuss the implications of qualifications for positive outcomes for children and young people. How do qualifications:

- reassure parents
- prepare employees for their role
- set expectations for employers
- meet the needs of children?
- Professional practice including an understanding of confidentiality, values, principles, communication, roles and responsibilities

Scenarios for discussion:

Bill works in the local primary school as a Teaching Assistant. During the evening, he is socialising with his friends and tells them about an incident that happened at work. During his conversation, he names the children involved.

Lisa is talking to a new parent in the baby room at the local parent and toddler community hub group, where she works in the crèche. The parent is attending a class and leaving his young daughter with Lisa for one hour. Lisa has not actively listened to the parent and is unsure of the relevance of this conversation in relation to the care needs of the baby.

David has been working with children in the secondary school where he volunteers. He has worked hard to develop positive relationships with the children. This morning, one child discloses self-harming. David waits until the end of the day and speaks to the parent.

- An awareness of how own value and belief system may impact on practice for the professional childcare practitioner

Discuss how our own experiences shape and mould our value and beliefs system. This can impact on our views in relation to how we care for children, for example. Discuss the importance of professional conduct and why policies and procedures are essential in the workforce to safeguard children, self and others.

- How to build and maintain relationships for effective care and education

As a large group, identify the skills and qualities required to build and maintain professional relationships. Take time to compare and contrast formal, professional relationships with informal, personal ones.

Tutor hints, tips and teaching aids

The next lessons will build well from the work around relationships to teamwork and partnership, working to explore theories for teamwork, the work of Tuckman and identified stages involved in teamwork, as well as exploring teamwork roles discussed by Belbin.

Learners could be given a handout/factsheet to identify the theories acknowledged here and this can be used as reference in discussion with examples, eg a new team may be...and so on. A team member who is...would be categorised by Belbin as...

Some useful links are included here but these two theoretical models are widely accessible.

Tuckman:

www.teambuilding.co.uk/theory/Forming-Storming-Norming-Performing.html

Belbin:

www.mindtools.com/pages/article/newLDR_83.htm

Once the teamwork theories have been explored, learners can consider the benefits of teamwork and partnership working for person-centred practice. Discuss the context of person-centred practice for children and how partnership working supports positive outcomes for children and their families. Discuss key aspects:

- collaboration
- sharing of information
- recording and reporting
- inclusion
- intervention.

Tutor hints, tips and teaching aids

It would be useful to invite a colleague from a care or educational setting to share experience with learners around person-centred practice involving partnership working for best outcomes for children and their families. Examples from the Tutor's experience of working with children can be discussed and considered in this context as appropriate too, to allow for greater understanding and meaning.

Some useful links:

<https://schoolleaders.thekeysupport.com/>

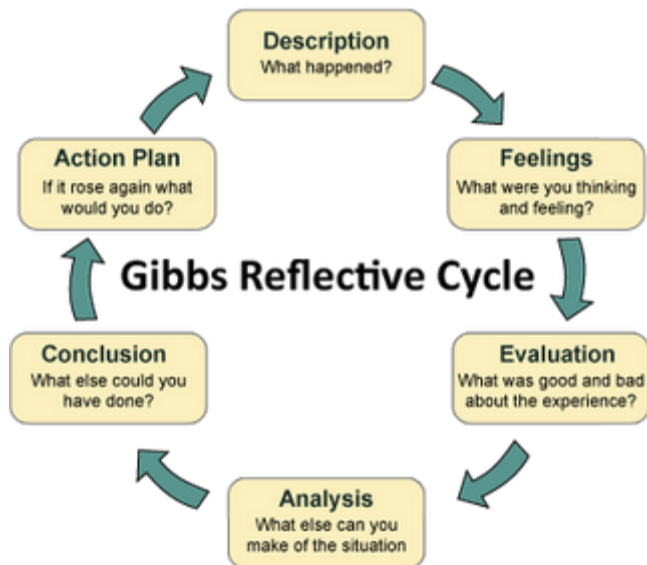
Bring this unit to a close by introducing reflection and the reflective practitioner. Discuss the benefits of reflection to the individual, to the children and to the setting for improved outcomes for all. Professional development profiles can follow exercises around SWOT analysis and SMART action/target setting goals. Learners can produce a flowchart/timeline to identify where they are now, what their goals are and how these goals can be realised. Theoretical models involving reflection can be introduced and applied to the learner's own experience. The Gibbs reflective cycle and the work of Schon and reflection in and on action are easily accessible.

Tutor hints, tips and teaching aids

There are some links here that may be useful:

Schon:

hhs.hud.ac.uk/lqsu/Sessionsforall/supp/Sch%C3%B6n%20reflection-in%20and%20on%20action.pdf



It may be useful to provide some reading material around continuing professional development and its essential role for professional practice.

Conclude this unit by recapping the main aspects and key areas studied. Discuss the requirements for assessment and allow learners time to research for their assessment.

Unit 01: Scheme of work

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
1	To introduce the unit content and assessment.	<p>Provide an overview of the aim and topics covered within the unit:</p> <ul style="list-style-type: none"> • diverse childcare services offered within the sector • the skills, attributes and behaviours of the professional childcare practitioner • working effectively with others • the role of continuing professional development for the childcare practitioner. <p>Establish dates and arrangements for assessment.</p>	<p>Listen, take notes and ask questions.</p> <p>Read through unit content and assessment expectations.</p> <p>Reflect on prior knowledge and contribute to discussions in relation to topic areas.</p>	Syllabus/unit and assessment criteria.	Reflect on unit content and assessment requirements.
2	To explore the diverse range of early years and childcare provision.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion in relation to types of provision available for children, to include statutory, private and voluntary services.</p>	<p>Contribute to whole group discussions.</p> <p>Engage in small group activity to consider definitions of statutory, voluntary and private provision and what this means in context. Discuss and share the range</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – Internet, textbooks.</p>	Begin a glossary of key terms.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
			of services that may belong in each category of service provision. Share outcomes with whole group.		
3	To appreciate the range of local provision providing diverse services for children and their families.	<p>Introduce aims and objectives.</p> <p>Facilitate small group work: learners can now work in small groups to research one type of setting from each provision in their local area. For example, Group 1 would look at the services available in the local area that are statutory services, Group 2 voluntary and Group 3 private/ independent. Where there are more than three groups, the groups could be arranged with specific age groups, so that Group 1 look at statutory provision for children from 0-3 years, for example, and other groups look at older children. As part of the research, learners are to produce materials for a wall display and must give attention to the following:</p>	<p>Listen, take notes and ask questions.</p> <p>Engage in small group activity and contribute to display work.</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – textbooks, Internet.</p> <p>Resources for display.</p>	

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		<ul style="list-style-type: none"> opening times, age range covered by the service and facilities offered for children and their families purpose, aims and ethos any cost involved. 			
4	To compare and contrast service provision and the role of the professional childcare practitioner.	<p>Introduce aims and objectives. Lead a discussion that consolidates learning from previous sessions. Learners will now be able to identify similarities and differences across the functions, aims and purposes of each type of provision considered to date.</p> <ul style="list-style-type: none"> Compare all services to be able to summarise the similarities and differences <p>Staying in their small groups, learners can be asked to consider and research the different professionals that may be employed in the service and summarise the roles that they provide. Learners can obtain a job description for the role of the childcare practitioner and summarise their main duties, roles and responsibilities. This</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussions.</p> <p>Engage in small group activity and prepare for feedback.</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – Internet, textbooks, access to job descriptions.</p>	Read through the various job descriptions and notes shared in class today to summarise common features as well as highlighting any significant differences.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		can be shared with peers either through presentation or discussion before being added to the wall display.			
5	To explore policy and reform in the context of working with children and young people.	<p>Introduce aims and objectives.</p> <p>Introduce the role of policy and reform in relation to day-to-day practice for children's services. Following a Tutor led session, engage learners in a large group discussion to consider:</p> <ul style="list-style-type: none"> • What is policy and reform and how does it govern the role of services? <p>Decisions that are made, services available, access, opportunity and/or funding. It would be useful to invite a member of staff from children's services employed by the local authority to talk about how reform shapes what can be offered, as well as speaking to childcare practitioners to consider how policy directly affects the services that they offer. If it is not possible to arrange for a guest speaker, following learner research and</p>	<p>Take notes and ask questions during large group work.</p> <p>Learners to work in small groups to prepare questions to ask the guest speaker in the next session.</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Resources for question writing.</p> <p>Useful links may include:</p> <p>www.gov.uk/childcare-parenting/childcare-and-early-years</p> <p>www.gov.uk/government/policies/childcare-and-early-education</p> <p>www.gov.uk/government/publications/putting-children-first-our-vision-for-childrens-social-care</p> <p>www.gov.uk/government/publications</p>	Read through and refine questions for guest speaker or interview session in next session.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		<p>preparation, interview questions may be developed for setting practitioners to consider to help learners to achieve a greater understanding of the role of policy and the effect this has on childcare services, both for the children, their families and the provision itself.</p> <p>Facilitate ongoing small group work to explore the roles and responsibilities of a diverse range of health and social care practitioners across provision through the review of sample policies and procedures, codes of practice/conduct, job descriptions and person specifications. Consideration must be given to associated skills, behaviours and attributes.</p> <p>Use case studies to facilitate small group activities to consolidate the roles and responsibilities of health and social care practitioners in context.</p>		<p>/send-code-of-practice-0-to-25</p> <p>www.gov.uk/help-with-childcare-costs</p>	

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		Introduce next session to include a guest speaker.			
6	To explore a day in the life of a professional childcare practitioner: guest speaker or interview in this session. Review and summarise responses and create factsheet for peers.				
7-9	To appreciate the skills, behaviours and attributes required to work with children and their families.	<p>Introduce aims and objectives and take some time to reflect on the learning derived from the previous lesson.</p> <p>The next few lessons will be concerned with introducing learners to skills, attributes and behaviours required by the professional childcare practitioner and will include learning attributable to learning outcome 2 (2.1-2.5) in the qualification specification.</p> <p>Begin this with a group discussion to identify key aspects, such as:</p> <ul style="list-style-type: none"> • time keeping and reliability • qualifications held and theoretical knowledge acquired, as well as practical experience gained 	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussion.</p> <p>Engage in small group scenario activity.</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Resources for scenarios.</p>	Update glossary/key words and read through the unit notes to date.

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		<ul style="list-style-type: none"> professional practice including an understanding of confidentiality, values, principles, communication, roles and responsibilities an awareness of how own value and belief system may impact on practice for the professional childcare practitioner how to build and maintain relationships for effective care and education. <p>Following a discussion around each of the areas listed above, some class exercises, tasks and scenarios may help to raise awareness and contextualise learning for the learners. Examples can be found in the Tutor guidance.</p>			
10	To introduce and explore relationships and teamwork for child-centred practice.	<p>Introduce aims and objectives.</p> <p>The next lessons will build well from the work around relationships considered in sessions 7-9 to teamwork and partnership working to explore theories for teamwork, the work of Tuckman and</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussions.</p> <p>Engage in small group activity. Share outcomes with whole</p>	<p>Tutor guidance.</p> <p>Class notes –the work of Tuckman and Belbin.</p> <p>Some useful links are included here but these two</p>	<p>Read through any notes from class and signposted additional reading material to consolidate understanding involving Belbin and Tuckman.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		<p>identified stages involved in teamwork, as well as exploring teamwork roles discussed by Belbin.</p> <p>Learners could be given a handout/factsheet to identify the theories acknowledged here and this can be used as reference in discussion with examples, eg a new team may be...and so on. A team member who is...would be categorised by Belbin as...</p>	group.	<p>theoretical models are widely accessible.</p> <p>Tuckman: www.teambuilding.co.uk/theory/Forming-Storming-Norming-Performing.html</p> <p>Belbin: www.mindtools.com/pages/article/newLDR_83.htm</p>	
11	To understand approaches for child-centred practice.	<p>Introduce aims and objectives.</p> <p>Once the teamwork theories have been explored, learners can consider the benefits of teamwork and partnership working for person-centred practice. Lead a whole group discussion to discuss the context of person-centred practice for children and develop an appreciation for how partnership working supports positive outcomes for children and their families.</p>	<p>Listen, take notes and ask questions.</p> <p>Contribute to whole group discussion.</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Some useful links: https://schoolleaders.thekeysupport.com/</p>	<p>Research child-centred practice and, using new learning as well as learning from the session, summarise benefits of child-centred practice.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		<p>Discuss key aspects:</p> <ul style="list-style-type: none"> • collaboration • sharing of information • recording and reporting • inclusion • intervention. <p>It would be useful to invite a colleague from a care or educational setting to share experience with learners around person-centred practice involving partnership working for best outcomes for children and their families. Examples from the Tutor's experience of working with children can be discussed and considered in this context as appropriate too, to allow for greater understanding and meaning.</p>			
12-13	To explore professional development.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion to explore continuing professional development. Bring this unit to a close by introducing reflection and the reflective practitioner. Discuss the benefits of reflection to the individual, to the children and</p>	<p>Listen, take notes and ask questions.</p> <p>Contribute to whole group discussion.</p> <p>Engage in SWOT and development activity and share with peers as</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Resources for SWOT and development activity.</p>	<p>Read through the work produced in class and any additional reading around the cycle of reflection.</p>

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
		to the setting for improved outcomes for all. Professional development profiles can follow exercises around SWOT analysis and SMART action/target setting goals. Learners can produce a flowchart/timeline to identify where they are now, what their goals are and how these goals can be realised. Theoretical models involving reflection can be introduced and applied to the learner's own experience. The Gibbs reflective cycle and the work of Schon and reflection in and on action are easily accessible.	appropriate.		
14-15	To introduce assessment requirements.	Introduce aims and objectives. Revise and recap main areas and aspects included in the unit and allow time for an assessment workshop.	Listen, take notes and ask questions.	Tutor guidance. Class notes. Qualification for unit assessment requirements.	Recap and revise, and contribute to/participate in assessment workshop.

Unit 02: Human development from conception to 19 years

Unit reference	R/616/8996		Unit level	3
Unit hours	Guided learning	90	Non-guided learning	9
Unit aim	The aim of this unit is to explore development from conception to the age of 19 years. Significant milestones, events and transitions will be considered with relevant theoretical reference to increase knowledge and application of conceptual learning.			

Tutor hints, tips and teaching aids

Introduce this unit by outlining the key aspects included to give learners insight of the overall content. This could be achieved by summarising and discussing the learning outcomes:

- Human development from conception to 19 years of age
- Significant milestones in sequential development to include:
 - Physical
 - Social
 - Emotional
 - Cognitive
 - Language
- Holistic development
- Factors affecting human development
- Biological and environmental influences: introducing nature and nurture
- Theoretical awareness in relation to human development
- Neuroscience and what happens in the early years
- Attachment and factors affecting
- Resilience.

This unit provides the learner with knowledge and understanding of child development from conception to 19 years of age.

The Tutor guidance has been written holistically to support all 6 learning outcomes. However, individual learning outcomes have been identified to support delivery as appropriate.

Tutor hints, tips and teaching aids

LO1 (1.1-1.3)

Learners could begin this unit with a discussion about lifestyles. Consider how lifestyle choices can impact during:

- pre-conception
- each stage of pregnancy
- the first year of life.

As the discussions take place, include information about antenatal and postnatal routine checks.

www.nhs.uk/conditions/pregnancy-and-baby/pages/antenatal-midwife-care-pregnant.aspx

www.nhs.uk/conditions/pregnancy-and-baby/pages/postnatal-check.aspx

www.nhs.uk/conditions/pregnancy-and-baby/pages/your-baby-after-birth.aspx

Videos are widely available to show the developing child and show various stages in life from conception to birth. Key terms can be explored here to include:

- ovulation
- fertilisation
- foetus
- embryo
- neonate.

Some video links can be accessed here:

www.bing.com/videos/search?q=video+of+the+developing+baby+in+the+womb&FORM=HDRSC3#view=detail&mid=EB4C412B9EB6050294D8EB4C412B9EB6050294D8

As the learners look at each stage of the developing child, it would be useful to review lifestyle choices, tests and check-ups so that factors affecting the mother and unborn child can be addressed. This is a useful time to include a discussion and share knowledge surrounding the nature/nurture debate. There are some videos that can be accessed via this link, but remember to select and preview before your lesson (also introduce LO3):

www.bing.com/videos/search?q=nature+%2f+nurture+debate&FORM=HDRSC3

Tutor hints, tips and teaching aids

Group work exercises and activities

Working in groups, each group is to identify the stages and sequences of child development in each area of development with an identified age range.

For example, one group could look at cognition, speech, language and communication, physical, social and emotional development between the 0-1 year age range, and so on. This activity works best when considering significant milestones in the first 12-14 years of life, from conception to puberty, for example. Learners may find a development wheel useful for signposting stages and sequences of development over the age range. Posters and displays are equally purposeful in consolidation and revision of learning.

Once the stages and sequences have been considered from 0-14 years, the work could be displayed and resources selected that would promote holistic development. Learners could then undertake peer assessment of the selected activities across the age ranges using the areas of learning from the framework as their guide. For example, exploring natural objects in a treasure basket could be the selected activity/experience for babies 0-1 year. A peer assessment checklist could include all of the areas of learning and development for babies of that age range and be used by learners as they think about how playing with natural objects would meet some of these learning goals. This not only helps learners to consider how to support development, but also introduces learning from a holistic approach and in relation to the educational framework.

Links to relevant frameworks in the UK can be found here:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf
www.gov.uk/early-years-foundation-stage

LO4 (4.1, 4.2)

When considering cognitive development, learners must be introduced to neurological and brain development. Consideration of traumatic experiences in the early years and the effect this can have on cognition can be explored. The work of Mine Conkbayir is useful here.

When discussing how to promote each area of development, it will be useful to consider partnership working with parents/carers in relation to child development. Discuss how parents/carers can contribute to learning and development, giving examples. Think about what information is useful and how this can help support the development of the child.

Tutor hints, tips and teaching aids

LO3 (3.1, 3.2), LO2 (2.1, 2.2)

Next, theories can be introduced. A range of theories can be introduced which will also be referred to throughout the different units in these qualifications. Theories that could be considered include but are not limited to:

- Bowlby
- Piaget
- Vygotsky
- Bruner
- Maslow
- Bandura
- Skinner
- Bronfenbrenner.

A class discussion looking at each of the theoretical approaches could highlight how theory has informed practice and how we support teaching and learning.

Timelines and mini presentations could be undertaken by learners in relation to theoretical approaches and the continuing impact and influence from these theories in the context of human development, teaching and learning.

From this, learners can be introduced to nature/nurture and begin to consider factors affecting development. Learners could work in small groups to consider biological and environmental factors and the impact this may have on a child/young person's development, both in the short and long term. Peer group presentations with accompanying factsheets can lead to more discussion and exploration around transition and the needs of children and young people during significant times in their lives.

LO5 (5.1, 5.2)

Recap the stages of social and emotional development, the work of Bowlby and influences around the establishment of the key person for person-centred practice. There is an emotive video that shows a recording made by James and Joyce Robertson that emphasises the role/significance of attachment. This may be useful:

www.thetcj.org/child-care-history-policy/young-children-in-brief-separation-by-james-and-joyce-robertson

These case studies may prove useful for evoking thought, challenging understanding and developing an appreciation for attachment and the effects thereof from both a positive and a negative perspective.

Tutor hints, tips and teaching aids

Scenarios for discussion:

John, aged 17 months, was separated from his mother for 9 days. For two days, John tries to attach himself to a nurse, but because they are not assigned to individual children, no nurse attends to John long enough to understand him and answer his needs. He is not mothered or protected from attacks by the other children. Food and routines are strange, and the father's visits can do little to ease the situation. John becomes increasingly distressed, and eventually sinks into hopeless apathy. At reunion, he rejects his mother.

Lucy, aged 21 months, was separated from her mother for 19 days. Lucy is too young and immature to carry a clear memory of the absent mother and readily accepts the foster mother's care. There are episodes of anxiety and resistive behaviour, but she too 'manages' well within the supportive relationship. At reunion, she returns eagerly to her mother. But there is a problem. During the 19 days, Lucy has become attached to her foster mother.

LO5 (5.1, 5.2) and LO6 (6.1, 6.2)

Summarise the unit by recapping the main aspects covered by the learning outcomes. These have included the following key features:

- Holistic development
- Factors affecting human development
- Biological and environmental influences: introducing nature and nurture
- Theoretical awareness in relation to human development
- Neuroscience and what happens in the early years
- Attachment and factors affecting
- Resilience.

Revise the areas studied earlier in relation to transition and how social and emotional development and positive/strong relationships help to create attachment. Consider the role of the childcare practitioner during transition for children and young people. Introduce resilience and how this is established, transient and fluid during our lives. This can be approached following discussion, definitions and case studies applied in a range of contexts involving children and young people. There are some examples here:

www.gov.uk/government/publications/teaching-approaches-that-help-to-build-resilience-to-extremism-among-young-people

www.pre-school.org.uk/enabling-environments

Be prepared for a key word challenge as the unit is revised and learners are able to consider any areas that they feel less confident with. Allow time for an assessment workshop, allowing learners to access resources and materials to support them as they become familiar with the assessment requirements.

Unit 02: Scheme of work

Lesson	Objective	Teacher activity	Learner activity	Resources	Extension
1	<p>To introduce the unit content.</p> <p>To explore the stages of development from conception to birth.</p>	<p>Lead a discussion around lifestyles.</p> <p>Consider changes that may affect development pre-conception, during pregnancy and beyond.</p>	<p>Discussion.</p> <p>Note taking, question and answer session and research to consider the role of education.</p>	<p>Video links.</p> <p>Textbooks.</p> <p>Internet.</p> <p>Tutor guidance.</p> <p>Class notes.</p>	<p>Read through notes and begin a glossary of key words/terms.</p> <p>Summarise the routine checks and screening programmes during pregnancy.</p>
2-4	<p>To explore developmental stages and sequences from birth to 19 years.</p>	<p>Lead a whole group discussion to consider sequential development in relation to physical, social, emotional, cognitive and language development.</p> <p>Small group work to focus on selected age range – create development wheel, poster/handout or factsheet for display.</p> <p>Encourage learners to plan for holistic development</p>	<p>Contribute to group discussion.</p> <p>Work in small groups to consider developmental stages and holistic development.</p>	<p>Class notes.</p> <p>Tutor guidance.</p> <p>Stages and sequences of development.</p> <p>Textbooks for personal research.</p> <p>Educational research for</p>	<p>Plan a holistic activity for peer presentation next week.</p>

Lesson	Objective	Teacher activity	Learner activity	Resources	Extension
		opportunities for peer presentation.		activity planning to support holistic development. Resources for display. Some useful links are included in Tutor guidance.	
5	To present peer activity work: activities to support holistic development.	Peer presentations.			

Lesson	Objective	Teacher activity	Learner activity	Resources	Extension
6-7	To understand factors affecting human development: biological and environmental factors affecting human development.	<p>Discussion to introduce/ reflect upon nature/nurture.</p> <p>Facilitate small group work for peer group presentations.</p>	<p>Contribute to large and small group work.</p> <p>Research in small groups for peer presentation in following session.</p>	<p>Class notes.</p> <p>Tutor guidance.</p> <p>Resources for small group work.</p>	Prepare for presentation in groups: each group choosing one biological and one environmental factor, build up a resource file from learner presentations.
8-9	To appreciate traditional and current theoretical impact and influence on our knowledge and understanding of human development.	<p>Lead a group discussion to recap and reinforce biological and environmental influence.</p> <p>Use Tutor guidance as a base to introduce traditional and current theory and its influence on our knowledge and understanding of human development.</p> <p>Facilitate small group work to create theoretical timeline and handouts/factsheet production.</p>	<p>Contribute to group discussion.</p> <p>Undertake research exercise in small groups.</p>	<p>Class notes.</p> <p>Tutor guidance.</p> <p>Textbooks.</p> <p>Access to research materials.</p>	Produce/complete handout or factsheet for timeline.

10	To explore current research in relation to neurological and brain development.	<p>Lead discussion.</p> <p>Use images of a healthy brain with early stimulation, consider toxic stress and brain development, and consider deprivation and neurological effects.</p>	<p>Note taking during video.</p> <p>Personal research.</p>	<p>PowerPoint.</p> <p>Textbooks.</p> <p>Video.</p> <p>Handouts.</p>	<p>Read any signposted material from the session.</p> <p>Summarise learning from the unit to date and add to glossary.</p>
11-12	To explore attachment and the role of the childcare professional.	<p>Lead a large group discussion.</p> <p>Review previous knowledge surrounding stages and sequences of human development. Focus on the role of social and emotional development.</p> <p>Link to transition and significant life events – analyse own role and impact on short/long term development. Use case studies to support understanding and appreciation of attachment.</p> <p>Consider alternative provision and the role of</p>	<p>Contribute to large group discussion to recap work on development.</p> <p>Participate in small group work.</p> <p>Research attachment and person-centred practice when working with children and young people in a range of diverse situations.</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Additional reading materials.</p>	<p>Read through any signposted material and summarise.</p>

		attachment.			
13	To examine the concept of resilience.	<p>Lead a large group discussion.</p> <p>Encourage learners to create own definition followed by textbook definition.</p> <p>Consider resilience from a range of diverse perspectives.</p>	Contribute to large and small group work.	<p>Class notes.</p> <p>Tutor guidance.</p>	Summarise learning to date and read through work on resilience. Reflect on self and own approach to resilience: How resilient am I? How do I know? Am I always resilient?
14-15	<p>To consolidate learning.</p> <p>To introduce an assessment workshop.</p>				

Unit 03: Key legislation, policy and procedures

Unit reference	Y/616/8997		Unit level	3
Unit hours	Guided learning	60	Non-guided learning	8
Unit aim	The aim of this unit is to explore key legislation through investigation of policy and procedures applied in the workplace.			

Tutor hints, tips and teaching aids

Introduce this unit by outlining the key aspects included to give learners insight of the overall content. This could be achieved by summarising and discussing the learning outcomes:

- Legislation relevant to early years, childcare and education
- Relationships between legislation, policy and procedure for practice
- Keeping children and young people safe through Health and Safety policies and procedures, including online safety
- Equality and inclusion in practice and the benefits of an inclusive environment
- Safeguarding in the context of child protection.

LO1 (1.1, 1.2)

Introduce this unit with a large group discussion to consider the scope of the unit. It will be useful to ask learners about what they may already know about keeping children and young people safe, the role of legislation and how it is designed to guide and protect. Any contributions that the learners make could be listed and used to move the discussion forward.

It would be helpful to consider the functions of legislation and this may be best achieved by using an example. Health and Safety legislation is typically one piece of legislation that learners may be able to relate to for this exercise.

Tutor hints, tips and teaching aids

The Health and Safety at Work Act 1974:

What is the function of this legislation?

In small groups, learners can think about the following questions and share their responses with the larger group as part of a large group feedback session:

How does this legislation:

- protect and keep children, young people and staff safe?

It would be useful to implement this exercise without personal research into the legislation itself as this will give learners an opportunity to consider what they already know and to apply this in context.

Follow on from the large group discussion to identify key functions of legislation:

- To protect
- To remain compliant
- For safety
- To uphold human rights
- For governance.

A wall display looking at how the identified key functions of legislation are implemented in practice would be useful to show an appreciation of legislation and this display can be revisited and added to throughout the delivery of this unit.

Tutor hints, tips and teaching aids

LO2 (2.1) and introducing LO3 (3.1) – see the guidance for this LO as there may be aspects that you wish to deliver holistically as part of LO2 teaching and learning.

Learners now have an insight into the function of legislation, why we need legislation and how it protects us. The next few sessions will explore the relationship between legislation, policy and procedure. This will be achieved by exploring several pieces of legislation and considering how this is reflected in practice when working with children and young people.

The first task that can be introduced is to explore the different legislation that is key when working with children and young people:

- Health and Safety at Work Act 1974
- Control of Substances Hazardous to Health Regulations 2002 (COSHH)
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- Guide to the UK General Data Protection Regulation (UK GDPR)
- The Equality Act 2010
- Keeping Children Safe in Education 2021
- Children and Families Act 2014
- SEND Code of Practice: 0-25 years
Working together to safeguard children 2018
- The Children Act 1989, 2004, 2006
- Domestic Abuse Act 2021
- 'The Children and Social Work Act 2017'.

Tutor hints, tips and teaching aids

Fact finding small group research: exploring the functions of individual legislation

Learners can work in small groups to consider the functions of the key legislation listed. This is likely to take some time and the following session could be used for group research. A peer presentation or a factsheet (or both) can be developed and the display can be updated to reflect new knowledge, understanding and learning.

Following on from the fact-finding small group research activity, learners can begin to appreciate how the legislation is transferred into practice when working with children and young people. Explore the relationship between legislation, policy and procedure through a large group activity. Again, Health and Safety is a topic that learners may best relate to and one that they have also discussed as part of their unit work to date.

Health and Safety legislation: policy and procedure cards activity

Label a sheet of A4 paper with the full title of the legislation: Health and Safety at Work Act 1974.

On a separate piece of paper, write out the policy associated with this Act: Health and Safety Policy.

On separate smaller strips of card/paper, write down all of the procedures associated with this Act. Learners could help to create these procedures beforehand too.

Distribute the paper/cards/strips amongst the group. Ask the learner holding the legislation to come and stand at the front of the class. Next, the learner holding the policy can join the learner at the front and use string or wool to join the legislation to the policy. Next, invite learners to join the line and connect with string/wool until all of the procedures are connected. Transfer this to the display, showing the hierarchy of legislation-policy-procedure. Discuss the relationship with learners before asking them to discuss the different procedures and what they mean in practice: how they fulfil the functions of legislation. As a large group, a factsheet can be produced which will become a useful inclusion for a policy and procedure resource file. This exercise can be repeated for all of the key pieces of legislation in small groups so that each group can look at the relationship between a specific piece of legislation, policy and procedure and this can be shared with the larger group and a factsheet produced before being displayed. Learners will soon have a useful resource file that helps them to understand key legislation and how it is applied when working with children and young people.

There are several sites that may also support learners' understanding. Always consider the suitability and trustworthiness of the information. For example, the government website www.gov.uk is one that will be useful for ensuring the information is up to date.

Tutor hints, tips and teaching aids

To consolidate the work so far regarding what legislation is and how this is applied in the context of working with children and young people, it will be useful to have a policy research session. Learners can download sample policies as examples for each key legislation being considered and these can be summarised in terms of the role of the professional childcare practitioner and kept in the resource file. It will also be useful to invite a guest speaker into the class now too, to give some examples of policies applied within practice. Discuss how these are followed and the requirements for compliance, including reporting, tracking and monitoring functions as appropriate. If a guest speaker cannot be arranged, learners may wish to compile questions that can be shared with a childcare professional within an interview situation (learners, working in pairs, may attend a setting for one session, for example, to share their questions with a childcare professional, collate their responses and share with their peers).

LO3 (3.1, 3.2)

Learners may well have considered online safety in the previous sessions, but it would be useful to dedicate a further session to this aspect of health and safety to ensure learners appreciate any risk associated with online media. As a large group, discuss the different forms of online activity that children and young people may access before analysing this in terms of risk/benefit. Look at and discuss policy statements that settings working with children and young people follow. Encourage learners to think about how they keep themselves safe and the responsibilities of the professional childcare practitioner in relation to online safety/social media. Some useful links include:

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

[www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/?utm_source=google&utm_medium=cpc&utm_campaign=GEN - Safety - \[BMM\]&utm_term=safety_child&gclid=EAlaIqobChMI2qHYif7I3AIVzp3tCh2bbgwQEAAAYASAAEgLuH_D_BwE&qclsrc=aw.ds](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/?utm_source=google&utm_medium=cpc&utm_campaign=GEN-Safety-[BMM]&utm_term=safety_child&gclid=EAlaIqobChMI2qHYif7I3AIVzp3tCh2bbgwQEAAAYASAAEgLuH_D_BwE&qclsrc=aw.ds)

In the policy and procedure activity, small group work would have typically included the following aspects; take some time to recap and ensure that all learners feel confident in their understanding of procedures in place to support the following:

- managing risk/risk assessment
- hygiene best practice
- fire and evacuation
- safe handling of medication
- missing person
- explosion
- threat of terrorism
- lock down.

Tutor hints, tips and teaching aids

LO4 (4.1-4.3) is concerned with equality and inclusion in practice. It would be useful to recap the intentions of the Equality Act 2010 to help to focus learners. This easy read guide may be a useful key fact summary:

assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85012/easy-read.pdf

Learners will also find it useful to explore the following key terms in line with legislation, policy and procedure to develop a glossary with a brief outline for reference:

- diversity
- fairness
- inclusive practice
- special educational needs and disability
- ethics and values for person-centred practice
- types of discrimination.

Spend time looking at each of the key terms identified. Case studies may help to raise learners' awareness and some ideas for further activities are listed below.

In small groups, learners could look for examples of:

- how the media may stereotype individuals
- medical and social models of disability and how this can affect public perception
- how indirect discrimination may affect career progression
- how bullying can affect holistic development.

Tutor hints, tips and teaching aids

Follow this with a large group discussion before moving on to discuss the effects of inequality in both the short and long term for children and young people. Role play situations may be useful here. Learners could consider a situation and decide what the potential concerns are and how to respond to support the child/young person. There are some examples included below:

Josh, aged 14 years, does not enjoy sport at the school and chooses to be excused whenever he can. His peers have started to make negative comments about his attitude, calling him lazy. Josh has started to withdraw from his friends and his attendance is starting to be affected.

Izzy, aged 3 years, has cerebral palsy. Parents at the nursery where Izzy attends have asked to speak to the nursery manager as they feel their own children will be held back by the care Izzy requires.

Jerome, aged 16 years, has mild learning difficulties. He is finding it difficult to find any employment. He would like to work in a hotel.

The role plays could be discussed by learners in their small groups and then shared with peers for further discussion.

Tutor hints, tips and teaching aids

In the next session, consider the benefits of an inclusive environment and how this can be achieved when working with children and young people. In particular, refer to the following aspects:

- holistic development
- well-being
- sense of belonging
- opportunity and choice
- social inclusion
- engagement
- motivation
- ambition.

LO5 (5.1-5.5) is concerned with safeguarding in the context of child protection. This is a very sensitive subject area and Tutors must, of course, be mindful of this as they discuss the content.

Begin this session with a large group discussion that lists types of abuse, to include:

- physical
- emotional
- sexual
- neglect.

Use a Child Safeguarding Practice Review (or reviews) to raise an awareness of the signs, symptoms and behaviours that are indicators of concern. Child Safeguarding Practice Reviews are easily accessible. This could be undertaken as a large group discussion with resources prepared, or as small group work and shared.

Ensure that discussions give learners opportunity to consider the role of legislation and statutory guidance. One activity that learners may find useful is creating a flowchart to identify their actions and responsibilities following concerns or disclosure. The flowchart will be a useful reference tool to support legislation, policy and procedures for safeguarding children and young people, as well as protecting self.

When considering the effects of abuse, consider this together as a large group. Again, it may help to use a case study to explore short and long-term effects following abuse before exploring strategies to:

- strengthen resilience
- build relationships
- strengthen communication
- build social connections.

Tutor hints, tips and teaching aids

It would be beneficial to invite a guest speaker to come along to talk about strategies and where this is not possible, the NSPCC, Barnardo's and Mind provide useful resources and materials for further exploration.

To draw this unit to a close, recap and revisit the main aspects covered and spend time discussing and clarifying any questions that learners may have before allocating time for an assessment workshop.

Unit 03: Scheme of work

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
1	To introduce the unit content and assessment.	<p>Provide an overview of the aim and topics covered within the unit:</p> <ul style="list-style-type: none"> • Legislation relevant to early years, childcare and education • Relationships between legislation, policy and procedure for practice • Keeping children and young people safe through health and safety policies and procedures, including online safety • Equality and inclusion in practice and the benefits of an inclusive environment • Safeguarding in the context of child protection. <p>Establish dates and arrangements for assessment.</p>	<p>Listen, take notes and ask questions.</p> <p>Read through unit content and assessment expectations.</p> <p>Reflect on prior knowledge and contribute to discussions in relation to topic areas.</p>	Syllabus/unit and assessment criteria.	Reflect on unit content and assessment requirements.

<p>2-3</p>	<p>To appreciate the functions of key legislation in relation to working with children and young people.</p>	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion in relation to key legislation.</p> <p>Use Health and Safety legislation as a model for exploring functions of legislation, including:</p> <ul style="list-style-type: none"> • to protect • to remain compliant • for safety • to uphold human rights • for governance. <p>Facilitate small group work using Health and Safety legislation as an example: the Health and Safety at Work Act 1974: what is the function of this legislation?</p> <p>In small groups, learners can think about the following questions and share their responses with the larger group as part of a large group feedback session and create a</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussions.</p> <p>Engage in small group activity. Share outcomes with the whole group.</p> <p>The Health and Safety at Work Act 1974: what is the function of this legislation?</p> <p>In small groups, learners can think about the following questions and share their responses with the larger group as part of a large group feedback session: how does this legislation:</p> <ul style="list-style-type: none"> • protect and keep children, young people and staff safe? 	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Resources for small group activity and for display.</p>	<p>Develop glossary of key terms.</p> <p>Ensure display is complete.</p>
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		display with the findings.	It would be useful to implement this exercise without personal research into the legislation itself as this will give learners an opportunity to consider what they already know and to apply this in context.		
4-5	To know about key legislation for work with children and young people.	<p>Introduce aims and objectives.</p> <p>Lead a discussion around key legislation relevant to working with children and young people</p> <p>Facilitate a fact-finding activity from Tutor guidance – fact finding small group research: exploring the functions of individual legislation.</p>	<p>Listen, take notes and ask questions.</p> <p>Engage in small group activity for fact finding exercise.</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – textbooks, Internet.</p>	Prepare factsheets for class resource file.
6	To understand the relationship between legislation, policy and procedure.	<p>Introduce aims and objectives.</p> <p>Introduce the activity from Tutor guidance – Health</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussions.</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Resources for</p>	Find and summarise policies for associated key legislation when working with children and young people.

		<p>and Safety legislation: policy and procedure cards activity.</p> <p>Facilitate whole group activity to actively explore the relationship between legislation, policies and procedures.</p>	Engage in whole group activity.	whole group activity – cards identifying legislation, policies and procedures.	
7	To consider the roles and responsibilities of the professional childcare practitioner.	<p>Introduce aims and objectives.</p> <p>Consider the following areas in context of the role of the childcare professional:</p> <ul style="list-style-type: none"> • managing risk/risk assessment • hygiene best practice • fire and evacuation • safe handling of medication • missing person • explosion • threat of terrorism • lock down. 	<p>Take notes and ask questions.</p> <p>Small group work to consolidate understanding of the procedures involved.</p>	<p>Tutor guidance.</p> <p>Class notes.</p>	Read through unit notes to date and revise the policies summarised for next session.
8	To explore policies and procedures used when working with children and young people.	<p>Introduce aims and objectives.</p> <p>Large group discussion identifying policies.</p>	<p>Listen, take notes and ask questions.</p> <p>Share summaries.</p>	<p>Class notes.</p> <p>Tutor guidance.</p>	Prepare questions for guest speaker or interview in sector: policies and procedures – implementation and complexities.

		Look at examples and share summaries.			
9	Guest speaker/interviews followed by discussion and summaries.				
10-11	To explore equality and inclusive practice.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion to explore key terms:</p> <ul style="list-style-type: none"> • diversity • fairness • inclusive practice • special educational needs and disability • ethics and values for person-centred practice • types of discrimination. <p>Facilitate small group activity focused with case studies/role play – see Tutor guidance for examples.</p> <p>Move on to consider the benefits of an inclusive environment and how this can be achieved when working with children and</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussions.</p> <p>Engage in small group activity. Share outcomes with whole group.</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Resources for small group activity – case studies/role play from Tutor guidance.</p> <p>Equality Act – easy read.</p>	Read through handout Equality Act easy read.

		<p>young people. In particular, refer to the following aspects:</p> <ul style="list-style-type: none"> • holistic development • well-being • sense of belonging • opportunity and choice • social inclusion • engagement • motivation • ambition. 			
12-13	To understand safeguarding in the context of child protection.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion to consider safeguarding in the context of child protection.</p> <p>Introduce key areas of abuse, to include:</p> <ul style="list-style-type: none"> • physical • emotional • sexual • neglect. <p>Consider Child Safeguarding Practice Reviews in large or small groups as appropriate.</p> <p>Create a flowchart to</p>	<p>Listen, take notes and ask questions.</p> <p>Engage in large and small group activity.</p>	<p>Tutor guidance.</p> <p>Class notes.</p>	<p>Reflect on the role of legislation for child protection.</p>

		identify action. Develop strategies. Invite guest speaker or explore resources from appropriate source.			
14-15	To revise learning. To lead assessment workshops to introduce and focus upon the assessment of learning.				

Unit 04: Statutory educational frameworks



Unit reference	D/616/8998		Unit level	3
Unit hours	Guided learning	60	Non-guided learning	8
Unit aim	The aim of this unit is to raise an understanding of educational frameworks and how they are applied to optimise opportunity for children and young people.			

Tutor hints, tips and teaching aids

Introduce this unit with a discussion around the main aspects for delivery by outlining the key aspects included to give learners insight of the overall content. This could be achieved by summarising and discussing the learning outcomes:

- Statutory educational requirements for children and young people
- Relevant legislation and statutory guidance
- The Early Years Foundation Stage (EYFS)
- The National Curriculum (NC)
- Diverse range of educational provision
- The role of regulatory provision.

LO1 (1.1-1.4)

Learners can be introduced to this unit with a large group discussion to consider new terminology, such as:

- curriculum
- framework
- assessment.

A useful way of introducing curriculum may be to consider this in a range of contexts; for example:

- curriculum plans for syllabus delivery
- following a history curriculum
- working as a Head of Curriculum
- a National Curriculum
- an Early Years Framework
- assessment that is ongoing/formative
- assessment that is summative/synoptic.

Tutor hints, tips and teaching aids

Allow learners time to consider the new terminology, encourage a small group activity to find references and finally, share out or give access to the NC (primary and secondary) as well as the EYFS and give learners the opportunity to read through and summarise these documents:

- aims, objectives and principles
- subject areas.

The work produced can be used for an informative wall display. Follow on from this by exploring organisational structures in each setting, to include:

- staffing and a brief overview of their role
- main subject areas and an outline of the expectations at specific ages/stages.

Follow this with a discussion around alternative provision and post-compulsory education to look at opportunities, and compare and contrast the aims, objectives and underlying principles.

Discuss how legislation keeps children safe in educational settings (some revision here of U3 if that has been studied already). Extend the discussion to look at how children are safeguarded in early years settings, schools and childminding settings, and for those children that are looked after and those that are home schooled. This may be a useful research session for learners working in pairs or small groups to find out more and bring back to share with their peers. Following the peer discussion, raise the need for pastoral/welfare regard, enrichment and employability skills. It is also a useful time to consider educational reform and how technical education, Skills Plan and apprenticeships are being developed with Trailblazer groups and the involvement of employers, for example.

To consolidate delivery around pastoral/welfare needs, case studies may help. There are some examples below:

Cassie is 3 years old and attends the local nursery school. List the policies that are in place to keep Cassie safe and well. Use a diagram (Cassie in the middle) to identify the policies that will keep her safe and well at nursery.

Jon is 15 years old and attends the local secondary school. List the policies that are in place to keep him safe and well and help him to make well-informed decisions about his future.

Tutor hints, tips and teaching aids

LO5 (5.1)

Now is a good opportunity to discuss the role of Ofsted. Learners can undertake some research across a range of inspection reports to be able to appreciate the role of Ofsted in various situations. There are two scenarios here that may also help:

Jen is looking for a private day nursery for her 10 month old son Zack. How could Ofsted reports support her in her decision making?

Look up three Ofsted reports for private nursery provision and discuss.

Samina and Jake are twins aged 6 years. They will be starting school soon in a new area. Samina will attend a special school and Jake will attend his local primary school. How can Ofsted reports help Samina and Jake's parents to make well-informed decisions?

Look at two Ofsted reports from each type of school provision and discuss.

LO2 (2.1-2.5) and LO3 (3.1-3.3)

The next few sessions will focus on practical workshops. The workshops will help learners to make sense of the NC and the EYFS through practical activity planning.

Learners can use the EYFS/NC to work in small groups to develop practical ideas and activities/experiences that are focused on a specific area of learning or development. Learners should identify any intended learning/assessment requirements. The next session will be a practical opportunity carousel, allowing learners to visit each activity and consider intended learning. Feedback will be left at each practical activity session and learners will later reflect on feedback and make recommendations for change. Learners will then share their summaries as part of a large group.

Monitoring, tracking outcomes and planning for children are established stages in any teaching and learning process. Lead a group discussion on how observation of children can support planning. Consider how this works in practice and use the role of the key person in the EYFS to support and consolidate learning. Use the following questions to prompt learners and to move the discussion forward:

- What can observations tell childcare practitioners about children's needs, interests and stage?
- How can observations be used in practice to support learning, development and well-being?

Tutor hints, tips and teaching aids

Next, consider assessment in educational frameworks. Why do we need assessment? How are children assessed through the EYFS/NC? How is assessment tracked and applied in practice to support development?

Spend time considering different types of assessment the learner may have experienced and how this made them feel. Look for media articles that consider assessment for very young children and discuss views of the professionals, analyse these views and discuss.

Spend time considering the key aspects of the unit and spend time revising and recapping key content in preparation for assessment. Learners should be encouraged to raise any questions before discussing the assessment requirements. Allocate sufficient time for revision and assessment workshops as appropriate.

Unit 04: Scheme of work

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
1	To introduce the unit content and assessment.	<p>Provide an overview of the aim and topics covered within the unit:</p> <ul style="list-style-type: none"> • Statutory educational requirements for children and young people • Relevant legislation and statutory guidance • The Early Years Foundation Stage (EYFS) • The National Curriculum (NC) • Diverse range of educational provision • The role of regulatory provision. <p>Establish dates and arrangements for assessment.</p>	<p>Listen, take notes and ask questions.</p> <p>Read through unit content and assessment expectations.</p> <p>Reflect on prior knowledge and contribute to discussions in relation to topic areas.</p>	Syllabus/unit and assessment criteria.	Reflect on unit content and assessment requirements.

2	To introduce curriculum and framework as terms in an educational setting.	Lead discussion. Facilitate role play.	Definitions and perceptions of curriculum. Explore the EYFS and the NC. Plan and develop wall display.	Class notes. Tutor guidance. Resources for display.	Find references for curriculum, NC and EYFS and develop wall display.
3-5	To understand the aims and objectives of curriculum and frameworks for learning.	Introduce aims and objectives. Lead a whole group discussion to consider the ethos, mission and principles underlying the EYFS and the NC. Facilitate small group work to consider post-compulsory study options and alternative provision.	Take notes and ask questions. Contribute to whole group discussions. Engage in small group activity to consider learning opportunities in the EYFS and NC at specific key stages, post-compulsory and alternative provision.	Tutor guidance. Class notes. Resources for small group activity and access to the EYFS and NC.	Summarise aims of the EYFS and NC.
6	To appreciate key legislation for work with children and young people.	Introduce aims and objectives. Lead a discussion around key legislation relevant to working with children and	Listen, take notes and ask questions. Engage in small group activity.	Tutor guidance. Class notes.	Review factsheets for class resource file developed in U3 or research key legislation if not yet studied.

		<p>young people and, if already studied, consider legislation from U3.</p> <p>Use the scenarios to help consolidate learning in a range of situations.</p>			
7	To understand the relationship between legislation, policy and procedure.	<p>Introduce aims and objectives.</p> <p>Introduce the activity from Tutor guidance – Health and Safety legislation: policy and procedure cards activity.</p> <p>Facilitate whole group activity to actively explore the relationship between legislation, policies and procedures.</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussions.</p> <p>Engage in whole group activity.</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Resources for whole group activity – cards identifying legislation, policies and procedures.</p>	Find and summarise policies for associated key legislation when working with children and young people.
8	To consider the role of Ofsted.	<p>Introduce aims and objectives.</p> <p>Lead discussion on the role of regulatory bodies: why we need them, how they support/benefit. Use case studies to support understanding.</p>	<p>Take notes and ask questions.</p> <p>Small group work to consolidate understanding. Facilitate, feedback and share.</p>	<p>Tutor guidance.</p> <p>Class notes.</p>	Look at the role of Ofsted by considering the inspection framework in early years, primary, secondary and post-compulsory settings.

9-11	To understand learning opportunities in frameworks and curricula.	<p>Introduce aims and objectives.</p> <p>Practical workshop preparation.</p> <p>Large group and small group work.</p> <p>Facilitate peer group presentations.</p>	<p>Listen, take notes and ask questions.</p> <p>Work in small groups to plan, implement/lead and review a range of activities/ experiences across the EYFS and the NC.</p>	<p>Class notes.</p> <p>Tutor guidance.</p>	Reflect and summarise.
12	To explore methods of monitoring, tracking and recording for learning, making effective use of assessment.	<p>Large group discussion – assessment and how learners felt – reflection, and small group work.</p> <p>Identify the assessment opportunities in the framework/curricula.</p>	<p>Reflective exercise.</p> <p>Small group work.</p> <p>Feedback.</p>	<p>Class notes.</p> <p>Tutor guidance.</p>	<p>Research professional and public perception involving assessment.</p> <p>Prepare questions for guest speaker.</p>
13	Guest speaker/interviews followed by discussion and summaries.				
14-15	<p>To revise learning.</p> <p>To lead assessment workshops to introduce and focus upon the assessment of learning.</p>				

Unit 05: Play and learning

Unit reference	H/616/8999		Unit level	3
Unit hours	Guided learning	60	Non-guided learning	8
Unit aim	The aim of this unit is to explore approaches to play and the impact of play for learning, well-being and holistic development for children and young people.			

Tutor hints, tips and teaching aids

Introduce this unit with a discussion around the main aspects for delivery by outlining the key aspects included to give learners insight of the overall content. This could be achieved by summarising and discussing the learning outcomes:

- Play
- Types of play
- Benefits of play
- The role of the Playworker
- Theoretical play
- Play opportunities as well as play deprivation.

LO1 (1.1-1.5) and LO4 (4.1, 4.2)

Consider what play means from a range of viewpoints:

- own viewpoint
- a young child's viewpoint
- a childcare professional's viewpoint
- other adult viewpoint
- young person viewpoint.

Follow this with a reference activity. Learners can work in pairs to find definitions for play from a range of sources and use these to contribute to a class display. Encourage learners to use a range of sources for their references.

Tutor hints, tips and teaching aids

LO3 (3.1)

In the next sessions, learners can begin to explore play through practical workshops. Introduce the following types of play through discussion, videos and learner research. Follow this with practical play workshops. The play areas can be introduced through discussion and then explored through creative practical workshops. Follow this activity with an overview of theoretical contributions to play.

LO2 (2.1-2.3)

Play areas to be discussed and explored to include:

- malleable
- heuristic
- manipulative
- physical
- creative
- imaginative.

Follow this session with a large group discussion to introduce the impact of theory and approaches to play as listed in the unit specification. Learners can work in small groups to research and feedback. Spend some time looking at the role of a Playworker – look at job descriptions and use this to prepare questions for the next session when a guest speaker would enhance knowledge and understanding of play. Extension learners can consider children's right to play.

Areas to include:

- Children's rights to play (UN Convention)
- Play Principles
- approaches and influences of The Forest School
- Steiner Waldorf
- Montessori
- Reggio Emilia.

Theoretical contributions to include:

- Hutt (epistemic and ludic play)
- Hughes (typology and characteristics of play)
- Bruce (features of play)
- Moyles (spiral of learning)
- Lester and Russell (resilience, play and being well in the moment and over time)
- Nutbrown (schemas, creative positive thinking and problem solving).

Tutor hints, tips and teaching aids

In the next few sessions, the value of play for children and young people can be introduced. Explore the role of play in childhood and discuss the changes in how children play. Reflections from others may help to stimulate learning in this session. Continue by looking at confidence, self-esteem and therapy. Investigate play opportunities such as planned, spontaneous, 'in the moment' planning, schemas, adventure playgrounds, beach and park, for example. Introduce concepts of risky play and resilience.

Schemas: schematic recognition

Schemas can be described as patterns in children's play, thinking and language of learning. These early patterns become more complex as children begin to co-ordinate their actions, growing in both knowledge and skill from their experience.

Athey, (1990), in Nutbrown, (1994), p.11 describes a schema in the following way:
'a pattern of repeatable behaviour into which experiences are assimilated'

Athey identified different schemas that may be recognised in children's play, including:

- Vertical (up and down)
- Back and forth/side to side
- Circular
- Over and under
- Enveloping and containing

Something to think about:

Observe how babies and young children play and consider any schematic development that is happening.

Talk your placement mentor/supervisor about planning for schematic development or even observing a child/group of children at play.

'In the moment' planning

Early years staff must value children's play and all that it has to offer for young children. Observing children at play can open up opportunities for 'in the moment' planning. The skilled early years practitioner will be perceptive and appreciative to opportunities during children's play to extend and expand children's play, development and learning and when to stand back, when to maximise spontaneous opportunities for deeper experiences and how to intervene sensitively so as not to interrupt child-initiated play.

Tutor hints, tips and teaching aids

Something to think about:

Observe early years staff and identify any opportunities for 'in the moment' planning
Think about your own role and identify how you might plan 'in the moment'.

Wider reading and references:

Nutbrown, C., (1994), Threads of Thinking, London: Paul Chapman
Lester and Russell, (2008), Play for a Change, London: Play England

It would be useful to visit a play environment for consolidation. Allow learners time to consider play deprivation and holistic development.

Allow learners time to review and revise and ask questions before an assessment workshop is arranged.

Unit 05: Scheme of work

Lesson	Objective	Tutor activity	Learner activity	Resources	Extension
1	To introduce the unit content and assessment.	<p>Provide an overview of the aim and topics covered within the unit:</p> <ul style="list-style-type: none"> • Play • Types of play • Benefits of play • The role of the Playworker • Theoretical play including schemas • Play opportunities as well as play deprivation. <p>Establish dates and arrangements for assessment.</p>	<p>Listen, take notes and ask questions.</p> <p>Read through unit content and assessment expectations.</p> <p>Reflect on prior knowledge and contribute to discussions in relation to topic areas.</p>	Syllabus/unit and assessment criteria.	Reflect on unit content and assessment requirements.
2	To explore viewpoints and perceptions of 'play'.	<p>Lead discussion</p> <p>Facilitate small group work.</p>	<p>Contribute to large group discussion.</p> <p>Participate in small group activity.</p> <p>Create display.</p>	<p>Class notes.</p> <p>Tutor guidance.</p> <p>Resources for research and display.</p>	Develop wall display.

3-6	To explore diverse types of play.	<p>Introduce aims and objectives.</p> <p>Lead a whole group discussion around types of play.</p> <p>Introduce theory.</p> <p>Facilitate practical play opportunities.</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussions.</p> <p>Plan for practical workshop.</p> <p>Create timelines for theory/ influential approaches to play and add to wall display.</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Resources for small group activity.</p> <p>Resources for practical workshop.</p> <p>Research materials.</p>	Reflect on practical workshop.
7	To understand the impact of theory to our knowledge of play.	<p>Introduce aims and objectives.</p> <p>Lead a discussion.</p> <p>Facilitate group work and peer presentation.</p>	<p>Listen, take notes and ask questions.</p> <p>Engage in group discussion.</p> <p>Contribute to small group work.</p> <p>Feedback.</p> <p>Create factsheet for peers.</p>	<p>Tutor guidance.</p> <p>Class notes.</p> <p>Resources for small group work.</p>	<p>Review factsheets.</p> <p>Prepare questions for guest speaker: Playworker.</p>

8	Guest speaker.				
9-10	To consider benefits of play in a range of different situations.	Introduce aims and objectives. Lead discussion to consider benefits to play. Facilitate small group work to look at benefits of play in different situations.	Take notes and ask questions. Contribute to large and small group work. Feedback. Share learning through peer presentations.	Tutor guidance. Class notes. Resources for small group work.	Summarise learning from class.
11	To visit a play opportunity such as a beach or adventure playground.				
12	To analyse play experiences.	Lead reflective exercise and summarise learner viewpoints. Facilitate display.	Contribute to large group work and display work.	Class notes. Tutor guidance. Resources for display.	Revise unit coverage and identify any areas that require clarity prior to assessment.
13-15	To revise learning. To lead assessment workshops to introduce and focus upon the assessment of learning.				

Section 3: Assessment and quality assurance information

Assessment guidance

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.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

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 a Tutor/Teacher/Assessor: <ul style="list-style-type: none"> by a Tutor/Teacher/Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles 	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 CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes
<p>* Expert witness testimony should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. 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:</p> <ul style="list-style-type: none"> • 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. <p>** Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in these qualifications are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the secure website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the Centre conform to the SSC or CACHE assessment requirements for the **unit** they are assessing or quality assuring.

Assessment strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions.
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Section 4: Documents

Useful documents

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

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

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

- Evidence Record
- Record of Assessment Cycle
- Unit Submission Form

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

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

The forms and guidance documents are included within **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

Unit Submission Form (Award)

Level 3 Applied General Award for Early Years, Childcare and Education

You must complete this form and attach it to your assessment on submission. The unit assessment will not be accepted without this form.

Learner
Name:
PIN:
Site/Centre no.

Learner declaration

Unit –

I declare that this is my own work and I understand that any grades are provisional until internal moderation has taken place.

Learner signature:

Date:

Comments: refer to assessment of learning

--

Signatures

Tutor:	Date:
Internal Quality Assurer signature: <i>(if chosen for sample)</i>	Date:

Unit Submission Form (Cert)

Level 3 Applied General Certificate for Early Years, Childcare and Education

You must complete this form and attach it to your assessment on submission. The unit assessment will not be accepted without this form.

Learner
Name:
PIN:
Site/Centre no.

Learner declaration

Unit –

I declare that this is my own work and I understand that any grades are provisional until internal moderation has taken place.

Learner signature:

Date:

Comments: refer to assessment of learning

--

Signatures

Tutor:	Date:
Internal Quality Assurer signature: <i>(if chosen for sample)</i>	Date:

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Qualification title and reference numbers:

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