



# Qualification Specification



## Qualification summary

<b>Qualification title</b>	<b>NCFE CACHE Level 3 Alternative Academic Qualification in Education and Early Years (Extended Certificate)</b>
<b>Ofqual qualification number (QN)</b>	610/6222/4
<b>Guided learning hours (GLH)</b>	375
<b>Total qualification time (TQT)</b>	417
<b>Minimum age</b>	16
<b>Qualification purpose</b>	<p>This qualification is designed to support progression to higher education and to sit alongside other programmes that would form a two-year course of study.</p> <p>This qualification focuses on an applied study of the education and early years sector and learners will gain a broad knowledge and understanding of working in the sector.</p>
<b>Grading</b>	Not yet achieved/pass/merit/distinction/distinction*
<b>Assessment method</b>	<p>Externally set and externally marked:</p> <ul style="list-style-type: none"> <li>Examined assessment (EA): written examination includes the following content areas: <ul style="list-style-type: none"> <li>Human development and conception</li> <li>The role of the education and early years practitioner</li> </ul> </li> </ul> <p>Externally set, internally marked, and externally quality assured:</p> <ul style="list-style-type: none"> <li>non-exam assessment (NEA) 1: includes the following content area: <ul style="list-style-type: none"> <li>Key legislation, policy and procedures: report</li> </ul> </li> <li>NEA 2: extended writing assessment <ul style="list-style-type: none"> <li>Statutory educational frameworks</li> <li>Play and learning</li> </ul> </li> </ul>
<b>Work/industry placement experience</b>	Work/industry placement experience is recommended but not required.
<b>UCAS</b>	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
<b>Performance points</b>	Please check the performance points data produced by the Department for Education (DfE) and available online.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is XXX/XXXX/X.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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## Section 1: introduction

Please note this is a draft version of the Qualification Specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

### Aims and objectives

The core aim of this qualification is to support progression to higher education.

This qualification aims to:

- focus on the study of education and early years
- offer breadth and depth of study, incorporating a key core of knowledge and theoretical content with broad ranging applicability
- provide opportunities for learners to understand how to implement practical skills in education and early years

The objectives of this qualification are to:

- progress to further and higher education
- become more familiar with legislation relevant to education and early years
- develop learners' knowledge of education and early years and its underpinning theories

### Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

### Guidance for entry and registration

This qualification is designed for learners who are at least 16 years old. We do not set any other entry requirements, but centres may have their own guidelines.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the knowledge and understanding within the content areas of the qualification and complying with the relevant literacy, numeracy, and health and safety requirements.



Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

## Achieving this qualification

To achieve this qualification, learners must successfully demonstrate their achievement of the knowledge and understanding of the content areas as detailed in this Qualification Specification and the assessments within the table below.

<b>Guided learning hours (GLH)</b>	375 (includes 1 hour 30 minutes examined assessment (EA) and 25 hours non-examined assessment (NEA) hours)
<b>GLH breakdown</b>	<p>The completion time for the EA is 1 hour 30 minutes which includes the following content areas:</p> <ul style="list-style-type: none"> <li>• The role of the education and early years practitioner</li> <li>• Human development and conception</li> </ul> <p>The completion time for NEA 1 is 9 hours (includes 3 hours supervised research time with 6 hours supervised assessment time) which includes the following content area:</p> <ul style="list-style-type: none"> <li>• Key legislation, policy and procedure</li> </ul> <p>The completion for NEA 2 is 16 hours (includes 5 hours supervised research time with 11 hours supervised assessment time) which includes the following content areas:</p> <ul style="list-style-type: none"> <li>• Statutory educational framework</li> <li>• Play and learning</li> </ul>
<b>Examined assessment (EA)</b>	Weighting is 40% Externally set and externally marked written examination
<b>Non-exam assessment (NEA) 1</b>	Weighting is 20% Externally set, internally marked and externally quality assured report
<b>Non-exam assessment (NEA) 2</b>	Weighting is 40% Externally set, internally marked and externally quality assured extended writing assessment

Please refer to the list of content areas in appendix A or the content area summaries in section 2 for further information.

## Progression

Learners who achieve this qualification could progress to the following:

- higher education:
  - childhood studies
  - early years studies
  - community, youth, and families
  - child and adolescent studies





- teaching
- education studies

## Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate content areas.

## Work/industry placement experience

Work/industry placement experience is recommended but not required.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification uses a combination of internal assessment, external quality assurance and external assessment.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Non-exam assessment (NEA)

The NEAs within this qualification are externally set, internally marked and externally quality assured.

The NEAs consist of two assignments that are 60% of the qualification:

- NEA 1:
  - report assessment
- NEA 2:
  - extended writing assessment



The NEA will assess the learner's ability to respond to complex and novel situations, drawing on knowledge from specific content areas. Learners should not undertake the NEA until all content areas have been delivered to ensure successful completion.

The NEA encourages the learner to combine elements of their learning and demonstrate accumulated knowledge and understanding. It enables them to show their ability to integrate and apply knowledge, understanding, and skills with both breadth and depth. Additionally, it requires them to demonstrate their capability across all assessed content areas.

The NEA is internally assessed work and should be completed by the learner in accordance with the guidance outlined in this section of the Qualification Specification. Information on delivery guidance and assessment hours for the internal assessment will be available in the NEA brief. To support with this, we have also created a sample NEA brief, which is available on the qualification page under support materials. A representative number of assessment hours should be timetabled into the scheme of work to cover the sample NEA brief. The internally assessed NEA hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the tutor.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work and must be authenticated and attributable to the learner. The teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the NEA will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internally assessed NEA component is based on coverage of the qualification content areas, which are assessed holistically against descriptors to achieve a grade.

## **Examined assessment (EA)**

EAs are set and marked by NCFE. The assessment assesses learners' knowledge and understanding of the content areas of this qualification.

Centres must:

- not assess, internally quality assure or otherwise access or review any EA materials or learner responses at any time
- adhere to the required exam regulations at all times

The EA is 40% of the qualification and consists solely of:

- set date and time (invigilated) – NCFE specifies the exact date and time that the external assessment must be administered in the centre

The completion time for the written EA is 2 hours which includes the following content areas and is administered under specified assessment conditions:

- Human development and conception
- The role of the education and early years practitioner



For further information, centres should refer to the Regulations for the Conduct of External Assessment, and Qualification-Specific Instructions for Delivery (QSID) documents available on the NCFE website.

The EA material will be sent out by NCFE. Assessment materials must be kept secure at all times.

You must return all EA materials and partially or fully completed learner work to NCFE within one working day of the external assessment taking place or the final timetabled supervised/invigilated session.

## **External quality assurance**

Summatively assessed and internally quality assured grades for completed NEA must be submitted via the NCFE Portal, prior to an external quality assurance review taking place. Following the external quality assurance review, the NEA grades will either be accepted and banked by your external quality assurer (EQA) or, if they disagree with the grades, they will be rejected. More detailed guidance on this process and what to do if your grades are rejected can be found in the Support Handbook and on the NCFE website.

## **Enquiries about results**

All enquiries relating to learners' results must be submitted in line with our Enquiries about Results and Assessment Decisions Policy, which is available on the NCFE website.

## **Assessment windows**

This qualification includes externally set and internally assessed content areas with set assessment windows from NCFE.

Centres will need to book the assessment windows for year 1 and year 2. Submissions should take place during the registration period following the centre's timeframe. NCFE advise that learner registrations should be made timely.

Centre administration, including registrations, must be up to date and not negatively impact on an EQA sample being selected prior to a review. Failure to provide timely registrations may result in the EQA issuing an action.

Centres able to register their learners, should make assessment bookings as soon as they are formally approved, and registrations open for the academic year. Learner registrations and entries will have to be made by the scheduled cut off dates.

## **Not yet achieved grade**

A result that does not achieve a pass grade will be graded as a not yet achieved grade.

## **External assessment conditions**

To access the external assessment, centres must ensure that learners are booked for the external assessment through the NCFE online assessment platform as appropriate.





Please refer to the External Assessment Timetable on the NCFE website for the specific date of the assessment window during the year.

For instructions on conducting external assessments, please refer to our Regulations for the Conduct of External Assessment and QSID documents, available on the NCFE website.

## **Resubmission of non-exam assessments (NEAs)**

Learners will have one resubmission opportunity for each of the two NEAs. The resubmission could be used to:

- achieve a pass grade, where the learner has not met the minimum performance required for a pass, in this case, a pass is the highest achievable grade
- improve their grade, where the learner has already achieved a pass or merit but wish to aim for a higher grade

For the resubmission, the learner may amend and/ or complete further work on the same assessment and resubmit this evidence. To ensure fairness, resubmissions would be authorised by individuals undertaking quality assurance roles within the centre. The revised additional learner evidence must be completed and submitted, within 15 working days, within the assessment window timeframe.

Feedback to learners can only be given to clarify areas where they have not achieved a minimum or expected level of performance. Learners cannot receive any guidance on how to improve work to meet the mandatory teaching content. It is the centre's responsibility to keep the evidence of the learner's original and revised work submitted, and records of the initial grade, assessor feedback, and final grade, for external quality assurance purposes.

If a learner fails to meet the pass criteria following the resubmission with revised evidence, the learner has one retake opportunity to meet the required criteria for each NEA. The retake would involve the learner completing a new assessment, within the timeframe stipulated in the assessment schedule on the NCFE website. Retakes are not capped at a pass.

## **Assessment retakes**

Learners may have:

- two attempts including one retake, for each of the NEAs
- three attempts, including two retakes for the EA

Throughout the delivery of the qualification there will be two opportunities to sit the written examination – spring and summer. In year 1, both series will be available, as learners will have received sufficient delivery of the qualification and therefore a retake opportunity will be available for learners in the summer. A retake opportunity would involve the learner sitting a new written examination.

Where a learner retakes an NEA, they are not required to retake the other NEA and the written examination, and vice versa, if not required (for example, if the learner achieved a pass). Retakes are not capped at a pass.



### If following the programme over 2 years, as recommended

It is recommended that:

- NEA 1 is completed at the end of year 1
- NEA 2 is completed at the end of year 2
- EA is completed at the end of year 2

The assessment opportunities will be cyclical each year, so learners may have two attempts at NEA 1 and the EA, if enrolled on an extended certificate 2-year programme, should they require it.

There will be one opportunity per year to submit NEA 2, meaning a retake of NEA 2, would require an additional year of study.

There are two opportunities per year to sit the written examination in spring and summer, allowing time for the examination and one retake in the same year, if required. If a third attempt/ retake is needed, this would require an additional year of study.

### If following the programme over 1 year

There will be one opportunity per year to sit NEA 1 and NEA 2, meaning a retake of an NEA would require an additional year of study.

There are two opportunities to sit the written examination in spring and summer, allowing time for the examination and one retake in the same year, if required. If a third attempt/ retake is needed, this would require an additional year of study.

## Scheme of assessment

The following table summarises this qualification's scheme of assessment with uniform mark scale (UMS) points.

Assessments	Assessment time	% weighting	Raw marks	UMS	Assessment conditions	Marking
EA	2 hours	40%	60	200	Invigilated	External
NEA 1	9 hours	20%	N/A	100	Controlled	Internal, with external quality assurance
NEA 2	16 hours	40%	N/A	200	Controlled	Internal, with external quality assurance
<b>Assessment total</b>	<b>27 hours</b>	<b>100%</b>	<b>60</b>	<b>500</b>		



## Assessment objectives (AOs)

The assessment of this alternative academic qualification is mapped against AOs. These AOs provide a consistent framework for learners and are applied synoptically, allowing learners to show their knowledge and understanding from across the full breadth and depth of the qualification.

The AOs that will be assessed against the content in our alternative academic qualification are:

<b>AO1</b>	<b>Demonstrate knowledge and understanding of the content</b> The emphasis here is for learners to recall elements of knowledge and demonstrate understanding of the content.
<b>AO2</b>	<b>Apply knowledge and understanding to different situations and contexts</b> The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
<b>AO3</b>	<b>Analyse and evaluate information related to the content</b> The emphasis here is for learners to develop analytical and evaluative skills to make reasoned judgements and form conclusions.

### Assessment objective (AO) weightings

The table below shows the approximate weightings for the extended certificate:

<b>AOs</b>	<b>Overall weighting (%)</b>
AO1	33
AO2	33
AO3	34
<b>Overall weighting of assessments</b>	<b>100%</b>

The purpose of this qualification means it is necessary to assess knowledge and understanding through two types of assessment, NEA and EA. The variance in assessment methods used allows for a range of knowledge and understanding to be assessed using the most fit-for-purpose method.

### Non-exam assessment (NEA)

Refer to the Mark Scheme for the current NEA where you will find information required to mark the non-exam assessment tasks and their descriptors.

Centres will mark the NEAs, and this will then be submitted to NCFE for quality assurance.

### Examined assessment (EA)

The EA will be submitted to NCFE for marking to calculate the overall grades for learners.



## Overall grading descriptors

### To achieve a level 3 distinction, learners will be able to:

- demonstrate an excellent knowledge and understanding of the role and qualities of the education and early years practitioner, and their impact in practice on the individual within the different types of provision and range of childcare services
- demonstrate an excellent knowledge of continual professional development for career planning and progression
- demonstrate an excellent knowledge and understanding of relationships, teamwork and partnership working for improved outcomes through child-centred practice, including the limits and boundaries of the practitioner's own role
- demonstrate high levels of knowledge of human growth and development from conception to the age of 19 years, including biological and environmental in the short- and long-term, attachment, resilience, connections, relationships, holistic development, wellbeing, and mental health
- demonstrate an excellent knowledge and understanding of key legislation, policies and procedures in education and early years settings and the impact in practice
- demonstrate a well-developed and excellent understanding of statutory educational frameworks and curriculum requirements for children and young people
- demonstrate a well-developed and excellent knowledge and understanding of play and learning, with an excellent understanding of the impact on practice
- demonstrate a well-developed and excellent understanding of the theoretical approaches to play with a detailed evaluation of the impact on children's development

### To achieve a level 3 pass, learners will be able to:

- demonstrate a basic knowledge and understanding of the role and qualities of the education and early years practitioner, and their impact in practice on the individual within the different types of provision and range of childcare services
- demonstrate basic knowledge of continual professional development for career planning and progression
- demonstrate basic knowledge and understanding of relationships, teamwork and partnership working for improved outcomes through child-centred practice, including the limits and boundaries of the practitioner's own role.
- demonstrate a basic knowledge of human growth and development from conception to the age of 19 years, including biological and environmental in the short- and long-term, attachment, resilience, connections, relationships, holistic development, wellbeing, and mental health.
- demonstrate a basic knowledge and understanding of key legislation, policies and procedures in education and early years settings and the impact in practice
- demonstrate a basic understanding of statutory educational frameworks and curriculum requirements for children and young people
- demonstrate a basic understanding of play and learning, with a limited understanding of the impact on practice
- demonstrate a basic understanding of the theoretical approaches to play



## Grading information

Assessment of this qualification is graded on a four-point scale – distinction\*, distinction, merit, and pass – with ‘not yet achieved’ used when the pass level is not met.

UMS points for each assessment and grade boundary are set at fixed percentages. When all assessments are completed, the highest UMS points from each assessment are combined to determine the overall grade. The overall grade issued to a learner is based on the aggregation of UMS marks for each assessment, and the overall UMS grade boundaries.

This qualification uses a 500 UMS framework to ensure consistent, transparent, and detailed performance measurement across all assessments.

Each component is weighted as follows:

- the written examination (EA) has a value of 200 UMS points (40%)
- non-examined assessment (NEA) 1 has a value of 100 UMS points (20%)
- NEA 2 has a value of 200 UMS points (40%)

For each assessment, only the highest UMS score from any repeated attempts is used, and high performance in one area can compensate for lower performance in another. Learners must pass all assessments to achieve an overall grade, with a special provision that an overall distinction\* is awarded if distinctions are achieved in every assessment, regardless of the total UMS points.

This compensatory approach, combined with the use of a UMS, means that the boundaries for individual assessments do not directly add up to the overall qualification boundaries. This allows learners to balance weaker performance in one area with stronger performance in another. For instance, a high score in the EA can offset lower scores in the NEAs.

The table below shows the grade boundaries and UMS points for this qualification.

Grade boundary	EA	NEA 1	NEA 2
Max	200	-	-
Distinction*	-	-	-
Distinction	130	72.5	145
Merit	110	60	120
Pass	90	50	100
Not yet achieved	0	0	0





The table below shows the grade boundaries and the total UMS points for this qualification.

Grade boundary	UMS points
Max	500
Distinction*	400
Distinction	325
Merit	275
Pass	225

For further information on assessment, please refer to the User Guide to the External Quality Assurance Report, which can be found on the NCFE website.

**NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds; however, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this Qualification Specification may be subject to change.**

### Requirements for referencing

Carefully selected quotations must be included to support learners' own responses in each of the NEA's. Quotations must be made identifiable through the use of quotation marks, bold or italic text and made traceable through referencing at the point of use.



## Section 2: teaching content and guidance

This section provides details of the structure and content of this qualification.

Information in the teaching content section must be covered by the tutor during the delivery of the content areas and should be considered as mandatory teaching content.

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each content area. The numbering system used refers to a content area, subject topic, and teaching content: (for example, 1.1.1 refers to the content area (first number 1), the subject topic within that learning content (second number 1.1) and the teaching content within the subject topic (third number 1.1.1)). This will support signposting feedback and tracking.

The assessments will be based on the mandatory content and teaching guidance. While the teaching guidance provides examples, these are not exhaustive.

While studying the qualification, learners should reflect on the importance of knowing and developing their preferred learning style. They should also be able to identify a range of individual study skills they can use in order to study effectively.

For further information or guidance about this qualification, please contact our Customer Support team.



## Content areas

### 1. The role of the education and early years practitioner

- 1.1 Understand the range of childcare services, their purpose and their function
  - 1.1.1 Types of provision that offer childcare services
  - 1.1.2 Range of childcare services available across statutory, private and voluntary provision
  - 1.1.3 Similarities and the differences in service provision, purpose and function, in context of meeting children and family needs
  - 1.1.4 Role of the professional education and early years practitioner in each type of provision
  - 1.1.5 Government landscape and childcare provision policies and incentives in context of meeting family needs
- 1.2 Understand skills, attributes and behaviours of the professional education and early years practitioner
  - 1.2.1 Qualities of a professional education and early years practitioner
  - 1.2.2 Impact of the education and early years practitioner's own belief system on professional disposition
  - 1.2.3 Building relationships and strong team ethos, both personal and professional
  - 1.2.4 Limits and boundaries of own role
- 1.3 Understand teamwork for child-centred practice
  - 1.3.1 Factors contributing to effective teamwork
  - 1.3.2 Theories of teamwork
  - 1.3.3 Principles underpinning partnership working
  - 1.3.4 Sustaining professional partnerships, both internal and external
  - 1.3.5 Principles for child-centred practice
  - 1.3.6 Teamwork and improved outcomes for children through child-centred practice
- 1.4 Understand continuing professional development (CPD) for best practice
  - 1.4.1 Types and benefits of CPD
  - 1.4.2 Theories underpinning CPD
  - 1.4.3 Strategies for effective recording of CPD
  - 1.4.4 CPD for career planning

### 2. Human development and conception

- 2.1 Understand human development from conception to 19 years



- 2.1.1 Stages of development from conception to birth
- 2.1.2 Sequences of development, to include significant milestones from birth to 19 years of age
- 2.1.3 Special educational needs and disabilities (SEND)
- 2.1.4 Holistic development
- 2.2 Understand factors affecting human development
  - 2.2.1 Factors affecting human growth and development
  - 2.2.2 The potential effects of biological and environmental factors on human growth and development in the short and long term
- 2.3 Understand theoretical perspectives on human development
  - 2.3.1 Nature versus nurture perspectives
  - 2.3.2 Relevant theoretical research and exploration impacting our knowledge of development
- 2.4 Understand the impact of brain development in the early years
  - 2.4.1 Developments in neuroscience
  - 2.4.2 Factors affecting brain development
- 2.5 Understand the significance of attachment
  - 2.5.1 The development of attachment
  - 2.5.2 Factors affecting attachment
  - 2.5.3 Indicators of attachment, to include poor and positive signs of attachment
- 2.6 Understand resilience
  - 2.6.1 The development of resilience to include introduction to the meaning of resilience as well as the impact of resilience
  - 2.6.2 Factors affecting resilience

### 3. Key legislation, policy and procedures

- 3.1 Understand legislation relevant to education and early years
  - 3.1.1 Functions of legislation
  - 3.1.2 Relationships between legislation, policy and procedures
- 3.2 Understand key legislation in education and early years settings
  - 3.2.1 Key aspects of legislation and statutory guidance
- 3.3 Understand health and safety in practice
  - 3.3.1 Keeping children and young people safe through health and safety policies and procedures
  - 3.3.2 Best practice for minimising cross infection
- 3.4 Understand equality and inclusion in practice



- 3.4.1 The role of the professional education and early years practitioner and equality of opportunity
- 3.4.2 Discrimination, bullying and harassment, including potential short and long term effects
- 3.4.3 Benefits of an effective inclusive environment
- 3.5 Understand safeguarding in the context of child protection
  - 3.5.1 The role of the professional education and early years practitioner in relation to child protection
  - 3.5.2 Types of abuse
  - 3.5.3 Measures to protect from abuse online
  - 3.5.4 Effects of abuse, in the short and long term
  - 3.5.5 Strategies to empower

#### 4. Statutory educational frameworks

- 4.1 Understand statutory education requirements for children and young people
  - 4.1.1 Key requirements
  - 4.1.2 Organisational structure within settings following a statutory framework or curriculum
  - 4.1.3 Aim and purpose of settings following a statutory framework or curriculum
  - 4.1.4 Relevant legislation and statutory guidance
- 4.2 Understand the existing early years framework in England
  - 4.2.1 The early years foundation stage (EYFS)
  - 4.2.2 Diverse educational programmes within the EYFS
  - 4.2.3 Early learning goals as tools for monitoring, recording and reporting
  - 4.2.4 Overarching principles of the EYFS
  - 4.2.5 Application of the assessment cycle
- 4.3 Understand the requirements of the national curriculum in England
  - 4.3.1 Statutory guidance for the national curriculum (England) to include a balanced and broadly based curriculum and subject areas at each stage
  - 4.3.2 School preparation for the opportunities, responsibilities and expectations for later life
  - 4.3.3 The assessment cycle
- 4.4 Understand post-compulsory education
  - 4.4.1 Range of educational provision at key stage 5 and post-compulsory
- 4.5 Understand the role of the regulatory body
  - 4.51 Ofsted inspection outcomes and impact for early years and school provision





## 5. Play and learning

- 5.1 Understand play
  - 5.1.1 Play and what it means to individuals
  - 5.1.2 Types of play
  - 5.1.3 Feeling associated with play
  - 5.1.4 Play during transition from childhood through to adulthood
  - 5.1.5 The role of the practitioner in supporting children's play
- 5.2 Understand how babies and young children develop skills and mastery through play
  - 5.2.1 Sensory play
  - 5.2.2 Planned and unplanned play experiences
  - 5.2.3 Play for the consolidation of learning within educational programmes
- 5.3 Understand the value of play
  - 5.3.1 Connections made through play
  - 5.3.2 Opportunities to play
  - 5.3.3 Opportunities to play, comprising diverse environments
  - 5.3.4 Restricted opportunities for play
- 5.4 Understand theoretical approaches to play
  - 5.4.1 Theoretical approaches to play
  - 5.4.2 Theoretical contributions



## 1 The role of the education and early years practitioner

Content area summary			
The aim of this content area is to provide learners with the knowledge and understanding of the role of the education and early years practitioner.			
Assessment			
Externally set and externally marked written examination.			
<b>Mandatory</b> Teaching content must be covered by the tutor during the delivery of this qualification	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>95 GLH</b> (refer to the GLH breakdown on page 5 for the allocated examined assessment time)

Subject topic	Teaching content
1.1 Understand the range of childcare services, their purpose and their function	1.1.1 Types of provision that offer childcare services: <ul style="list-style-type: none"> <li>statutory</li> <li>private</li> <li>voluntary</li> </ul>
	1.1.2 Range of childcare services available across statutory, private and voluntary provision: <ul style="list-style-type: none"> <li>residential</li> <li>educational</li> <li>health and community services</li> <li>not-for-profit organisations</li> </ul>
	1.1.3 Similarities and the differences in service provision, purpose and function, in context of meeting children and family needs: <ul style="list-style-type: none"> <li>ethos</li> <li>aim and purpose</li> <li>practicalities, including opening times, cost and access</li> </ul>
	1.1.4 Role of the professional education and early years practitioner in each type of provision: <ul style="list-style-type: none"> <li>safeguarding and duty of care</li> <li>job specifications and descriptions</li> <li>role of the Special Educational Needs and Disabilities Co-ordinator (SENDCO)</li> </ul>
	1.1.5 Government landscape and childcare provision policies and incentives in context of meeting family needs: <ul style="list-style-type: none"> <li>the context of politics within the childcare system in the UK</li> <li>policy reform</li> </ul>
1.2 Understand skills, attributes and behaviours of the professional education and early years practitioner	1.2.1 Qualities of a professional education and early years practitioner: <ul style="list-style-type: none"> <li>time-keeping and reliability</li> <li>qualified and knowledgeable</li> <li>confidentiality</li> <li>non-judgemental</li> <li>empathetic listener</li> <li>observant</li> <li>teamwork</li> </ul>



Subject topic	Teaching content
	<ul style="list-style-type: none"> <li>• effective communicator</li> <li>• role model</li> <li>• good leader</li> <li>• values and ethics</li> </ul>
	<p>1.2.2 Impact of the education and early years practitioner's own belief system on professional disposition:</p> <ul style="list-style-type: none"> <li>• effect on ways of working</li> <li>• ethics of work</li> <li>• emotional literacy</li> <li>• unconscious bias</li> </ul>
	<p>1.2.3 Building relationships and strong team ethos, both personal and professional:</p> <ul style="list-style-type: none"> <li>• characteristics of personal and professional relationships</li> <li>• boundaries and limitations appropriate to each</li> <li>• impact of positive relationships and role modelling</li> <li>• communication</li> <li>• conflict resolution</li> </ul>
	<p>1.2.4 Limits and boundaries of own role:</p> <ul style="list-style-type: none"> <li>• appreciation for colleagues in relation to specialist roles</li> <li>• areas of accountability for information sharing</li> <li>• when to seek guidance and support</li> </ul>
1.3 Understand teamwork for child-centred practice	<p>1.3.1 Factors contributing to effective teamwork:</p> <ul style="list-style-type: none"> <li>• collaboration</li> <li>• sharing of information</li> <li>• recording and reporting</li> <li>• listening</li> <li>• inclusion</li> <li>• co-operation</li> <li>• consideration</li> <li>• respect and value</li> <li>• mentoring</li> </ul>
	<p>1.3.2 Theories of teamwork:</p> <ul style="list-style-type: none"> <li>• Belbin's Team Roles</li> <li>• Jensen and Tuckman's Stages of Group Development</li> </ul>
	<p>1.3.3 Principles underpinning partnership working:</p> <ul style="list-style-type: none"> <li>• examples of when and how partnership working may be required</li> <li>• embedding teamwork skills</li> <li>• impact and outcomes</li> </ul>
	<p>1.3.4 Sustaining professional partnerships, both internal and external:</p> <ul style="list-style-type: none"> <li>• parents/carers</li> <li>• nanny/childminder</li> <li>• extended family members</li> <li>• teacher/education and early years practitioner</li> <li>• health and social care practitioner</li> </ul>
	<p>1.3.5 Principles for child-centred practice:</p> <ul style="list-style-type: none"> <li>• holistic need</li> <li>• intervention</li> </ul>



Subject topic	Teaching content
	<ul style="list-style-type: none"> <li>consistent approaches to care and education for independent sense of ownership and control:                             <ul style="list-style-type: none"> <li>seeing the child as an individual</li> <li>respecting their autonomy</li> <li>inclusion</li> </ul> </li> </ul>
	<b>1.3.6 Teamwork and improved outcomes for children through child-centred practice:</b> <ul style="list-style-type: none"> <li>holistic approach</li> <li>intervention</li> <li>consistent approaches to care and education</li> <li>updating provision and policy according to the changes in legislation and guidance</li> <li>observation and shared good practice</li> </ul>
1.4 Understand continuing professional development (CPD) for best practice	<b>1.4.1 Types and benefits of CPD:</b> <ul style="list-style-type: none"> <li>reflective practice</li> <li>improvement to practice</li> <li>personal and professional development</li> </ul>
	<b>1.4.2 Theories underpinning CPD:</b> <ul style="list-style-type: none"> <li>Gibbs' Reflective Cycle</li> <li>Schön's Reflective Model</li> </ul>
	<b>1.4.3 Strategies for effective recording of CPD:</b> <ul style="list-style-type: none"> <li>personal development plan</li> <li>SWOT analysis</li> <li>SMART action plan target setting</li> </ul>
	<b>1.4.4 CPD for career planning:</b> <ul style="list-style-type: none"> <li>goal setting and strategic planning for career ambition</li> <li>different career progression routes</li> </ul>

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Teaching guidance
The assessments will be based on the mandatory content and teaching guidance. While the teaching guidance provides examples, these are not exhaustive.
<b>1.1 Understand the range of childcare services, their purpose and their function</b>
<b>1.1.1 Types of provision that offer childcare services:</b> <ul style="list-style-type: none"> <li>what is meant by 'registered childcare provider'</li> <li>the different places where young people may be cared for</li> <li>an insight into the role of each available service and how they support children and families</li> </ul>
<b>1.1.2 Range of childcare services available across statutory, private and voluntary provision:</b> <ul style="list-style-type: none"> <li>the services provided by the local authority, private providers, healthcare services and voluntary services:                             <ul style="list-style-type: none"> <li>nurseries</li> <li>pre-school</li> <li>childminders</li> <li>nannies</li> <li>children's centres</li> <li>after-school care</li> </ul> </li> <li>children in foster care and residential care</li> </ul>
<b>1.1.3 Similarities and the differences in service provision, purpose and function, in context of meeting children and family needs:</b>



### Teaching guidance

- the opening times, the age range covered by the service and the facilities offered for children and their families
- any cost and entitlement of free provision
- the child staff ratio
- working in partnership with local authorities and other services (multi-agency working)
- profit versus not-for-profit

#### 1.1.4 Role of the professional education and early years practitioner in each type of provision:

- the different professionals that may be employed in each service category
- the role of education and early years practitioners and teachers
- the requirements and expectations in context of employment/typical day in practice
- the competencies and qualifications (level 2/level 3 staff ratios)
- developing professional relationships with parents
- confidentiality and whistleblowing reporting
- the role of the SENDCO in identifying/supporting children with special educational needs and disabilities (SEND)

#### 1.1.5 Government landscape childcare provision policies and incentives in context of meeting family needs:

- the role of legislation, policy and reform in relation to day-to-day practice for children's services
- how it governs the role of services
- statutory guidance relating to hiring staff
- an explanation of society and democracy
- the context of society and democracy and how the childcare sector is shaped by political ideology

#### 1.2 Understand skills, attributes and behaviours of the professional education and early years practitioner

##### 1.2.1 Qualities of a professional education and early years practitioner:

No further teaching guidance required

##### 1.2.2 Impact of the education and early years practitioner's own belief system on professional disposition:

- how our own experiences shape and mould our value and beliefs system
- how this can impact on our views in relation to how we care for children
- the importance of professional conduct
- awareness of own bias
- being aware of diverse cultures
- emotional intelligence

##### 1.2.3 Building relationships and strong team ethos, both personal and professional:

- the skills and qualities required to build and maintain professional relationships
- relationships
  - formal
  - professional
  - informal
  - personal
- clear communication between team members
- mentoring new team members
- sharing good practice





Teaching guidance	
	<ul style="list-style-type: none"> <li>meaningful relationships with other services and agencies</li> <li>conflict resolution                             <ul style="list-style-type: none"> <li>between team members</li> <li>between other services and agencies</li> <li>parents/families</li> </ul> </li> </ul>
1.2.4	<p>Limits and boundaries of own role:</p> <ul style="list-style-type: none"> <li>the potential significance of working outside the limits and boundaries of their role:                             <ul style="list-style-type: none"> <li>knowing their duty of care responsibilities and understanding the chain of command</li> <li>knowing who to go to for reporting purposes and to express concerns relating to children, family members and team members</li> </ul> </li> </ul>
1.3	Understand teamwork for child-centred practice
1.3.1	<p>Factors contributing to effective teamwork:</p> <p>No further teaching guidance required</p>
1.3.2	<p>Theories of teamwork:</p> <ul style="list-style-type: none"> <li>the key points of the listed theories of teamwork</li> </ul>
1.3.3	<p>Principles underpinning partnership working:</p> <ul style="list-style-type: none"> <li>the range of possible partners</li> <li>the importance of effective communication and information sharing</li> <li>the benefits of partnership working for person-centred practice</li> <li>the challenges and barriers to effective partnership working</li> <li>the context of person-centred practice for children and how partnership working supports positive outcomes for children and their families</li> <li>case studies to understand how partnership works in practice</li> </ul>
1.3.4	<p>Sustaining professional partnerships, both internal and external:</p> <ul style="list-style-type: none"> <li>the diverse range of internal staff team members and external professionals that may be involved in the care and education of children and young people:                             <ul style="list-style-type: none"> <li>children from residential and foster care</li> <li>children with SEND</li> <li>children considered as in need and requiring protection</li> </ul> </li> <li>examples from own experience of working with children in this context as appropriate</li> </ul>
1.3.5	<p>Principles for child-centred practice:</p> <ul style="list-style-type: none"> <li>Emotional Intelligence theory (Daniel Goleman)</li> <li>ethics of care and education (Nel Noddings)</li> <li>Professional Love in Early Years Settings (Jools Page)</li> <li>definition of child-centred practice in Working Together to Safeguard Children 2023</li> </ul>
1.3.6	<p>Teamwork and improved outcomes for children through child-centred practice:</p> <ul style="list-style-type: none"> <li>collaboration with other colleagues/professionals</li> <li>focused intervention through the graduated approach where any additional need/education, health and care plan (EHCP) is in place</li> <li>working collaboratively with other agencies</li> <li>the consistent approaches to care and education, taking into account the child or young person's voice</li> </ul>



Teaching guidance	
	<ul style="list-style-type: none"> <li>the benefits of teamwork for child-centred practice</li> </ul>
1.4	Understand continuing professional development (CPD) for best practice
1.4.1	Types and benefits of CPD: <ul style="list-style-type: none"> <li>coaching and mentoring</li> <li>observing/work shadowing</li> <li>reading relevant books/articles</li> <li>listening to podcasts</li> <li>engaging in professional development courses and wider participation at events:               <ul style="list-style-type: none"> <li>training courses and workshops</li> <li>conferences</li> <li>open days</li> <li>childcare expositions</li> </ul> </li> <li>the benefits of reflection to the individual, to the children and to the setting for improved outcomes for all</li> <li>the benefits of peer mentoring/role modelling</li> <li>keeping all mandatory training up to date</li> </ul>
1.4.2	Theories underpinning CPD: <ul style="list-style-type: none"> <li>theoretical models involving reflection, applying to the learner's own experience</li> </ul>
1.4.3	Strategies for effective recording of CPD
	No further teaching guidance required
1.4.4	CPD for career planning: <ul style="list-style-type: none"> <li>where learners are now, what their goals are and how these goals can be realised</li> <li>leadership and leading practice</li> </ul>



## 2 Human development and conception

Content area summary			
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.			
Assessment			
Externally set and externally marked written examination.			
<b>Mandatory</b> Teaching content must be covered by the tutor during the delivery of this qualification	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>94 GLH</b> (refer to the GLH breakdown on page 5 for the allocated examined assessment time)

Subject topic	Teaching content
2.1 Understand human development from conception to 19 years	2.1.1 Stages of development from conception to birth: <ul style="list-style-type: none"> <li>• ovulation</li> <li>• fertilisation</li> <li>• foetus</li> <li>• embryo</li> <li>• neonate</li> </ul>
	2.1.2 Sequences of development, to include significant milestones from birth to 19 years of age: <ul style="list-style-type: none"> <li>• physical</li> <li>• social</li> <li>• emotional</li> <li>• cognitive</li> <li>• language</li> </ul>
	2.1.3 Special educational needs and disabilities (SEND): <ul style="list-style-type: none"> <li>• types and characteristics of different SEND</li> </ul>
	2.1.4 Holistic development: <ul style="list-style-type: none"> <li>• connections</li> <li>• cohesion</li> <li>• relationships</li> </ul>
2.2 Understand factors affecting human development	2.2.1 Factors affecting human growth and development: <ul style="list-style-type: none"> <li>• biological and environmental</li> <li>• genetics/natural predisposition</li> <li>• lifestyle/external imposition</li> </ul>
	2.2.2 The potential effects of biological and environmental factors on human growth and development in the short and long term: <ul style="list-style-type: none"> <li>• SEND</li> <li>• mental health</li> <li>• physiological</li> <li>• adverse childhood experiences</li> </ul>



2.3 Understand theoretical perspectives on human development	2.3.1 Nature versus nurture perspectives <ul style="list-style-type: none"> <li>• an awareness of meaning when applied to biological and environmental factors</li> </ul>
	2.3.2 Relevant theoretical research and exploration impacting our knowledge of development: <ul style="list-style-type: none"> <li>• Bowlby</li> <li>• Piaget</li> <li>• Vygotsky</li> <li>• Maslow</li> <li>• Bandura</li> <li>• Bronfenbrenner</li> <li>• Chomsky</li> </ul>
2.4 Understand the impact of brain development in the early years	2.4.1 Developments in neuroscience: <ul style="list-style-type: none"> <li>• growth and function of the developing brain from conception to the age of 5 years</li> </ul>
	2.4.2 Factors affecting brain development: <ul style="list-style-type: none"> <li>• physiological and psychological impositions</li> </ul>
2.5 Understand the significance of attachment	2.5.1 The development of attachment: <ul style="list-style-type: none"> <li>• attachment theory</li> <li>• primary attachments with parents/carers</li> <li>• types of attachment</li> </ul>
	2.5.2 Factors affecting attachment: <ul style="list-style-type: none"> <li>• pre and postnatal experience</li> <li>• health and lifestyle</li> <li>• relationship with parent/primary carer</li> <li>• environment</li> </ul>
	2.5.3 Indicators of attachment, to include poor and positive signs of attachment: <ul style="list-style-type: none"> <li>• behavioural responses</li> <li>• ability to form relationships with peers and adults</li> <li>• social competence</li> <li>• emotional regulation</li> </ul>
2.6 Understand resilience	2.6.1 The development of resilience to include introduction to the meaning of resilience as well as the impact of resilience on: <ul style="list-style-type: none"> <li>• relationships</li> <li>• communication</li> <li>• confidence</li> <li>• esteem</li> <li>• self-esteem</li> <li>• worth</li> <li>• engagement</li> <li>• motivation</li> <li>• ambition</li> <li>• self-efficacy</li> </ul>
	2.6.2 Factors affecting resilience: <ul style="list-style-type: none"> <li>• life experience</li> <li>• opportunity</li> <li>• choice</li> <li>• environment</li> </ul>



Teaching guidance	
The assessments will be based on the mandatory content and teaching guidance. While the teaching guidance provides examples, these are not exhaustive.	
2.1	Understand human development from conception to 19 years
2.1.1	Stages of development from conception to birth: <ul style="list-style-type: none"> <li>• how lifestyle choices can impact during preconception, each stage of pregnancy, and the first year of life</li> <li>• review lifestyle choices, tests and check-ups so that factors affecting the mother and unborn child can be addressed</li> <li>• the age of the mother: <ul style="list-style-type: none"> <li>○ teenage</li> <li>○ advanced maternal age (AMA)</li> </ul> </li> <li>• the experience of the mother: <ul style="list-style-type: none"> <li>○ single</li> <li>○ abusive relationship</li> <li>○ incarcerated</li> </ul> </li> </ul>
2.1.2	Sequences of development, to include significant milestones from birth to 19 years of age: <ul style="list-style-type: none"> <li>• the stages and sequences of child development in each area of development within an identified age range</li> <li>• identifying key milestones in development within the following age range: <ul style="list-style-type: none"> <li>○ 0 to 3 years</li> <li>○ 3 to 5 years</li> <li>○ 5 to 7 years</li> <li>○ 7 to 9 years</li> <li>○ 9 to 12 years</li> <li>○ 12 to 14 years</li> <li>○ 14 to 17 years</li> <li>○ 17 to 19 years</li> </ul> </li> </ul>
2.1.3	Special educational needs and disabilities (SEND): <ul style="list-style-type: none"> <li>• the broad areas of need as outlined in the SEND Code of Practice 2015 <ul style="list-style-type: none"> <li>○ communication and interaction</li> <li>○ cognition and learning</li> <li>○ social, emotional and mental health needs</li> <li>○ sensory and/or physical needs</li> </ul> </li> <li>• the impact on developmental milestones</li> </ul>
2.1.4	Holistic development: <ul style="list-style-type: none"> <li>• physical</li> <li>• cognitive</li> <li>• emotional</li> <li>• social</li> <li>• spiritual</li> <li>• intellectual</li> </ul>
2.2	Understand factors affecting human development
2.2.1	Factors affecting human growth and development: <ul style="list-style-type: none"> <li>• genetics and biology</li> </ul>





Teaching guidance	
<ul style="list-style-type: none"> <li>• social</li> <li>• political</li> <li>• economical</li> <li>• environmental: <ul style="list-style-type: none"> <li>○ landscape and geography</li> <li>○ climate</li> </ul> </li> </ul>	
2.2.2 The potential effects of biological and environmental factors on human growth and development in the short and long term:	<ul style="list-style-type: none"> <li>• the effects of the above factors in 2.2.1, such as malnutrition, late cognitive development, stunting</li> <li>• examples in society, both in the UK and internationally</li> <li>• epigenetics</li> <li>• neuroscience</li> </ul>
2.3 Understand theoretical perspectives on human development	
2.3.1 Nature versus nurture perspectives:	<ul style="list-style-type: none"> <li>• the debate around nature versus nurture</li> <li>• genetic and biological aspects inherited from parent</li> <li>• environmental: <ul style="list-style-type: none"> <li>○ upbringing</li> <li>○ education</li> <li>○ social interaction</li> <li>○ loving and supporting families and carers</li> </ul> </li> </ul>
2.3.2 Relevant theoretical research and exploration impacting our knowledge of development:	<ul style="list-style-type: none"> <li>• how theory has informed practice and supported teaching and learning</li> <li>• the continuing impact and influence from these theories in the context of human development</li> </ul>
2.4 Understand the impact of brain development in the early years	
2.4.1 Developments in neuroscience:	<ul style="list-style-type: none"> <li>• an introduction to neurological and brain development with reference to early years and self-regulation</li> <li>• consideration of traumatic experiences in the early years and the effect this can have on cognition</li> </ul>
2.4.2 Factors affecting brain development:	<ul style="list-style-type: none"> <li>• biological and environmental</li> <li>• sensory and motor experiences</li> <li>• psychoactive drugs</li> <li>• gonadal hormones</li> <li>• parent/child relationships</li> <li>• attachment/lack of attachment</li> <li>• peer relationships</li> <li>• early stress</li> <li>• intestinal flora</li> <li>• diet</li> <li>• abuse and neglect</li> </ul>
2.5 Understand the significance of attachment	
2.5.1 The development of attachment:	



Teaching guidance	
<ul style="list-style-type: none"> <li>• a recap of the stages of social and emotional development</li> <li>• co-regulation/self-regulation</li> </ul>	
2.5.2	<p>Factors affecting attachment:</p> <ul style="list-style-type: none"> <li>• the work of Bowlby, Elfer, and Winnicott and influences around the establishment of the key person for person-centred practice</li> <li>• the relationship with the primary carer: <ul style="list-style-type: none"> <li>○ abuse</li> <li>○ carer mental health</li> <li>○ carer neurodiversity</li> </ul> </li> <li>• factors affecting the environment: <ul style="list-style-type: none"> <li>○ death of a parent</li> <li>○ change in living environment/circumstances: <ul style="list-style-type: none"> <li>▪ refugees</li> <li>▪ displaced children</li> <li>▪ orphans</li> </ul> </li> </ul> </li> </ul>
2.5.3	<p>Indicators of attachment, to include poor and positive signs of attachment:</p> <ul style="list-style-type: none"> <li>• behavioural patterns: <ul style="list-style-type: none"> <li>○ fearful</li> <li>○ anxious</li> <li>○ distressed</li> <li>○ lack of interest in playing or exploring</li> <li>○ dependence, seeking reassurance and less confident</li> <li>○ may be vulnerable, make unhealthy life choices</li> </ul> </li> <li>• ability to adapt, learn and form healthy relationships with others</li> </ul>
2.6	Understand resilience
2.6.1	<p>The development of resilience to include introduction to the meaning of resilience as well as the impact of resilience:</p> <ul style="list-style-type: none"> <li>• introducing resilience and how this is established, transient and fluid during our lives</li> <li>• how children adapt and develop resilience to the changes in their lives and the lack of understanding from adults of how this happens</li> <li>• providing an adequate environment to support the development of resilience</li> </ul>
2.6.2	<p>Factors affecting resilience:</p> <ul style="list-style-type: none"> <li>• factors that affect resilience, for example: <ul style="list-style-type: none"> <li>○ war</li> <li>○ displacement</li> <li>○ adverse childhood experiences (ACEs)</li> <li>○ illness</li> <li>○ gender identity (teenage years)</li> </ul> </li> </ul>



### 3 Key legislation, policy and procedures

Content area summary			
The aim of this unit is to explore key legislation through investigation of policy and procedures applied in the workplace.			
Assessment			
Externally set, internally marked, and externally quality assured report.			
<b>Mandatory</b> Teaching content must be covered by the tutor during the delivery of this qualification	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>62 GLH</b> (refer to the GLH breakdown on page 5 for the allocated NEA time)

Subject topic	Teaching content
3.1 Understand legislation relevant to education and early years	3.1.1 Functions of legislation: <ul style="list-style-type: none"> <li>• purpose</li> <li>• protection</li> <li>• compliance</li> <li>• safety</li> <li>• human rights</li> <li>• governance</li> </ul>
	3.1.2 Relationships between legislation, policy and procedures: <ul style="list-style-type: none"> <li>• respecting and embedding the legal statutory requirements and guidance</li> <li>• following and adapting to government changes to legislation and guidance</li> </ul>
3.2 Understand key legislation in education and early years settings	3.2.1 Key aspects of legislation and statutory guidance: <ul style="list-style-type: none"> <li>• Early Years Foundation Stage Statutory Framework (EYFS) 2024</li> <li>• Health and Safety at Work Act 1974</li> <li>• Control of Substances Hazardous to Health Regulations (COSHH) 2002</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>• UK General Data Protection Regulation (UK GDPR) 2018</li> <li>• Equality Act 2010</li> <li>• Keeping Children Safe in Education 2023</li> <li>• Children and Families Act 2014</li> <li>• SEND Code of Practice: 0 to 25 years 2015</li> <li>• Working Together to Safeguard Children 2023</li> <li>• Children Act 2004</li> <li>• Childcare Act 2016</li> <li>• Domestic Abuse Act 2021</li> <li>• Children and Social Work Act 2017</li> <li>• United Nations Childrens Rights Convention (UNCRC) 1989</li> </ul>



Subject topic	Teaching content
3.3 Understand health and safety in practice	3.3.1 Keeping children and young people safe through health and safety policies and procedures, to include an awareness of: <ul style="list-style-type: none"> <li>managing risk</li> <li>hygiene best practice</li> <li>fire and evacuation</li> <li>safe handling of medication</li> <li>missing person</li> <li>explosion</li> <li>threat of terrorism</li> <li>lock down</li> </ul>
	3.3.2 Best practice for minimising cross infection: <ul style="list-style-type: none"> <li>handwashing</li> <li>personal protective equipment</li> <li>disposal of waste</li> <li>handling of bodily fluids</li> <li>food safety handling and preparation</li> <li>risk assessment and further training opportunities</li> </ul>
3.4 Understand equality and inclusion in practice	3.4.1 The role of the professional education and early years practitioner and equality of opportunity: <ul style="list-style-type: none"> <li>equality</li> <li>diversity</li> <li>fairness</li> <li>inclusive practice</li> <li>respect</li> <li>ethics and values for person-centred practice</li> </ul>
	3.4.2 Discrimination, bullying and harassment, including potential short and long term effects: <ul style="list-style-type: none"> <li>definition of discrimination, bullying and harassment</li> <li>types of discrimination, bullying and harassment</li> <li>potential short and long term effects of discrimination, bullying and harassment</li> </ul>
	3.4.3 Benefits of an effective inclusive environment: <ul style="list-style-type: none"> <li>holistic development and wellbeing</li> <li>opportunity</li> <li>choice</li> <li>social inclusion</li> <li>sense of belonging</li> <li>engagement</li> <li>motivation</li> <li>ambition</li> </ul>
3.5 Understand safeguarding in the context of child protection	3.5.1 The role of the professional education and early years practitioner in relation to child protection: <ul style="list-style-type: none"> <li>to be aware of signs, symptoms and behaviours as indicators of concern</li> <li>observe, record and report</li> <li>to work with other agencies and share information to safeguard children</li> </ul>
	3.5.2 Types of abuse:



Subject topic	Teaching content
	<ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• sexual</li> <li>• neglect</li> <li>• financial</li> </ul>
	<b>3.5.3 Measures to protect from abuse online:</b> <ul style="list-style-type: none"> <li>• policy and procedures</li> <li>• technological measures such as blocks</li> <li>• raising awareness with parents and carers</li> <li>• develop strategies to:                             <ul style="list-style-type: none"> <li>○ empower children</li> <li>○ train staff</li> </ul> </li> </ul>
	<b>3.5.4 Effects of abuse, in the short and long term:</b> <ul style="list-style-type: none"> <li>• potential effects to physical, emotional and mental health</li> <li>• ways to prevent transgenerational abuse</li> </ul>
	<b>3.5.5 Strategies to empower:</b> <ul style="list-style-type: none"> <li>• strengthening resilience</li> <li>• building relationships</li> <li>• participation</li> <li>• strengthening communication</li> <li>• building social connections</li> </ul>

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Teaching guidance
The assessments will be based on the mandatory content and teaching guidance. While the teaching guidance provides examples, these are not exhaustive.
<b>3.1 Understand legislation relevant to education and early years</b>
<b>3.1.1 Functions of legislation:</b> <ul style="list-style-type: none"> <li>• define what legislation is and its role in supporting the safety of children and young people</li> <li>• why it is important to follow the legislation and changes to policy and guidance</li> <li>• why it is important to update the setting documents relating to these accordingly</li> <li>• how legislation informs practice</li> </ul>
<b>3.1.2 Relationships between legislation, policy and procedures:</b> <ul style="list-style-type: none"> <li>• understanding, following and abiding by legislation and statutory guidance relevant to the sector</li> <li>• how legislation is reflected in practice when working with children and young people</li> <li>• possible differences between national and local policy and procedure and how legislation can inform both</li> </ul>
<b>3.2 Understand key legislation in education and early years settings</b>
<b>3.2.1 Key aspects of legislation and statutory guidance:</b> <p>No further teaching guidance required</p>
<b>3.3 Understand health and safety in practice</b>
<b>3.3.1 Keeping children and young people safe through health and safety policies and procedures, to include an awareness of:</b> <ul style="list-style-type: none"> <li>• following the legislation, policies and procedures regarding health and safety</li> <li>• following EYFS Section 3 – The safeguarding and welfare requirements</li> <li>• carrying risk assessments, for example:</li> </ul>



### Teaching guidance

- environment
- food allergies
- medication
- visitors log
- keeping first aid training up to date
- supervision during mealtimes

#### 3.3.2 Best practice for minimising cross infection:

- handwashing:
  - the purpose of handwashing
  - how to wash hands
  - key times to wash hands
- personal protective equipment for specific tasks
- disposal of waste
  - food waste
  - hazardous waste (for example, epi pens, syringes, medication containers)
  - recycling
- handling of bodily fluids:
  - PPE
  - types of bodily fluids
  - disposal of bodily fluids
- food safety handling and preparation:
  - food safety hazards
  - prevent cross contamination (for example, allergies, infections)
  - temperature control
  - safe food storage
  - cleaning
  - aware of risk assessments and respecting rules and regulations to prevent cross contamination
  - ensuring staff have up-to-date training on reporting and recording processes

#### 3.4 Understand equality and inclusion in practice

##### 3.4.1 The role of the professional education and early years practitioner and equality of opportunity:

- key terms in line with legislation, policy and procedure

##### 3.4.2 Discrimination, bullying and harassment, including potential short and long term effects:

- understanding the protected characteristics of the Equality Act 2010:
  - gender reassignment
  - class
  - race
  - religion or belief
  - age
  - sexuality
  - disability
  - marriage and civil partnership
  - pregnancy and maternity
- the effects of discrimination in both the long and short term for children and young people, and how to support them
- how the media may stereotype individuals
- medical and social models of disability and how this can affect public perception
- the difference between direct and indirect discrimination



Teaching guidance
<ul style="list-style-type: none"> <li>• how indirect discrimination may affect career progression</li> <li>• how bullying can affect holistic development</li> </ul>
<p>3.4.3 Benefits of an effective inclusive environment:</p> <ul style="list-style-type: none"> <li>• how this can be achieved when working with children and young people</li> <li>• providing age-appropriate resources and opportunities to support their learning and development</li> <li>• applying principles of inclusive practice to address the needs of children and young people equitably</li> </ul>
<p>3.5 Understand safeguarding in the context of child protection</p>
<p>3.5.1 The role of the professional education and early years practitioner in relation to child protection:</p> <ul style="list-style-type: none"> <li>• the role of legislation and statutory guidance</li> <li>• how to observe, what to record and who to report concerns to</li> <li>• role of the designated safeguarding lead (DSL)</li> <li>• actions and responsibilities following concerns over a child or young person's safety</li> <li>• local authority referral processes and thresholds for intervention</li> <li>• respecting confidentiality</li> <li>• whistleblowing</li> </ul>
<p>3.5.2 Types of abuse:</p> <ul style="list-style-type: none"> <li>• the difference between intrafamilial and contextual safeguarding</li> <li>• child safeguarding practice reviews (CSPR) to raise an awareness of the signs, symptoms and behaviours that are indicators of concern</li> <li>• every child matters and examples of CSPRs</li> <li>• how online abuse may embed all types of abuse</li> <li>• particular issues: <ul style="list-style-type: none"> <li>○ child sexual exploitation (CSE)</li> <li>○ domestic violence</li> <li>○ county lines</li> <li>○ female genital mutilation (FGM)</li> </ul> </li> </ul>
<p>3.5.3 Measures to protect from abuse online:</p> <ul style="list-style-type: none"> <li>• understanding different types of online abuse and adapting the measures for each one</li> <li>• parent partnership to prevent access to internet or online abuse</li> <li>• be informed and work together with other agencies to enforce the best measures</li> </ul>
<p>3.5.4 Effects of abuse in the short and long term:</p> <ul style="list-style-type: none"> <li>• possible effects of abuse on physical health, for example: <ul style="list-style-type: none"> <li>○ chronic illness</li> <li>○ high level of stress</li> <li>○ diabetes</li> </ul> </li> <li>• possible effects of abuse on emotional or mental health, for example: <ul style="list-style-type: none"> <li>○ low self-esteem</li> <li>○ inability to form meaningful relationships</li> <li>○ depression</li> </ul> </li> <li>• possible effects of abuse on social engagement: <ul style="list-style-type: none"> <li>○ homelessness</li> <li>○ impaired social functioning</li> </ul> </li> </ul>
<p>3.5.5 Strategies to empower:</p>





### Teaching guidance

- creating opportunities for children and young people to develop their self-esteem and self-efficacy, in order to be able to build meaningful relationships

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## 4 Statutory educational frameworks

Content area summary			
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.			
Assessment			
Externally set, internally marked, and externally quality assured: extended writing assessment.			
<b>Mandatory</b> Teaching content must be covered by the tutor during the delivery of this qualification	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>62 GLH</b> (refer to the GLH breakdown on page 5 for the allocated NEA time)

Subject topic	Teaching content
4.1 Understand statutory education requirements for children and young people	4.1.1 Key requirements: <ul style="list-style-type: none"> <li>• what is a framework/curriculum</li> <li>• types of framework/curriculum followed</li> <li>• exceptions to statutory curriculum delivery</li> <li>• general Ofsted requirements</li> </ul>
	4.1.2 Organisational structure within settings following a statutory framework or curriculum: <ul style="list-style-type: none"> <li>• hierarchical systems</li> <li>• support/governance</li> </ul>
	4.1.3 Aim and purpose of settings following a statutory framework or curriculum: <ul style="list-style-type: none"> <li>• ethos/mission statement</li> <li>• meeting the needs of children, young people and their families</li> </ul>
	4.1.4 Relevant legislation and statutory guidance: <ul style="list-style-type: none"> <li>• Early Years Foundation Stage (EYFS) Framework 2024</li> <li>• national curriculum (England)</li> <li>• Every Child Matters (archived)</li> <li>• Keeping Children Safe in Education 2024</li> <li>• Education Act 2002</li> <li>• Working Together to Safeguard Children 2023</li> <li>• Childcare Act 2016</li> <li>• Safeguarding Vulnerable Groups Act (Disclosure and Barring Service) 2006</li> <li>• Counter-Terrorism and Security Act (Prevent Duty Guidance) 2015</li> <li>• Academies Act 2010</li> <li>• The School Information (England) (Amendment) Regulations 2012</li> <li>• Equality Act 2010</li> </ul>



4.2 Understand the existing early years framework in England	4.2.1 The early years foundation stage (EYFS): • prime and specific areas of learning and development
	4.2.2 Diverse educational programmes within the EYFS: • appropriate activities and experiences
	4.2.3 Early learning goals as tools for monitoring, recording and reporting: • tracking progress • observation • planning cycles
	4.2.4 Overarching principles of the EYFS: • the unique child (inclusive child-centred practice) • developing positive relationships • enabling environments • learning and development
	4.2.5 Application of the assessment cycle: • transition and partnership working for best practice with young children in the EYFS
4.3 Understand the requirements of the national curriculum in England	4.3.1 Statutory guidance for the national curriculum (England) to include a balanced and broadly based curriculum and subject areas at each stage: • key stage 1 • key stage 2 • key stage 3 • key stage 4
	4.3.2 School preparation for the opportunities, responsibilities and expectations for later life: • moral • spiritual • cultural • mental • physical
	4.3.3 The assessment cycle: • phonic screening • multiplication tables check (MTC) • statutory attainment testing (SATs) • level 1 and 2 qualifications
4.4 Understand post-compulsory education	4.4.1 Range of educational provision at key stage 5 and post-compulsory: • apprenticeships • further and higher education study
4.5 Understand the role of the regulatory body	4.5.1 Ofsted inspection outcomes and impact for early years and school provision: • Ofsted frameworks

### Teaching guidance

The assessments will be based on the mandatory content and teaching guidance. While the teaching guidance provides examples, these are not exhaustive

4.1 Understand statutory education requirements for children and young people

4.1.1 Key requirements:



## Teaching guidance

- the curriculum in a range of contexts, for example:
  - history of a curriculum in England
  - summarising different examples of curriculum (aim, objectives, principles and subject areas):
    - national curriculum
    - early years framework
  - curriculum plans for delivery
  - types of assessment:
    - formative
    - summative
    - synoptic

### 4.1.2 Organisational structure within settings following a statutory framework or curriculum:

- staffing and a brief overview of their role/responsibilities
- the qualifications and competencies of staff
- the board of governors

### 4.1.3 Aim and purpose of settings following a statutory framework or curriculum:

- the aims, objectives and underlying principles of different provision, including alternative provision and post-compulsory education
- how organisations embed statutory frameworks or curriculum in their own ethos/mission statements

### 4.1.4 Relevant legislation and statutory guidance:

- a timeline of key legislation framework and guidance
- the difference between statutory and non-statutory guidance:
  - Development Matters
  - Birth to 5 Matters
- short summary of key legislation frameworks related to educational settings
- how educational settings implement legislation/guidance to keep children safe
- how children are safeguarded in early years settings, schools and childminding settings, including looked after children, and those educated at home

## 4.2 Understand the existing early years framework in England

### 4.2.1 The early years foundation stage (EYFS):

- the seven areas of learning and development:
  - prime areas:
    - communication and language
    - physical development
    - personal, social and emotional development
  - specific areas:
    - literacy
    - mathematics
    - understanding the world
    - expressing art and design
  - defining and understanding cultural capital, self-regulation and early learning goals:
    - assessment
    - the safeguarding and welfare requirements

### 4.2.2 Diverse educational programmes within the EYFS:



### Teaching guidance

- introducing diversity in early years settings
- benefits of diversity and inclusion in the early years
- promoting inclusive practice
- modelling British values
- English as an additional language (EAL)

#### 4.2.3 Early learning goals as tools for monitoring, recording and reporting:

- using and developing professional judgement
- what observations can tell childcare practitioners about children's needs, interests and stage
- how observations can be used in practice to support learning, development and wellbeing
- how observations inform practice and pedagogical approaches

#### 4.2.4 Overarching principles of the EYFS:

- EYFS statutory framework:
  - every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured
  - children learn to be strong and independent through positive relationships
  - children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time
  - children develop and learn at different rates

#### 4.2.5 Application of the assessment cycle:

- why we need assessment
- how children are assessed throughout the EYFS:
  - progress check at age two
  - reception baseline assessment (RBA)
  - EYFS Profile
- how assessment is tracked and applied in practice to support development

#### 4.3 Understand the requirements of the national curriculum in England

##### 4.3.1 Statutory guidance for the national curriculum (England) to include a balanced and broadly based curriculum and subject areas at each stage:

- contextual information about both the overall school curriculum and the statutory national curriculum, including the statutory basis of the latter
- aims for the statutory national curriculum
- the role of inclusive practice in developing pupils' competences in subjects across the school curriculum
- programmes of study for all the national curriculum subjects

##### 4.3.2 School preparation for the opportunities, responsibilities and expectations for later life:

- preparing learners for life and society
- British values



## Teaching guidance

### 4.3.3 The assessment cycle:

- phonic screening:
  - what the phonic screening check is
  - what children can be tested on in the phonic screening check
  - the pass mark for the phonic screening check
  - how to prepare children for the phonic screening test
  - what happens if a child does not pass the phonic screening
- multiplication tables check (MTC):
  - what the MTC is
  - the purpose of the MTC
  - when do MTCs take place
- statutory attainment testing (SATs):
  - the point of SATs
  - what subjects are assessed
  - when are assessments administered
  - how many days do SATs last
  - what will happen if a child fails their SATs
- level 1 and 2 qualifications:
  - subjects covered
  - when are assessments administered
  - progression to FE/employment/apprenticeship

### 4.4 Understand post-compulsory education

#### 4.4.1 Range of educational provision at key stage 5 and post-compulsory:

- awareness of different paths of education:
  - further education (entry level, level 1, 2, 3)
  - higher education (level 4, 5, 6, postgraduate 7, 8)
  - adult and community learning
- apprenticeships
  - intermediate (level 2)
  - advanced (level 3)
  - higher (level 4, 5, 6 and 7)
  - degree (level 6 and 7)
- types of qualifications offered
  - academic
  - technical
  - short courses
- range of providers
  - schools
  - alternative provision including home schooling
  - colleges
  - training providers
  - higher education institutions (HEI's)

### 4.5 Understand the role of the regulatory body



### Teaching guidance

#### 4.5.1 Ofsted inspection outcomes and impact for early years and school provision:

- childminders, nannies, maintained nurseries, private nurseries, voluntary nurseries
- the role of Ofsted and how their expectations shape practice
- Ofsted grades and criteria

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## 5 Play and learning

Content area summary			
The aim of this unit is to explore approaches to play and the impact of play for learning, wellbeing and holistic development for children and young people.			
Assessment			
Externally set, internally marked, and externally quality assured: extended writing assessment.			
<b>Mandatory</b> Teaching content must be covered by the tutor during the delivery of this qualification	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>62 GLH</b> (refer to the GLH breakdown on page 5 for the allocated NEA time)

Subject topic	Teaching content
5.1 Understand play	5.1.1 Play and what it means to individuals: <ul style="list-style-type: none"> <li>• own perspective</li> <li>• cultural/international perspectives</li> <li>• a child</li> <li>• parents/carers</li> <li>• a young person</li> <li>• an adult</li> <li>• a professional education and early years practitioner</li> </ul>
	5.1.2 Types of play: <ul style="list-style-type: none"> <li>• malleable</li> <li>• heuristic</li> <li>• manipulative</li> <li>• physical</li> <li>• creative/imaginative</li> <li>• schematic</li> <li>• risky</li> </ul>
	5.1.3 Feeling associated with play: <ul style="list-style-type: none"> <li>• self-expression</li> <li>• sense of freedom and wellbeing</li> <li>• therapeutic and a sense of normality/routine</li> <li>• sense of self /sense of belonging</li> </ul>
	5.1.4 Play during transition from childhood through to adulthood: <ul style="list-style-type: none"> <li>• the concept of childhood and adulthood as different worlds</li> <li>• prevalence of play across the life course</li> <li>• amount of play</li> <li>• types of play</li> <li>• stages of play</li> </ul>
	5.1.5 The role of the practitioner in supporting children's play: <ul style="list-style-type: none"> <li>• duties</li> <li>• roles</li> <li>• responsibilities</li> </ul>
5.2 Understand how babies and young	5.2.1 Sensory play: <ul style="list-style-type: none"> <li>• sensory stimulation</li> </ul>



Subject topic	Teaching content
children develop skills and mastery through play	<ul style="list-style-type: none"> <li>• active participation</li> <li>• experiential</li> <li>• discovery</li> <li>• trial and error</li> <li>• practice and repetition</li> </ul>
	5.2.2 Planned and unplanned play experiences: <ul style="list-style-type: none"> <li>• planned and spontaneous play</li> <li>• structured and unstructured play</li> <li>• stage-appropriate play for holistic development and wellbeing</li> </ul>
	5.2.3 Play for the consolidation of learning within educational programmes: <ul style="list-style-type: none"> <li>• play within the early years foundation stage (EYFS) framework</li> </ul>
5.3 Understand the value of play	5.3.1 Connections made through play: <ul style="list-style-type: none"> <li>• benefits of play in the moment and over time:                             <ul style="list-style-type: none"> <li>○ immediate feel-good factor</li> <li>○ immediate impact</li> <li>○ short and long term skills gain:                                     <ul style="list-style-type: none"> <li>▪ communication</li> <li>▪ socialisation</li> <li>▪ negotiation</li> <li>▪ health and wellbeing</li> <li>▪ co-operation</li> <li>▪ resilience</li> <li>▪ risk</li> <li>▪ relationships</li> <li>▪ motivation</li> <li>▪ adaptation</li> <li>▪ engagement and ambition</li> </ul> </li> </ul> </li> </ul>
	5.3.2 Opportunities to play: <ul style="list-style-type: none"> <li>• enabling environments indoors and outdoors</li> <li>• role of the professional education and early years practitioner/playworker:                             <ul style="list-style-type: none"> <li>○ the provision of resources</li> <li>○ routines that enable play</li> <li>○ supervision</li> <li>○ psychological</li> <li>○ personal</li> <li>○ social and emotional benefits</li> <li>○ observation and collaboration opportunities</li> </ul> </li> </ul>
	5.3.3 Opportunities to play, comprising diverse environments: <ul style="list-style-type: none"> <li>• outdoor adventure playgrounds</li> <li>• beach</li> <li>• forest</li> <li>• park</li> <li>• home</li> <li>• educational settings</li> </ul>
	5.3.4 Restricted opportunities for play: <ul style="list-style-type: none"> <li>• deprivation</li> </ul>



Subject topic	Teaching content
	<ul style="list-style-type: none"> <li>• social isolation</li> <li>• limiting routines/boundaries</li> <li>• during times of conflict/war/pandemic</li> <li>• displacement</li> <li>• natural disasters</li> </ul>
5.4 Understand theoretical approaches to play	<p>5.4.1 Theoretical approaches to play:</p> <ul style="list-style-type: none"> <li>• Child's Right to Play (UN Convention on the Rights of the Child)</li> <li>• Playwork Principles</li> <li>• Forest School</li> <li>• Steiner Waldorf</li> <li>• Montessori</li> <li>• Reggio Emilia</li> <li>• Froebel</li> </ul> <p>5.4.2 Theoretical contributions:</p> <ul style="list-style-type: none"> <li>• Hutt (epistemic and ludic play)</li> <li>• Hughes (typology and characteristics of play)</li> <li>• Bruce (features of play)</li> <li>• Moyles (spiral of learning)</li> <li>• Lester and Russell (resilience, play and being well in the moment and over time)</li> <li>• Nutbrown (creative, positive thinking and problem solving)</li> <li>• Clark (slow pedagogy)</li> </ul>

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Teaching guidance
The assessments will be based on the mandatory content and teaching guidance. While the teaching guidance provides examples, these are not exhaustive
5.1 Understand play
5.1.1 Play and what it means to individuals:
<ul style="list-style-type: none"> <li>• defining play: <ul style="list-style-type: none"> <li>◦ different perspectives</li> </ul> </li> <li>• stages of play</li> <li>• types of play</li> <li>• the role of play in supporting development and learning</li> <li>• the role of the practitioner in providing opportunities for play</li> <li>• play based curriculum in the EYFS</li> </ul>
5.1.2 Types of play:
<ul style="list-style-type: none"> <li>• how malleable play helps children develop their fine motor skills</li> <li>• how heuristic play allows a group of children to play freely without adult intervention</li> <li>• how manipulative play requires children to move, order, turn or screw items to make them fit</li> <li>• how physical play is any type of activity that get children moving and expending energy</li> <li>• the role of play in fostering imagination and creativity</li> <li>• how a child uses their imagination to role-play scenarios they have seen, experienced or would like to experience</li> <li>• how schematic play allows for concepts to be explored and understood</li> </ul>



Teaching guidance	
5.1.3	<p>Feeling associated with play:</p> <ul style="list-style-type: none"> <li>• how play allows children to be their most authentic self</li> <li>• free play to follow their interests in a safe environment</li> <li>• how play improves the cognitive, physical, social and emotional wellbeing of children and young people</li> <li>• the role of play therapy in supporting children to overcome adverse childhood experiences (ACEs)</li> <li>• how using familiar and inclusive toys, as well as a child friendly environment, provides a sense of belonging, safety and normality</li> </ul>
5.1.4	<p>Play during transition from childhood through to adulthood:</p> <ul style="list-style-type: none"> <li>• the evolving need for children and young people to experience play throughout their lives</li> <li>• data on prevalence of play at different ages</li> <li>• why play decreases over time</li> <li>• the decline of play across the statutory curricula with age</li> <li>• how the type of play changes at that transitional period</li> <li>• how adulthood, adolescence and childhood are time periods shaped by our context and can be viewed as different worlds</li> </ul>
5.1.5	<p>The role of the practitioner in supporting children's play:</p> <ul style="list-style-type: none"> <li>• providing enabling environments for play</li> <li>• creating opportunities for structured and unstructured play</li> <li>• observing, recording, planning</li> <li>• following the child's interests</li> <li>• facilitator of play/play partner</li> <li>• following policies and procedures around safety and safeguarding</li> </ul>
5.2	Understand how babies and young children develop skills and mastery through play
5.2.1	<p>Sensory play:</p> <ul style="list-style-type: none"> <li>• the role of sensory play in supporting children's learning, developing a sense of self, and understanding the world</li> <li>• the benefits of sensory play for children with special educational needs and disability (SEND) and improving their outcomes</li> </ul>
5.2.2	<p>Planned and unplanned play experiences:</p> <ul style="list-style-type: none"> <li>• the difference between planned /spontaneous play</li> <li>• creating/planning age-appropriate opportunities for play to support holistic development and wellbeing of children and young people</li> </ul>
5.2.3	<p>Play for the consolidation of learning within educational programmes:</p> <ul style="list-style-type: none"> <li>• children as active participants in their learning by choosing play activities that support the reaching of early learning goals</li> <li>• how play supports learning and the evidence of this</li> <li>• how children learn about themselves and the world through playing and exploring</li> <li>• encouraging children to have a go and support their curiosity and imagination by providing enabling environments</li> </ul>
5.3	Understand the value of play
5.3.1	<p>Connections made through play:</p> <ul style="list-style-type: none"> <li>• the role of play in promoting independence and developing the sense of self and mindfulness</li> </ul>



Teaching guidance	
	<ul style="list-style-type: none"> <li>• how play supports children's social and emotional development</li> <li>• how children learn the importance of relationships/friendships through play</li> <li>• how play contributes to understanding the world</li> <li>• modelling/experimental learning to make connections to the real world</li> </ul>
5.3.2	<p>Opportunities to play:</p> <ul style="list-style-type: none"> <li>• the role of enabling environments in providing opportunities for children and young people to engage in different types of play: <ul style="list-style-type: none"> <li>○ indoor</li> <li>○ outdoor</li> </ul> </li> </ul>
5.3.3	<p>Opportunities to play, comprising diverse environments:</p> <ul style="list-style-type: none"> <li>• reaching holistic development through engaging with diverse environments and their resources</li> </ul>
5.3.4	<p>Restricted opportunities for play:</p> <ul style="list-style-type: none"> <li>• lack of resources and opportunities to play in environments that have been affected by different restrictions</li> <li>• the conflict between time/routine and the ability to play freely for slow, long periods</li> <li>• examples of children and young people restricted to play due to different circumstances: <ul style="list-style-type: none"> <li>○ young carers</li> <li>○ displaced children and young people</li> <li>○ children and young people in war zones or natural disasters</li> </ul> </li> </ul>
5.4	<p>Understand theoretical approaches to play</p>
5.4.1	<p>Theoretical approaches to play:</p> <ul style="list-style-type: none"> <li>• key points of the listed theoretical approaches to play</li> </ul>
5.4.2	<p>Theoretical contributions:</p> <ul style="list-style-type: none"> <li>• key points of the listed theoretical contributions</li> </ul>



## NCFE assessment strategy

The key requirements that relate to non-examined assessment (NEA) are covered in section 1 of the specification.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities.



## Section 3: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet
- Learner Guidance to Referencing
- Plagiarism Guidance Document
- Sample NEA brief
- Assessment schedule

### Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification/these qualifications:

- [Early years foundation stage](#)
- [EYFS statutory framework for group and school based providers](#)
- [Early years inspection handbook](#)
- [Education inspection framework](#)
- [National curriculum in England: framework for key stages 1 to 4](#)
- [Early learning and development](#)
- [Local offer guidance](#)
- [Pregnancy week-by-week](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

### Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.





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## Appendix A: content areas

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each content area

### Mandatory content area



Content area number	Unit title	Level	GLH
Content area 1	The role of the education and early years practitioner	3	95
Content area 2	Human development and conception	3	94
Content area 3	Key legislation, policy and procedures	3	62
Content area 4	Statutory educational frameworks	3	62
Content area 5	Play and learning	3	62



## Change history record

Version	Publication date	Description of change
v1.0	August 2025	First publication

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