

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Certificate in Preparing to
Work in Early Years Education and Care
QN: 601/3955/9**

WITHDRAWN

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v7.1	March 2019	Safeguarding guidance added
v7.2	August 2019	progression qualification updated
v7.3	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources .
v7.4	January 2022	Paragraph added in regarding external quality assurance for graded qualifications .
v7.5	June 2022	<p>Further information added to the assessment requirements section to confirm that 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.</p> <p>Information added to the entry requirements section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the mandatory documents section about how to access support handbooks.</p> <p>Updated references to serious case reviews to child safeguarding practice reviews throughout document.</p> <p>Updated references to Local Safeguarding Children's board (LSCB) to Child Safeguarding Practice Reviews (CSPR).</p>

Section 1: General introduction

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About this Qualification Specification

This Qualification Specification contains all the units you will be required to complete to gain the qualification. It also contains extra information for your tutor or assessor.

How the qualification works

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

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

Each unit has:

- a **level** - shows how difficult it is
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

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

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

Total Qualification Time/Guided Learning: Definitions

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

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

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

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

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Understanding learning outcomes

There are two main types of learning outcome:

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

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

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

Knowledge-based learning outcomes:

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



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

If it is not marked with a star, a unit has some Skills/Competence component(s).

Making use of our websites

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

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

Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including a qualification factsheet and other support materials.

The Centre Secure website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

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

Buying and selling assignments

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

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Section 2: About this qualification

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Qualification summary

Title	NCFE CACHE Level 3 Certificate in Preparing to Work in Early Years Education and Care
Qualification number	601/3955/9
Aim	The CACHE Level 3 Certificate in Preparing to Work in Early Years Education and Care (VRQ) prepares learners to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years. It will allow learners to work in a supervised role within an early years setting.
Purpose Ofqual code and description	B: Prepare for further learning or training and/or develop knowledge and/or skills in a subject area. B1: Prepare for further learning or training.
Total Qualification Time (hours)	285
Guided learning hours (hours)	223
Minimum age of learner	16
Age ranges covered by the qualification	The Level 3 Certificate in Preparing to Work in Early Years Education and Care prepares learners to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.
Real work environment (RWE) requirement / recommendation	Learners will need to be working, volunteering or on a practical placement, as an important part of the assessment process involves evaluating skills in real working situations. We recommend 280 hours across the age ranges (see Placement hours).
Rules of combination	In order to achieve the Level 3 Certificate in Preparing to Work in Early Years Education and Care, learners must achieve 12 mandatory units.
Progression	This qualification provides learners with a direct progression route onto the NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/8438/3).
Recommended assessment methods	Practical demonstration/assignment, short answer examination.

Additional assessment requirements	<p>All units within this qualification must be assessed in line with the Early Years Educator assessment principles.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
Grading system	A* - D
How long will it take to complete?	12 months.
Entry requirements / recommendations	<p>Learners should be at least 16 years old.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
About this qualification	This is a regulated qualification. The regulated number for this qualification is 601/3955/9.

Qualification introduction and purpose

The Level 3 Certificate in Preparing to Work in Early Years Education and Care, prepares learners to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years. It will allow you to work in a supervised role within an early years setting.

This qualification is comprised of Themes 1 and 2 from the Level 3 Diploma in Early Years Education and Care (Early Years Educator), plus one additional unit on reflective practice.

Rules of Combination

In order to achieve the Level 3 Certificate in Preparing to Work in Early Years Education and Care, learners must achieve 12 mandatory units. In addition to achieving a pass in all units, learners must also complete one Short Answer Examination, which is externally set and externally marked. This qualification is graded A*–D. The final grade awarded for the qualification will be based on the overall mark achieved for the Short Answer Examination.

Placement hours

We suggest that the following placement allocation is applied. We acknowledge that some learners may need to spend longer in specific age ranges, and for this reason there is a degree of flexibility. All assessment criteria must be achieved, and each age range must be experienced, however significant placement experience across the age ranges must be undertaken in order to achieve the assessment criteria.

Age range	Hours
0–1 year 11 months	20
2–2 years 11 months	100
3–5 years	160

Learners who work within a setting which provides care and education for children across these three age ranges, and are able to gain the necessary hours of experience, need not seek placement outside of their setting.

When working in partnership with employers, decisions relating to learners' competence must be made by qualified, occupationally competent Assessors.

During placement, learners will need support from a professional within the Real work environment.

External Assessment

In addition to achieving a pass in all units, learners must also complete one Short Answer Examination, which is externally set and externally marked.

This qualification is graded A*–D. The final grade awarded for the qualification will be based on the overall mark achieved for the Short Answer Examination.

Within each qualification there is a maximum of one further opportunity after the first submission for learners to submit the External Assessment in order to achieve a pass grade or to improve a grade.

Sample assessment materials can be found on the qualification page of our secure website.

Re-mark requests for external assessments

Your centre may request a re-mark if they and you do not think that the result is a true reflection of your performance. This request must be made within 10 working days of your result reaching your centre. A re-mark result may be decreased as well as increased.

Referral of an external assessment

A result that does not achieve a grade D will be graded as a referral. If you intend to submit an external assessment for another attempt to achieve a D grade or above, you will be required to make a new submission of an alternative assessment provided by us.

Improving your grade for your external assessment (Upgrade your result)

When you have achieved a D grade or above for your external assessment, you may want to improve your grade. If you intend to attempt to improve your grade you will be required to make a new submission of an alternative assessment provided by us. Your tutor will advise you on how you can do this. The higher of the grades achieved for the external assessment will be the final result.

Within each qualification there is a maximum of one further opportunity after the first submission for learners to submit the External Assessment in order to improve a grade.

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

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

External quality assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Progression

This qualification provides learners with a direct progression route onto the NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/8438/3).

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Section 3: Units

This section includes assessment tasks for tutors' convenience.
They are not mandatory.

All hyperlinks included within these assessment tasks were accessible at the time of publication.

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Unit achievement log

Level 3 Certificate in Preparing to Work in Early Years Education and Care



Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*	Page	Notes
Unit 1.1	Y/505/8117	Support healthy lifestyles for children through the provision of food and nutrition	Knowledge / Skills	2	22	22	
Unit 1.2	D/505/8118	Support healthy lifestyles for children through exercise	Knowledge / Skills	2	16	28	
Unit 1.3	H/505/8119	Support physical care routines for children	Knowledge / Skills	2	17	32	
Unit 1.4	Y/505/8120	Promote children's emotional well-being	Knowledge / Skills	3	26	39	
Unit 1.5	H/505/8122	Understand how to support children who are unwell	Knowledge	2	20	45	
Unit 1.6	D/505/8135	Understand the needs of the mother and baby during pre-conception, pregnancy and the first year of life	Knowledge	3	26	52	
Unit 2.1	K/505/8123	An introduction to the role of the early years practitioner	Knowledge / Skills	2	10	57	



Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*	Page	Notes
Unit 2.2	M/505/8124	Understand legislation relating to the safeguarding, protection and welfare of children	Knowledge	3	27	63	
Unit 2.3	F/505/8127	Use legislation relating to the health and safety of children	Knowledge / Skills	3	26	69	
Unit 2.4	L/505/8129	Use legislation relating to equality, diversity and inclusive practice	Knowledge / Skills	3	30	76	
Unit 2.5	D/505/8121	Work in partnership	Knowledge / Skills	3	26	80	
Unit SO3	H/506/2753	Reflecting on practice in the early years sector	Knowledge / Skills	3	35	86	

* This table shows the estimated total hours for each unit. Please see the unit details for a breakdown of guided learning and non-guided learning hours

Unit layout

For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Organisation unit reference number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcomes	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit non-guided learning hours	The average number of hours of private study, or other unsupervised activities, required to achieve a qualification, or a unit of a qualification.
Assessment task (set by us)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

Explanation of terms used at Level 3

(not all verbs are used in this qualification)

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which....)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which....)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Plan	Think about and organise information in a logical way using an appropriate format.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

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

Unit reference	Y/505/8117	Unit level	2
Unit hours	Guided learning	18	Non-guided learning 4
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children.		

Learner name:	Centre no:
PIN:	ULN:

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
3. Understand the nutritional needs of children.	3.1. Explain the nutritional value of the main food groups .	
	3.2. Use current government guidance to identify the nutritional needs of babies until they are fully weaned.	
	3.3. Explain how to plan a weaning programme.	
	3.4. Discuss the nutritional requirements of children aged: <ul style="list-style-type: none"> • 1-2 years • 2-3 years • 3-5 years • 5-7 years. 	
	3.5. Explain strategies to encourage healthy eating.	
4. Understand the impact of poor diet on children's health and development.	4.1. Explain the impacts of poor diet on children's health and development in the: <ul style="list-style-type: none"> • short term • long term. 	
5. Understand individuals' dietary requirements and preferences.	5.1. Identify reasons for: <ul style="list-style-type: none"> • special dietary requirements • keeping and sharing coherent records with regard to special dietary requirements. 	
	5.2. Explain the role of the early years practitioner in meeting children's individual dietary requirements and preferences.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
	5.3. Describe benefits of working in partnership with parents/carers in relation to special dietary requirements.	
6. Be able to support healthy eating in own setting.	6.1. Plan an activity to support healthy eating in own setting.	
	6.2. Implement an activity to support healthy eating in own setting.	
	6.3. Reflect on own role when supporting healthy eating in own setting.	
	6.4. Make recommendations for healthy eating in own setting.	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.1

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Relationship to occupational standards	This unit must be assessed in line with the Early Years Educator assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>National and local initiatives will be influential in relation to healthy eating. Research such initiatives and consider how they may support a child's health.</p> <p>Food groups Consider the nutritional value of the main food groups including vitamins and minerals.</p> <p>Special dietary requirements Consider the importance of maintaining accurate and coherent records and reports and sharing information as appropriate in relation to a child's special dietary requirements. Include information about medical and religious influences on diet as well as parental choice and individual preferences.</p>

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

Task 1 (assessment criteria 1.1, 1.2 and 1.3)

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

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

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

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

Meeting children's individual nutritional requirements is important.

Deliver a presentation to peers which:

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

Task 3 (assessment criteria 2.1, 3.2 and 3.3)

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

Part 1

Produce a leaflet which:

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

Part 2

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

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

Unit 1.2: Support healthy lifestyles for children through exercise

Unit reference	D/505/8118		Unit level	2
Unit hours	Guided learning	12	Non-guided learning	4
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children through exercise.			

Learner name:	Centre no:
PIN:	ULN:

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
3. Be able to support children's exercise in an outdoor space.	3.1. Plan an activity which supports children's exercise in an outdoor space.	
	3.2. Implement an activity which supports children's exercise in an outdoor space.	
	3.3. Reflect on an activity which supports children's exercise in an outdoor space.	
	3.4. Make recommendations for the outdoor provision for own setting.	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.2

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Educator assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	National and local initiatives Research national initiatives such as Change4Life and Play England and how such initiatives promote children's physical activity. Read through the Early Years Foundation Stage requirements with regard to free flow play as well as the National Curriculum requirements for physical activity.

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

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

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

Develop a resource which:

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

Task 2 (assessment criteria 2.1 and 2.2)

Indoor and outdoor provision must meet the needs of individual children.

Choose one of the following options to demonstrate understanding of inclusive practice in relation to the use of provision for children's exercise:

Option 1

Visit one local indoor and one local outdoor provision.

Evaluate both types of provision in relation to inclusive practice. Submit the evaluation through an online forum. This will give you the opportunity to reflect on each other's findings as well as your own evaluations to share good practice.

Option 2

Use virtual or simulated environments to inform evaluation of the indoor and outdoor provision in relation to inclusive practice. Present the evaluation.

Unit 1.3: Support physical care routines for children

Unit 10: Support physical care routines for children				
Unit reference	H/505/8119		Unit level	2
Unit hours	Guided learning	12	Non-guided learning	5
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support children's physical care as part of a healthy lifestyle.			

Learner name:	Centre no:
PIN:	ULN:

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
2. Understand hygienic practice in preparing formula feeds.	2.1. Outline hygienic practice when: <ul style="list-style-type: none"> • preparing formula feeds • sterilising equipment. 	
	2.2. Explain how poor hygiene may affect the health of babies in relation to: <ul style="list-style-type: none"> • preparing formula feeds • sterilisation. 	
3. Understand hygienic practice in relation to control of infection.	3.1. Describe the role of the early years practitioner in relation to: <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment. 	
4. Be able to use hygienic practice to minimise the spread of infection.	4.1. Use hygienic practice in relation to: <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
5. Understand rest and sleep needs of children.	5.1. Explain the rest and sleep needs of: <ul style="list-style-type: none"> • a baby aged 6 weeks • a baby aged 7 months • a toddler aged 15 months • a child aged 2 and a half years • a child aged 4 – 5 years • a child aged 6 – 7 years. 	
	5.2. Explain safety precautions which minimise the risk of sudden infant death syndrome.	
6. Understand childhood immunisation.	6.1. Outline the reasons for immunisation.	
	6.2. Identify the immunisation schedule	
	6.3. Explain the reasons why some children are not immunised.	
7. Be able to support children in personal physical care routines.	7.1. Support children in personal physical care routines in relation to: <ul style="list-style-type: none"> • toileting • washing and/or bath time • skin, teeth and hair • meal times • resting and/or sleeping. 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.3

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Additional unit assessment requirements

This unit must be assessed in line with the Early Years Educator assessment strategy and principles.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Skin

When considering care of skin, remember to think about protecting the skin against the effects of the weather, especially with regard to sun protection. It is also important that early years practitioners are aware of skin conditions such as eczema, as well as skin types, by working in partnership with parents/carers.

Hair

Consider general care of hair with regard to different hair types. Include identification and treatment for head lice. Consider the importance of working in partnership with parents/carers.

Assessment task: Unit 1.3 Support physical care routines for children

Task 1 (assessment criteria 3.1, 1.1, 1.2, 1.3, 1.4, 2.1 and 2.2)

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

Prepare an information pack for an early years practitioner.

- Describe the role of the early years practitioner in relation to:
 - hand washing
 - food hygiene
 - dealing with spillages safely
 - safe disposal of waste
 - using correct personal protective equipment.
- Describe routine physical care needs for children in relation to:
 - nappy changing
 - toilet training
 - washing and bath time
 - skin, teeth and hair
 - mealtimes.
- Include an explanation of the role of the early years practitioner in relation to the physical care needs specified.
- Outline hygienic practice when preparing formula feeds and sterilising equipment.
- Explain how poor hygiene may affect the health of babies in relation to preparing formula feeds and sterilisation.
- Describe benefits of working in partnership with parents/carers in relation to individual physical care routines.
- As an appendix to the information pack, identify situations in which non-routine physical care is required.

Task 2 (assessment criteria 5.1 and 5.2)

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

Respond to this scenario:

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

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

Create resources for the display.

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

Create the leaflet.

Task 3 (assessment criteria 6.1, 6.2 and 6.3)

The immunisation programme promotes health in the early years.

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

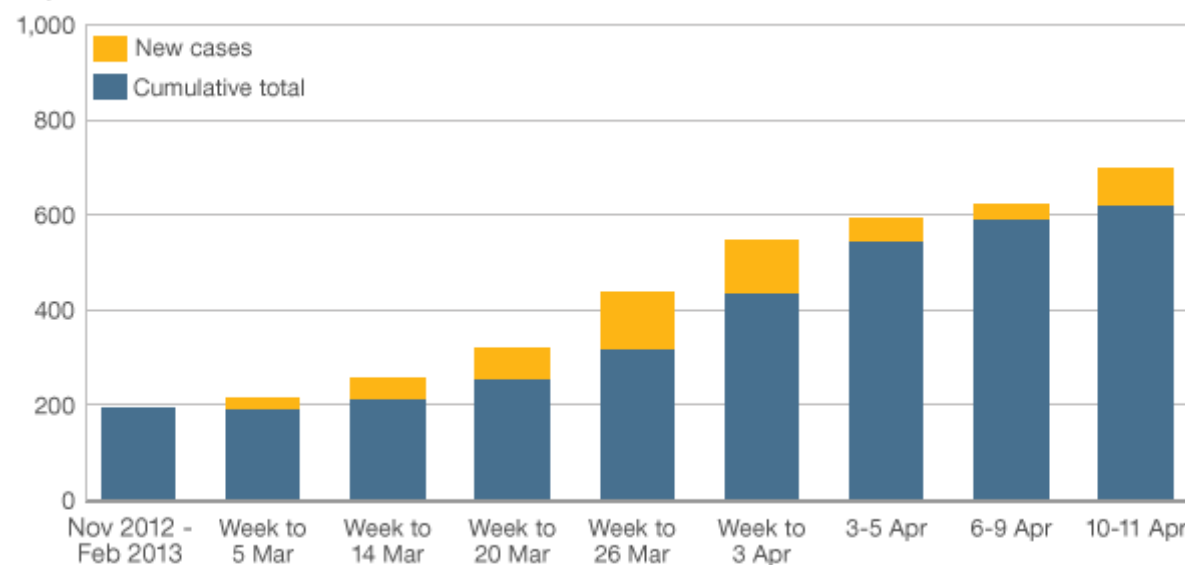
Following the discussion:

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

www.bbc.co.uk/news/uk-wales-22143124

Measles outbreak

Reported cases in Wales



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

Source: NHS Wales

Unit 1.4: Promote children's emotional well-being

Unit reference	Y/505/8120		Unit level	3
Unit hours	Guided learning	21	Non-guided learning	5
Unit aim	This unit provides the learner with the knowledge, skills and understanding to promote children's emotional well-being.			

Learner name:	Centre no:
PIN:	ULN:

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
	4.5. Reflect on own role when promoting emotional well-being in own setting.	
5. Be able to critically evaluate provision in own setting in relation to promoting emotional well-being in line with current frameworks and theoretical perspectives.	5.1. Critically evaluate provision in own setting in relation to promoting emotional well-being in line with current frameworks and theoretical perspectives.	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.4

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Educator assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Theoretical perspectives</p> <p>Consider relevant theoretical perspectives concerned with attachment in children.</p> <p>Key Person</p> <p>Look at the Early Years Foundation Stage to find out about the role of the Key Person in relation to meeting children's individual needs.</p> <p>Transition and significant events include:</p> <ul style="list-style-type: none">• moving to school• starting and moving through day care• birth of a sibling• moving home• living outside of the home• family breakdown• loss of significant people• moving between settings and carers.

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

Task 1 (assessment criteria 1.1, 1.2 and 1.3)

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

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

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

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

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

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

Task 2 (assessment criterion 2.1)

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

Access the following links to information about The Early Years Foundation Stage:

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

www.foundationyears.org.uk/files/2012/03/Early_Years_Outcomes.pdf

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

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

As a key person you have a responsibility to support children during transition and significant events.

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

Read the case study:

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

Write an information sheet for the parents/carers to:

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

Unit 1.5: Understand how to support children who are unwell



Unit reference	H/505/8122		Unit level	3
Unit hours	Guided learning	18	Non-guided learning	2
Unit aim	This unit provides the learner with the knowledge and understanding of how to support children who are unwell.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
1. Know common childhood illnesses.	1.1. Identify common childhood illnesses .	
	1.2. Describe signs and symptoms of common childhood illnesses.	
	1.3. Explain treatments for common childhood illnesses.	
	1.4. Identify exclusion periods for common childhood illnesses.	
2. Know the signs of ill health in children.	2.1. Describe the signs and symptoms of ill health in children.	
	2.2. Give examples of when medical intervention is necessary.	
3. Understand legal requirements for reporting notifiable diseases.	3.1. Identify notifiable diseases.	
	3.2. Describe the process for reporting notifiable diseases.	
4. Understand the role of the early years practitioner in minimising ill health in children.	4.1. Explain how the early years practitioner can minimise ill health in children.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
5. Understand care routines when a child is ill.	5.1. Describe the needs of a child who is ill in relation to: <ul style="list-style-type: none"> • food and drink • personal care • rest and sleep • emotional well-being • dignity and respect • observation and monitoring. 	
	5.2. Outline the procedures for: <ul style="list-style-type: none"> • storage of medication • administration of medication • record keeping with regard to medication. 	
	5.3. Explain procedures which are followed when a child is taken ill in a setting.	
6. Understand how to support children for planned hospital admission.	6.1. Describe how the early years practitioner supports a child to prepare for a stay in hospital.	
7. Understand the therapeutic role of play in hospitals.	7.1. Describe the therapeutic role of play in hospital in supporting children's recovery.	
8. Understand the role of the early years practitioner when supporting children who are chronically ill.	8.1. Describe the responsibilities of the early years practitioner when supporting a child who has a chronic health condition in relation to: <ul style="list-style-type: none"> • training and development needs • partnership working • inclusive practice • support for self. 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.5

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

Assessor name:

Signature:

Date:

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

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

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

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

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

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

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

Task 2 (assessment criteria 2.1 and 2.2)

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

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

Task 3 (assessment criteria 3.1 and 3.2)

Certain diseases must be reported to regulatory bodies.

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

Task 4 (assessment criteria 5.1, 5.2 and 5.3)

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

Read the scenario:

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

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

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

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

Task 5 (assessment criterion 4.1)

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

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

Task 6 (assessment criteria 6.1 and 8.1)

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

Read the case study:

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

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

Task 7 (assessment criterion 7.1)

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

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

Unit 1.6: Understand the needs of the mother and baby during pre-conception, pregnancy and the first year of life



Unit reference	D/505/8135		Unit level	3
Unit hours	Guided learning	18	Non-guided learning	8
Unit aim	The unit provides the learner with the knowledge and understanding of pre-conceptual care; pregnancy; and health and developmental checks during the first year of life.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
1. Understand development from conception to end of gestation.	1.1. Describe stages of development from fertilisation to end of gestation.	
	1.2. Describe antenatal developmental checks.	
	1.3. Identify actions to take in response to outcomes of antenatal developmental checks.	
2. Understand the potential effects on development of pre-conception, pre-birth and birth experiences.	2.1. Explain the potential effects on development of: <ul style="list-style-type: none"> • pre-conception experiences • pre-birth experiences • birth experiences. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
3. Understand post-natal care.	3.1. Describe post-natal care for: <ul style="list-style-type: none"> • mother • baby. 	
	3.2. Describe concerns parents may have following the birth of a baby.	
	3.3. Identify sources of support for parents following the birth of a baby.	
4. Understand developmental checks from birth to 12 months.	4.1. Explain routine checks carried out for: <ul style="list-style-type: none"> • the newborn • the baby during the first year of life. 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.6

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Educator assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Potential effects</p> <ul style="list-style-type: none"> • Pre-conception experiences Consider the potential changes required to lifestyle when planning for pregnancy and why a healthy approach to pregnancy is important. • Pre-birth experiences Think about how mum can maintain her own health and that of her unborn child during pregnancy. • Birth experiences Consider the labour experience and the potential complications which could arise. <p>Baby Consider the role of :</p> <ul style="list-style-type: none"> • Paediatrician • Midwife • GP • Health Visitor <p>following the birth of a child.</p> <p>Concerns</p> <ul style="list-style-type: none"> • Consider the breast v. bottle choice in relation to feeding the baby. • Think about the pressures on parents of a newborn baby. • Consider commonly encountered concerns which parents may experience. <p>Sources of support When considering the concerns parents may face think about the different sources of support available to them. For example consider the statutory, voluntary and private sectors, and the support they may offer.</p>

Assessment task: Unit 1.6 Understand the needs of the mother and baby during pre-conception, pregnancy and the first year of life

Task 1 (assessment criteria 1.1, 1.2 and 1.3)

Planning for pregnancy contributes to healthy experiences for both the mother and the baby.

Read the scenario:

The Children's Centre is supporting the Health Visitor during a series of sessions about pre-conception and antenatal care. The Health Visitor has asked you to produce the following resources:

- a flowchart to describe stages of development from fertilisation to end of gestation
- a leaflet which:
 - describes antenatal development checks
 - identifies actions to take in response to outcomes of antenatal developmental checks.

Task 2 (assessment criterion 2.1)

Health care professionals can support parents/carers before and during pregnancy.

The Health Visitor will be speaking at the sessions about the potential effects on development of:

- pre-conception experiences
- pre-birth experiences
- birth experiences.

Support the Health Visitor by preparing handouts for people attending to explain the potential effects on development of:

- pre-conception experiences
- pre-birth experiences
- birth experiences.

Task 3 (assessment criteria 3.1, 3.2 and 3.3)

Resources produced for parents/carers can help them to care for their newborn babies.

Produce an information pack for parents/carers that:

- describes post-natal care for mother and baby
- describes concerns parents may have following the birth of a baby
- identifies sources of support for parents following the birth of a baby.

Task 4 (assessment criterion 4.1)

There are many routine tests and checks which take place in the first year of life.

Produce leaflets for distribution at the well-baby clinic which explain routine checks for:

- the newborn
- the baby during the first year of life.

Unit 2.1: An introduction to the role of the early years practitioner

Unit reference	K/505/8123		Unit level	2
Unit hours	Guided learning	9	Non-guided learning	1
Unit aim	This unit provides the learner with an introduction to the role of the early years practitioner.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
1. Understand the role of the early years practitioner.	1.1. Identify the skills, knowledge and attributes required for the role of the early years practitioner.	
	1.2. Identify settings which provide early years education and care.	
	1.3. Describe the relationship between legislation, policies and procedures.	
	1.4. Describe the role of the early years practitioner in relation to current frameworks .	
	1.5. Identify every day routine tasks which ensure a safe and stimulating setting.	
	1.6. Describe reasons for adhering to the agreed scope of the job role.	
2. Be able to communicate to meet individuals' needs and preferences.	2.1. Identify reasons why people communicate.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
	2.2. Explain how communication affects all aspects of own practice.	
	2.3. Use communication methods that meet individuals' communication needs and preferences.	
3. Understand working relationships in early years.	3.1. Explain how a working relationship is different to a personal relationship.	
	3.2. Identify different working relationships in early years settings.	
	3.3. Explain reasons for working in partnership with others .	
	3.4. Identify skills and approaches needed for resolving conflict.	
4. Understand why Continuing Professional Development is integral to the role of the early years practitioner.	4.1. Explain why Continuing Professional Development is integral to the role of the early years practitioner.	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.1

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Educator assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Attributes The personal qualities that contribute to the role of the early years practitioner.</p> <p>Settings Children can be cared for in a variety of settings. Consider statutory, private and voluntary settings.</p> <p>Current frameworks Learning, development and care requirements are explained in the current frameworks.</p> <p>Routine tasks Daily tasks which ensure the physical environment is maintained.</p> <p>Communication methods A range of communication methods should be explored including verbal and non-verbal.</p> <p>Individuals Consider different methods for communicating and the diverse needs of children in relation to communication.</p> <p>Others Parents/carers and other professionals.</p>

Assessment task: Unit 2.1: An introduction to the role of the early years practitioner

Task 1 (assessment criterion 1.2)

As an early years practitioner you could choose to work in a range of different settings which provide services for young children and their families/carers.

- Identify settings which provide early years education and care.

Task 2 (assessment criteria 1.1, 1.5 and 1.6)

Read this advertisement for a full time early years practitioner in the private sector:

Jobs of the Week
**Level 3 Qualified Early Years Practitioner
Required**
A full time member of staff is required to work
across the age ranges from 3 months to 5 years
in our private day nursery and after school
provision for children up to 7 years of age.
Please apply in writing for this position.

Respond to this job vacancy in a letter of application by identifying:

- the skills, knowledge and attributes required for the role of the early years practitioner.

In your letter of application include information about the importance of the early years practitioner's role by:

- describing reasons for adhering to the agreed scope of the job role
- identifying every day routine tasks which ensure a safe and stimulating setting.

Task 3 (assessment criteria 1.3, 1.4, 3.1, 3.2, 3.3 and 3.4)

Read through the email received from the nursery manager:

I would like to welcome you to our private day nursery and after school provision. Now that you have joined our staff team you are asked to complete some induction activities which will help you to familiarise yourself with legislation, policy and procedures, your role in relation to current frameworks and the importance of working relationships in early years settings.

Nursery Manager

Complete the induction activity by providing written information to:

- describe the relationship between legislation, policies and procedures
- describe the role of the early years practitioner in relation to current frameworks
- explain how a working relationship is different to a personal relationship
- identify different working relationships in early years settings
- explain reasons for working in partnership with others
- identify skills and approaches needed for resolving conflict.

Task 4 (assessment criterion 4.1)

Continuing professional development is important to the role of the early years practitioner.

- Explain why continuing professional development is integral to the role of the early years practitioner.

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



Unit reference	M/505/8124		Unit level	3
Unit hours	Guided learning	21	Non-guided learning	6
Unit aim	This unit provides the knowledge and understanding required to support the safeguarding, protection and welfare of children from birth to 7 years.			

Learner name: PIN:	Centre no: ULN:
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Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
1. Understand legislation and guidelines for the safeguarding, protection and welfare of children.	1.1. Summarise current legislation and guidelines for the safeguarding, protection and welfare of children.	
	1.2. Identify policies and procedures relating to the safeguarding, protection and welfare of children.	
	1.3. Analyse how current legislation and guidelines for safeguarding inform policy and procedure.	
2. Understand policies and procedures for the safeguarding, protection and welfare of children.	2.1. Explain the roles and responsibilities of the early years practitioner in relation to the safeguarding, protection and welfare of children.	
	2.2. Describe the lines of reporting and responsibility to meet the safeguarding, protection and welfare requirements of children.	

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.2

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Educator assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Guidelines</p> <p>Each local authority will publish guidelines to support practitioners in the safeguarding, protection and welfare of children. Guidelines are available from the Local Authority which outline steps to take when sharing sensitive information. These guidelines will have useful contact details for partnership working. They may also offer advice about how the Early Years Practitioner can keep her/himself safe. These guidelines should be representative of current legislation and in line with the guidance and procedures of the relevant Child Safeguarding Practice Reviews (CSPR).</p> <p>Roles and responsibilities</p> <p>To work within organisational policies and procedures. Consider the policy with regards to media/online safety including the use of cameras and mobile phones.</p> <p>Safeguarding, protection and welfare</p> <p>Useful reference documents including current versions of:</p> <ul style="list-style-type: none"> • Early Years Foundation Stage Statutory Framework: section 3 3.1-3.3 inclusive. • The Early Years Foundations for Life, Health and Learning: An Independent Report on the Early Years Foundation Stage to Her Majesty's Government. • Working Together to Safeguard Children. <p>Child protection</p> <p>Protecting children in this unit has focused on safeguarding and raising awareness of how, why and when the Early Years Practitioners must act to safeguard the children they are responsible for. Protecting children from harm is something that cannot be compromised. Throughout this qualification, within the context of each unit, further reference will be made to how children can be protected.</p>

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

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

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

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

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

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

The scenario introduces safeguarding and welfare issues.

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

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

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

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

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

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

Unit 216: Use legislation relating to the health and safety of children				
Unit reference	F/505/8127		Unit level	3
Unit hours	Guided learning	21	Non-guided learning	5
Unit aim	This unit provides the knowledge, understanding and skills to support the health and safety of children from birth to 7 years.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
1. Understand legislation and guidelines for health and safety.	1.1. Summarise current legislation and guidelines relating to the health and safety of children.	
2. Understand policies and procedures for health and safety.	2.1. Identify policies and procedures relating to the health and safety of children.	
	2.2. Analyse how legislation and guidelines for health and safety inform day to day work with children.	
	2.3. Describe procedures for: <ul style="list-style-type: none"> • registration of children • collection of children. 	
	2.4. Describe the roles and responsibilities of the early years practitioner in relation to policies and procedure for health and safety.	
3. Understand how to plan environments that support children's health and safety.	3.1. Describe factors to consider when planning healthy and safe environments.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
	3.2. Identify hazards to the health and safety of: <ul style="list-style-type: none"> • children • colleagues • visitors. 	
4. Be able to manage risk within an environment which provides challenge for children.	4.1. Explain why it is important to take a balanced approach to risk management.	
	4.2. Carry out risk assessment within own setting .	
	4.3. Describe how health and safety risk assessments are monitored and reviewed.	
	4.4. Support children in own setting to manage risk.	
	4.5. Reflect on own role in the setting when managing risk.	
5. Understand how to identify, record and report accidents, incidents and emergencies .	5.1. Identify accidents and incidents which may occur in a setting.	
	5.2. Identify forms for completion in the event of: <ul style="list-style-type: none"> • accidents • incidents • emergencies. 	
	5.3. Describe the lines of reporting and responsibility in the event of: <ul style="list-style-type: none"> • accidents • incidents • emergencies. 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.3

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Educator assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Health and safety</p> <p>When considering health and safety remember to include security and the wider scope of this important policy.</p> <p>Procedures include:</p> <ul style="list-style-type: none"> • evacuation drills • collecting children • registration • dietary needs. <p>Roles and responsibilities</p> <p>When looking at exemplar policies for Health and Safety, think specifically about the procedures which must be followed to keep children safe. Whilst physical safety and security of the setting is vital do not forget the importance of a challenging environment for children and the day to day health and safety considerations for individual needs.</p> <p>Environments include indoor and outdoor space.</p> <p>Factors, e.g.:</p> <ul style="list-style-type: none"> • the individual needs, age and abilities of the babies and young children • the needs of parents/carers where relevant • the function and purpose of environments and services offered in relation to health and safety • the duty of care • the desired outcomes for babies and young children • lines of responsibility and accountability. <p>Hazards, e.g.:</p> <ul style="list-style-type: none"> • physical • security

- fire
- food safety
- personal safety.

The Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings or the Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings would complement your learning.

Balanced approach to risk management:

- taking into account a child's age, needs and abilities
- avoiding excessive risk taking
- not being excessively risk averse
- recognising the importance of risk and challenge to a child's development.

Setting includes all areas of the setting as well as off-site visits, trips and outings.

In the event that the learner witnesses an incident or accident it is recommended that they complete the relevant documentation.

Accidents, incidents and emergencies include:

- trips/falls
- bumps to the head.

It is also important to know about how to manage emergency situations such as:

- medical emergencies
- evacuation emergencies.

The Level 3 Award in Paediatric First Aid would complement your learning.

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

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

Legislation informs policy and procedure.

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

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

In the booklet include a guide for newly qualified staff which:

- describes the roles and responsibilities of the early years practitioner in relation to policies and procedures for health and safety.

Task 2 (assessment criterion 2.3)

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

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

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

Task 3 (assessment criterion 3.1)

It is important to be able to plan with health and safety in mind.

An early years setting has secured funding for improvements. Contribute to the preparations for the improvements by writing a description of factors to consider when planning healthy and safe environments.

Task 4 (assessment criterion 3.2)

When planning environments for children it is essential to be aware of potential hazards.

Identify hazards to the health and safety of:

- children
- colleagues
- visitors.

Task 5 (assessment criterion 5.1)

Minor accidents in a busy early years setting are likely to occur.

Identify accidents and incidents which may occur in a setting.

Task 6 (assessment criteria 5.2 and 5.3)

Recording and reporting in the event of an accident is part of the early years practitioner's role.

Sam aged 3 years has an accident whilst running around in the park and has badly grazed both knees. Anneka, Sam's child minder, has made sure that Sam is not badly injured and having reassured and comforted him, now turns her attention to completing the necessary forms. Sam's fall was not an emergency but the accident has prompted Anneka to reflect on her health and safety procedures.

- Identify the forms that Anneka must complete following the accident.
- Describe the lines of reporting and responsibility which Anneka must follow in response to Sam's accident.
- Identify forms Anneka would need to complete in the event of an incident or emergency.
- Describe the lines of reporting and responsibility which Anneka would need to take in the event of an incident or an emergency.

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

Unit reference	L/505/8129		Unit level	3
Unit hours	Guided learning	23	Non-guided learning	7
Unit aim	This unit provides the knowledge, understanding and skills required to support equality, diversity and inclusive practice.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
1. Understand how legislation and codes of practice inform equality, diversity and inclusive practice.	1.1. Describe what is meant by: <ul style="list-style-type: none"> • equality • diversity • inclusion • discrimination. 	
	1.2. Explain current legislation and codes of practice relating to equality, diversity and inclusive practice.	
2. Understand how policies and procedures inform equality, diversity and inclusive practice.	2.1. Identify policies and procedures relating to equality, diversity and inclusive practice.	
	2.2. Explain the roles and responsibilities of the early years practitioner in supporting equality, diversity and inclusive practice.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
3. Be able to use information, advice and support to promote equality, diversity and inclusion.	3.1. Access information, advice and support about equality, diversity and inclusion.	
	3.2. Reflect on ways information, advice and support about equality, diversity and inclusion can be used to inform practice.	
4. Be able to work in ways which support equality, diversity and inclusive practice.	4.1. Interact with children in a way that values them and meets their individual needs.	
	4.2. Analyse the benefits of supporting equality, diversity and inclusive practice.	
	4.3. Evaluate the impact of own attitudes, values and behaviour when supporting equality, diversity and inclusive practice.	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.4

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

Assessor name:

Signature:

Date:

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

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

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

Task 1 (assessment criteria 1.1 and 1.2)

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

Follow the links to help you to complete the task. The first piece of work is an 'easy read' version of The Equality Act 2010. This legislation informs The Early Years Foundation Stage. The second link is from The Early Years Foundations Stage.

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

www.foundationyears.org.uk/wp-content/uploads/2012/07/an-equal-start-improving-outcomes-in-childrens-centres-an-evidence-review.pdf

- Describe what is meant by:
 - equality
 - diversity
 - inclusion
 - discrimination.
- Explain current legislation and codes of practice relating to equality, diversity and inclusive practice.

Task 2 (assessment criteria 2.1 and 2.2)

Legislation informs policy and procedures.

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

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

Unit 2.5: Work in partnership

Unit reference	D/505/8121		Unit level	3
Unit hours	Guided learning	18	Non-guided learning	8
Unit aim	This unit provides the learner with the knowledge, understanding and skills required to work in partnership.			

Learner name:	Centre no:
PIN:	ULN:

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
	2.5. Identify when parents/carers need support.	
	2.6. Give examples of support which may be offered to parents/carers.	
3. Understand challenges to partnership working.	3.1. Identify barriers to partnership working.	
	3.2. Explain strategies to overcome barriers when working in partnership.	
	3.3. Evaluate the complexity of partnership working.	
4. Understand recording, storing and sharing information in relation to partnership working.	4.1. Identify records to be completed in relation to partnership working.	
	4.2. Explain reasons for accurate and coherent record keeping.	
	4.3. Evaluate the reasons for confidentiality when maintaining records.	
	4.4. Analyse the potential tension between maintaining confidentiality and the need to disclose information: <ul style="list-style-type: none"> • when poor practice is identified • where a child is at risk • when it is suspected that a crime has been/may be committed. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence Record e.g. page number & method
5. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	5.1. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	
6. Be able to complete records .	6.1. Complete records that are accurate, legible, concise and meet organisational and legal requirements.	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.5

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Educator assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Others Others refers to all those involved in the care and education of the child.</p> <p>Parents/carers To include a range of family structures.</p> <p>Complexity Consider the challenges and potential barriers to effective partnership working.</p> <p>Encourages The early years practitioner encourages the parents/carers to take an active role in their child's play development and learning in many ways. The personal discussions that take place to share their child's progress, strategies and ways of learning to support children so that a consistent approach is maintained can really make a difference to how children learn and develop.</p> <p>Complete records The early years practitioner will maintain records such as observations and planning, tracking and current framework aspirations. From time to time these records may need to be summarised to include reports.</p>

Assessment task: Unit 2.5 Work in partnership

Task 1 (assessment criteria 1.1, 1.2, 1.3, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2, 4.3 and 4.4)

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

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

- describe partnership working in relation to current frameworks
- summarise policy and procedural requirements in relation to partnership working
- identify records to be completed in relation to partnership working
- explain reasons for accurate and coherent record keeping.

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

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

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

Write a conclusion for your report which:

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

Task 2 (assessment criterion 2.3)

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

Identify different family structures.

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

Partnership working can support children and their families.

Read through this case study and then complete the task.

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

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

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

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

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

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

Unit SO3: Reflecting on practice in the early years sector

Unit 506: Reflecting on practice in the early years sector				
Unit reference	H/506/2753		Unit level	3
Unit hours	Guided learning	28	Non-guided learning	7
Unit aim	This unit provides the learner with the knowledge, understanding and skills required to reflect on practice.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
1. Understand the reflective cycle.	1.1. Summarise theoretical perspectives of reflection.	
	1.2. Describe benefits of reflective practice for: <ul style="list-style-type: none"> • the early years practitioner • children • others. 	
2. Understand professional development.	2.1. Explain 'professional development'.	
	2.2 Describe methods for identifying professional development opportunities.	
3. Understand Personal Development Plans.	3.1. Explain the purpose of a Personal Development Plan.	
	3.2. Explain how to devise a Personal Development Plan.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
4. Be able to reflect on practice.	4.1. Develop a Curriculum Vitae.	
	4.2. Analyse own professional development needs in relation to the role of the early years practitioner.	
	4.3. Produce, implement and review a Personal Development Plan in relation to: <ul style="list-style-type: none"> • healthy lifestyles for children • promoting children's emotional well-being • children who are unwell • the needs of the mother and baby in the first year of life. 	
	4.4. Produce, implement and review a Personal Development Plan in relation to: <ul style="list-style-type: none"> • the role of the early years practitioner • the safeguarding, protection and welfare of children • equality, diversity and inclusive practice • partnership working. 	
	4.5. Maintain subject knowledge across curriculum subjects which are of personal interest.	
	4.6. Record progress in relation to own Personal Development Plan.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method
	4.7. Explain benefits of own personal development plan with regard to: <ul style="list-style-type: none"> • self • children • the early years setting. 	
	4.8. Share own Personal Development Plan with others .	

Assessor sign off of completed unit: Unit SO3

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Educator assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Methods include: appraisal, self-evaluation, reflecting on performance and peer observation</p> <p>Theoretical perspectives for reflection consider theories in relation to professional development</p> <p>Others include: Colleagues, line management, in service trainers, external trainers, parents/carers and other professionals</p>

Assessment task: Unit SO3 Reflecting on practice in the early years sector

Task 1 (assessment criteria 1.1 and 1.2)

Reflection on professional understanding initiates change and improves practice.

Section 1 is an introduction to your portfolio and considers theoretical approaches to reflection, including benefits to engaging in a cycle of reflection.

In this section:

- Summarise theoretical perspectives of reflection
- Describe benefits of reflective practice for:
 - the early years practitioner
 - children
 - others.

As you explore theoretical perspectives, you may want to consider summarising each one and reflecting upon benefits to knowledge and understanding. Perhaps you can identify and discuss a preferred model for reflection.

Task 2 (assessment criteria 2.1 and 2.2)

Early years practitioners must engage in professional development in order to maintain knowledge, understanding and skills.

Section 2 considers professional development opportunities for early years practitioners.

In this section:

- explain 'professional development'
- describe methods for identifying professional development opportunities.

Task 3 (assessment criteria 3.1 and 3.2)

Personal Development Plans support early years practitioners through a cycle of reflection.

Section 3 considers personal development plans.

In this section:

- explain the purpose of a Personal Development Plan
- explain how to devise a Personal Development Plan.

Task 4 (assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7)

Being able to use a Personal Development Plan is critical to becoming a reflective practitioner.

Section 4 allows for the opportunity to use a Personal Development Plan.

Begin this section by:

- developing a Curriculum Vitae.

Now:

- analyse your own professional development needs in relation to the role of the early years practitioner
- produce implement and review a Personal Development Plan.

The focus of your first Personal Development Plan must be in relation to units 1.1-1.6, which include:

- healthy lifestyles for children
- promoting children's emotional well-being
- children who are unwell
- the needs of the mother and baby in the first year of life.

As you reflect on units 1.1-1.6, you may wish to consider the following when producing your Personal Development Plan:

- new learning and how this has impacted upon your knowledge and understanding
- examples of any new learning and how this learning will support practical placement opportunities with children
- examples of practical placement experience
- identifying learning and reflect on your experience
- how your learning will impact on your practice
- identify your own learning needs in relation to each unit as you reflect. How can you meet these needs?

Now produce, implement and review a Personal Development Plan in relation to units 2.1-2.5, which include:

- the role of the early years practitioner
- the safeguarding, protection and welfare of children
- equality, diversity and inclusive practice
- partnership working.

As you reflect on units 2.1-2.5, you may wish to consider the following when producing your Personal Development Plan:

- job descriptions for the early years practitioner as these will help in the identification of the role and support reflection
- your current knowledge and any gaps in your understanding
- the Early Years Foundation Stage and The National Curriculum are statutory documents used by early years practitioners.

Note:

Refer to the Early Years Foundation Stage April 2014 Section 3 for advice with safeguarding, protection and welfare. Also Safeguarding Together 2013 is a useful tool for learning. Both documents offer useful guidance in relation to equality, diversity and inclusive practice as well as partnership working. Any policies and procedures gathered whilst studying these units could be filed in this section of your portfolio and referred to here.

You will also need to ensure that you:

- record progress in relation to own personal development
- explain the benefits of your own Personal Development Plan with regard to:
 - yourself
 - children
 - the early years setting.

It is good practice to maintain your interests with regard to other subject areas.

- Maintain subject knowledge across curriculum subjects which are of personal interest.

Task 5 (assessment criteria 4.8)

Sharing your Personal Development Plan with others will strengthen your own understanding and invite useful contributions for you.

In this final section you will share your work with others. This includes your peers, your tutor/assessor and your placement colleagues.

Section 5

- Share own Personal Development Plan with others.

You may wish to keep records of any feedback that you have received from any units completed to date. Ask for feedback when you share the personal development plan and reflect on these views. Useful feedback will include:

- comments from your tutor/assessor
- comments from your placement providers
- peer feedback
- self-evaluation based on all of the feedback.

You may also want to consider reflecting on:

- initial gaps that were identified in your knowledge, understanding and skills
- feedback received that informs improvements in your practice. Are different gaps identified?

Use the self-evaluation to plan for further training/experience as part of your development plan.

Section 4: Assessment and quality assurance information

WITHDRAWN

Recommended assessment methods

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

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

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

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

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

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

Early Years Educator Qualifications assessment principles

1. Introduction

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

2. Assessment principles

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

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

- 2.6. Assessment of knowledge based learning outcomes may take place in or outside of a real work environment.
- 2.7. Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor qualified to make assessment decisions.

3. Internal Quality Assurance

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

4. Definitions

4.1. Occupationally competent:

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

4.2. Occupationally knowledgeable:

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

4.3. Qualified to make assessment decisions:

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

4.4. Qualified to make quality assurance decisions:

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

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

4.5. Expert witness

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

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence, that they have no conflict of interest in the outcome of the evidence.

Internal Quality Assurance

This is the process undertaken by Centres to ensure that any work completed by the learner meets the required standards. A rigorous internal quality assurance process or strategy will maintain quality and protect the integrity of the qualification, as well as ensuring consistency and validity of assessment judgments within the Centre.

In order to meet internal quality assurance requirements, Centres will need to ensure that staff are suitably qualified and experienced to meet the needs of the learners and uphold the qualification requirements. CACHE regulates this requirement by checking staff qualifications and CVs against the qualifications being delivered. Individual staff CPD will also be monitored to ensure up to date competency is being maintained in both assessor practice and vocational subject.

Once staff are in place, it is important that specific roles and responsibilities are known to staff as appropriate. Centres will need to comply with CACHE assessment principles and the occupational competence of staff that are making decisions in relation to learner performance will need to be recognised and upheld.

Forward planning is always an important feature of internal quality assurance. In order to achieve this, sampling plans should be created. The sampling plan will identify:

- the qualification title and level
- learners allocated to each Assessor
- assessment methods being used by each Assessor
- planned dates with identified learners for internal quality assurance (moderation)
- actual dates that IQA took place.

The chart below clearly identifies the range of methods that can be selected in order to assess the assessment criteria of each unit. The chart shows clearly which methods can be used for knowledge or skills, and you will notice that most methods can be applied to each.

Learners will need to be able to show evidence of their work in relation to the different methods selected. For example if the learner has been observed, then this could be recorded as A in the evidence column of the Learner Handbook, with a page/section reference to where the evidence is located. For example, this may be recorded as: A Section 1, Page 3. This will enable the learner, Centre staff and our staff to be able to locate the corresponding evidence. Our training days are arranged around assessing, please check the website for these. Your Centre Quality Advisor will also be on hand to support you.

Section 5: Documents and resources

WITHDRAWN

Mandatory documents

The completion of 'Evidence Record' and 'Record of Assessment Cycle' forms is **mandatory**. We have devised templates for your convenience. These can be found on the secure website. However, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

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

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

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.

Resources

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.

Useful documents

External Assessment Information and Guidance can be found on the qualification page of the secure website.

Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit:

www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

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