

NCFE

CACHE

Mapping document

**NCFE CACHE Level 3 Award in Preparing to
Work in Home Based Childcare
QRN: 603/3642/0**

For use when mapping to NCFE CACHE Level 3
Diploma for the Early Years Workforce (Early Years
Educator)
QRN: 601/2629/2

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Section 1: Introduction

This mapping document has been developed to identify opportunities for progression between the NCFE CACHE Level 3 Award in Preparing to Work in Home Based Childcare (603/3642/0) and the NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator) (601/2629/2) qualification.

The mapping document clearly identifies where assessment criteria from the Level 3 Award in Preparing to Work in Home Based Childcare matches criteria from the Level 3 Diploma for the Early Years Workforce (Early Years Educator) qualification, implying that prior learning has already been completed to meet this assessment criteria. Tutors/Assessors must ensure that evidence presented is fit for purpose. Where evidence is limited, and criteria is 'partially met', additional requirements will be needed before competence is achieved.

This mapping document will support childminders to progress to become Early Years Educators.

Please note that the requirements for employment in the workforce must be met to work in ratio, at Level 3.

Please note that learners may supply evidence gained from their experience in order to fulfil age range requirements outside of their daily work. For example, expert witness testimony, reflective account and/or professional discussion can be provided as evidence where direct observation is not possible. Direct observation with the accessible age range remains mandatory.

Unit 3.15 of the L3 Diploma for the Early Years Workforce (Early Years Educator) consists of one longitudinal study only.


Section 2: Units

Unit list


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

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Theme 1: Health and well-being

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

Theme 2: Legislation, frameworks and professional practice

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

Theme 3: Play, development and learning for school readiness

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

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

Unit reference	L/505/9300	Unit level	2
Credit value	2	GLH	20
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	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.	5.4	
	1.2. Evaluate national and local initiatives which promote healthy eating.	5.4	
	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. 		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
	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. 	5.2	
	3.5. Explain strategies to encourage healthy eating.	5.4	
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. 	5.5	
	5.2. Explain the role of the Early Years Practitioner in meeting children's individual dietary requirements and preferences.		
	5.3. Describe benefits of working in partnership with parents/carers in relation to special dietary requirements.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
6. Be able to support healthy eating in own setting.	6.1. Plan an activity to support healthy eating in own setting.		
	6.2. Implement an activity to support healthy eating in own setting.		
	6.3. Reflect on own role when supporting healthy eating in own setting.		
	6.4. Make recommendations for healthy eating in own setting.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.1

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Relationship to occupational standards.	This unit must be assessed in line with the EYE assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements.	<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
 - 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 breastfeeding for mother and baby.

Part 2

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

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

Unit 1.2 WB: Support healthy lifestyles for children through exercise

Unit reference	A/505/9809	Unit level	2
Credit value	1	GLH	8
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children through exercise.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Understand children's need for exercise.	1.1. Outline the benefits of exercise for children.	5.2	
	1.2. Identify the requirements of current frameworks for: <ul style="list-style-type: none"> • outdoor access • regular exercise for children. 		
	1.3. Evaluate national and local initiatives which promote children's exercise.		
	1.4. Describe benefits of working in partnership with parents/carers in relation to supporting children's exercise.		
2. Be able to support children's exercise in an indoor and outdoor space.	2.1. Plan an activity which supports children's exercise in: <ul style="list-style-type: none"> • an indoor space • an outdoor space 		
	2.2. Implement an activity which supports children's exercise in: <ul style="list-style-type: none"> • an indoor space • an outdoor space. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
	2.3. Reflect on an activity which supports children’s exercise in: <ul style="list-style-type: none"> • an indoor space • an outdoor space. 		
	2.4. Make recommendations for providing inclusive indoor and outdoor provision for own setting.		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 1.2 WB
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

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

Additional information about the unit:	
Additional unit assessment requirements.	This unit must be assessed in line with the EYE assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements.	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 WB Support healthy lifestyles for children through exercise

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

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

Develop a resource which:

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

Unit 1.3 WB: Support physical care routines for children

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

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Understand the physical care needs of children.	1.1. Explain the role of the Early Years Practitioner during: <ul style="list-style-type: none"> • nappy changing • toilet training • washing and bath time • care of skin, teeth and hair • meal times. 	5.2	
	1.2. Identify situations in which non-routine physical care is required.		
	1.3. Describe benefits of working in partnership with parents/carers in relation to individual physical care routines.	6.2	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
2. Be able to use hygienic practice to minimise the spread of infection.	2.1. Use hygienic practice in relation to: <ul style="list-style-type: none"> • hand washing • food hygiene • formula feed • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment • cleaning and sterilisation processes. 	2.5	
3. Understand rest and sleep needs of children.	3.1. Explain the rest and sleep needs of: <ul style="list-style-type: none"> • a baby aged 6 weeks • a baby aged 7 months • a toddler aged 15 months • a child aged 2 and a half years • a child aged 4 – 5 years • a child aged 6 – 7 years. 	5.2	
	3.2. Explain safety precautions which minimise the risk of sudden infant death syndrome.		
4. Understand childhood immunisation.	4.1. Outline the reasons for immunisation.		
	4.2. Identify the immunisation schedule.		
	4.3. Explain the reasons why some children are not immunised.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
5. Be able to support children in personal physical care routines.	5.1. Support children in personal physical care routines in relation to: <ul style="list-style-type: none"> • toileting and/or nappy changing • washing and/or bath time • skin, teeth and hair • meal times • resting and/or sleeping. 	2.5 5.2	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.3 WB

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Additional unit assessment requirements.

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

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements

Non-routine physical care

From time to time young children may require individual care and attention outside of normal routine care, for example when recovering from illness.

Assessment task: Unit 1.3 WB Support physical care routines for children**Task 1** (assessment criteria 1.1, 1.2 and 1.3)

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

Prepare an information pack for an Early Years Practitioner.

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

Task 2 (assessment criteria 3.1 and 3.2)

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

Respond to this scenario:

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

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

Create resources for the display.

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

Create the leaflet.

Task 3 (assessment criteria 4.1, 4.2 and 4.3)**The immunisation programme promotes health in the early years.**

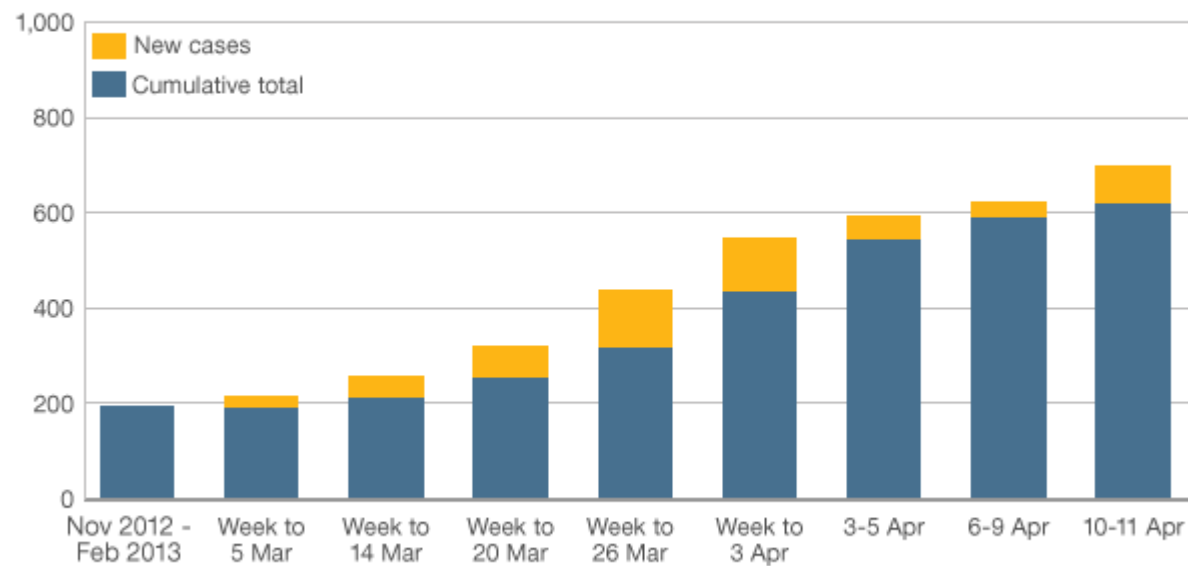
The chart shows the increase in cases of measles reported in Wales from November 2012 to February 2013. Use the chart as a discussion tool to explore links between child health and immunisation. Following the discussion:

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

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

Measles outbreak

Reported cases in Wales



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

Source: NHS Wales

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

Unit reference	T/505/9811	Unit level	3
Credit value	2	GLH	14
Unit aim	This unit provides the learner with the knowledge, skills and understanding to promote children's emotional well-being.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	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. 	7.5	
	1.3. Evaluate the impact of secure relationships on a child's emotional well-being.	7.5	
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.	5.1	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	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.	7.2, 7.5	
	3.2. Describe potential effects of transition and significant events on a child's life.	7.6	
	3.3. Explain the role of the Early Years Practitioner in preparing a child for a planned transition.	7.5	
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
	4.4. Implement an activity to promote emotional well-being in own setting.		
	4.5. Evaluate own role when promoting emotional well-being in own setting.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.4 WB

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

Assessor name:

Signature:

Date:

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

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

Assessment task: Unit 1.4 WB Promote children's emotional well-being**Task 1** (assessment criteria 1.1, 1.2 and 1.3)**The emotional well-being of children impacts on their holistic development.**

Read this extract which introduces one (1) 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 link to information about The Early Years Foundation Stage:

www.foundationyears.org.uk/eyfs-statutory-framework

webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/EYFS%20Statutory%20Framework.pdf

Use this source to analyse the role of the Key Person in promoting emotional well-being.

Task 3 (assessment criteria 3.1, 3.2, 3.3 and 3.4)**As a Key Person you have a responsibility to support children during transition and significant events.**

- identify transitions and significant events that a child may experience.
- describe potential effects of transition and significant events on a child's life.
- explain the role of the Early Years Practitioner in supporting the needs of children during transition and significant life events.

Read the case study:

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

Write an information sheet for the parents/carers to explain the role of the Early Years Practitioner in preparing a child for a planned transition.

Unit 1.5: Understand how to support children who are unwell

Unit reference	A/505/9812	Unit level	3
Credit value	2	GLH	19
Unit aim	This unit provides the learner with the knowledge and understanding of how to support children who are unwell.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Know common childhood illnesses.	1.1. Identify common childhood illnesses .		
	1.2. Describe signs and symptoms of common childhood illnesses.		
	1.3. Explain treatments for common childhood illnesses.		
	1.4. Identify exclusion periods for common childhood illnesses.		
2. Know the signs of ill health in children.	2.1. Describe the signs and symptoms of ill health in children.		
	2.2. Give examples of when medical intervention is necessary.		
3. Understand legal requirements for reporting notifiable diseases.	3.1. Identify notifiable diseases.		
	3.2. Describe the process for reporting notifiable diseases.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
4. Understand the role of the Early Years Practitioner in minimising ill health in children.	4.1. Explain how the Early Years Practitioner can minimise ill health in children.		
5. Understand care routines when a child is ill.	5.1. Describe the needs of a child who is ill in relation to: <ul style="list-style-type: none"> • food and drink • personal care • rest and sleep • emotional well-being • dignity and respect • observation and monitoring. 		
	5.2. Outline the procedures for: <ul style="list-style-type: none"> • storage of medication • administration of medication • record keeping with regard to medication. 	2.3	
	5.3. Explain procedures which are followed when a child is taken ill in a setting.		
6. Understand how to support children for planned hospital admission.	6.1. Describe how the Early Years Practitioner supports a child to prepare for a stay in hospital.		
7. Understand the therapeutic role of play in hospitals.	7.1. Describe the therapeutic role of play in hospital in supporting children's recovery.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
8. Understand the role of the Early Years Practitioner when supporting children who are chronically ill.	8.1. Describe the responsibilities of the Early Years Practitioner when supporting a child who has a chronic health condition in relation to: <ul style="list-style-type: none"> • training and development needs • partnership working • inclusive practice • support for self. 		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 1.5
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

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

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

Assessment task: Unit 1.5 Understand how to support children who are unwell**Task 1** (assessment criteria 1.1, 1.2, 1.3 and 1.4)**Children sometimes become ill and it is important that the Early Years Practitioner knows how to respond.**

Produce a chart to use in an Early Years Setting which:

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

Task 2 (assessment criteria 2.1 and 2.2)**To be able to respond to children when they are ill, the Early Years Practitioner must be able to recognise general signs of ill health in children.**

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

Task 3 (assessment criteria 3.1 and 3.2)**Certain diseases must be reported to regulatory bodies.**

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

Task 4 (assessment criteria 5.1, 5.2 and 5.3)**The needs of a child will change when they are ill and procedures must be followed to ensure that ill health is minimised in the setting.**

Read the scenario:

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

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

- dignity and respect
- observation and monitoring.

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

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

Task 5 (assessment criterion 4.1)

The Early Years Practitioner must be aware of their role in relation to minimising ill health in children.

- Explain how the Early Years Practitioner can minimise ill health in children.

Task 6 (assessment criteria 6.1 and 8.1)

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

Read the case study:

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

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

Task 7 (assessment criterion 7.1)

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

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

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

Unit reference	F/505/9813	Unit level	3
Credit value	3	GLH	21
Unit aim	This unit provides the knowledge and understanding required to support the safeguarding, protection and welfare of children from birth to 7 years.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	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.	1.1	
	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.	3.5 3.3	
	2.2. Describe the lines of reporting and responsibility to meet the safeguarding, protection and welfare requirements of children.	3.5 3.3	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
	2.3. Explain the boundaries of confidentiality in relation to the safeguarding, protection and welfare of children.	6.5	
	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.	3.4	
	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. 	3.4	
	3.3. Describe actions to take if harm or abuse is suspected and/or disclosed.	3.5	
	3.4. Explain the rights of children and parents/carers in situations where harm or abuse is suspected or alleged.		
	3.5. Explain the responsibilities of the Early Years Practitioner in relation to whistleblowing.		
4. Understand the purpose of serious case reviews.	4.1. Explain why serious case reviews are required.		
	4.2. Analyse how serious case reviews inform practice.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.2

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Additional unit assessment requirements.

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

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements.

Guidelines

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

Roles and responsibilities

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

Safeguarding, protection and welfare

Useful reference documents including current versions of:

- Early Years Foundation Stage Statutory Framework: section 3.3.1-

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

Jayden is four (4) years old and attends the local primary school. Jayden lives at home with Mum and two (2) younger siblings. Whilst Jayden has never been punctual and is frequently collected late at the end of the school day, attendance has not been a cause for concern. However, for the past few weeks Jayden has been waiting at the school entrance very early in the morning and is collected by other parents at the end of the school day, with permission from Jayden's mum.

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

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

Task 1 (assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 and 3.5)**The scenario introduces safeguarding and welfare issues.**

- Summarise current legislation and guidelines for the safeguarding, protection and welfare of children.
- Identify policies and procedures relating to the safeguarding, protection and welfare of children.
- Explain the roles and responsibilities of the Early Years Practitioner in relation to the safeguarding, protection and welfare of children.
- Describe the lines of reporting and responsibility to meet the safeguarding, protection and welfare requirements of children.
- Explain the rights of children and parents/carers in situations where harm or abuse is suspected or alleged.
- Explain the boundaries of confidentiality in relation to the safeguarding, protection and welfare of children.
- Explain child protection in relation to safeguarding.
- Describe signs, symptoms, indicators and behaviours that may cause concern relating to:
 - domestic abuse
 - neglect
 - physical abuse
 - emotional abuse
 - sexual abuse.
- Describe actions to take if harm or abuse is suspected and/or disclosed.
- Explain the responsibilities of the Early Years Practitioner in relation to whistleblowing.

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

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

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

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

Unit reference	J/505/9814	Unit level	3
Credit value	2	GLH	20
Unit aim	This unit provides the knowledge, understanding and skills to support the health and safety of children from birth to 7 years.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	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.	1.1	
2. Understand policies and procedures for health and safety.	2.1. Identify policies and procedures relating to the health and safety of children.		
	2.2. Analyse how legislation and guidelines for health and safety inform day to day work with children.		
	2.3. Describe procedures for: <ul style="list-style-type: none"> • registration of children • collection of children. 		
3. Be able to manage risk within an environment which provides challenge for children.	3.1. Explain why it is important to take a balanced approach to risk management .	2.1	
	3.2. Carry out risk assessment within own setting .	2.4	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
	3.3. Describe how health and safety risk assessments are monitored and reviewed.		
	3.4. Support children in own setting to manage risk.		
	3.5. Reflect on own role in the setting when managing risk.		
4. Be able to identify, record and report accidents, incidents and emergencies.	4.1. Complete records in the event of: <ul style="list-style-type: none"> • accidents • incidents • emergencies. 	2.6	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.3 WB

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

Assessor name:

Signature:

Date:

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

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

Assessment task: Unit 2.3 WB Use legislation relating to the health and safety of children**Task 1** (assessment criteria 1.1, 2.1, 2.2 and 2.4)**Legislation informs policy and procedure.**

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

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

Task 2 (assessment criterion 2.3)**Monitoring arrival and collection times of children contributes to health and safety procedures.**

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

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

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

Unit reference	L/505/9815	Unit level	3
Credit value	3	GLH	21
Unit aim	This unit provides the knowledge, understanding and skills required to support equality, diversity and inclusive practice.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Understand how legislation, policies and procedures inform equality, diversity and inclusive practice.	1.1. Identify legislation, policies and procedures relating to equality, diversity and inclusive practice.	1.1	
	1.2. Explain the roles and responsibilities of the Early Years Practitioner in supporting equality, diversity and inclusive practice.	4.1	
2. Be able to use information, advice and support to promote equality, diversity and inclusion.	2.1. Access information, advice and support about equality, diversity and inclusion.		
	2.2. Reflect on ways information, advice and support about equality, diversity and inclusion can be used to inform practice.		
3. Be able to work in ways which support equality, diversity and inclusive practice.	3.1. Interact with children in a way that values them and meets their individual needs.		
	3.2. Analyse the benefits of supporting equality, diversity and inclusive practice.		
	3.3. Evaluate the impact of own attitudes, values and behaviour when supporting equality, diversity and inclusive practice.	4.2	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.4 WB

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Additional unit assessment requirements.

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

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements.

Roles and responsibilities include:

- to work within the policies and procedures of the setting
- to value the individual child
- to develop and sustain a child-centred approach
- to engage actively with the family to appreciate the holistic needs of the child
- to provide an inclusive environment which actively welcomes diversity
- to be a positive role model in promoting equality, diversity and inclusive practice
- to recognise discriminatory practice
- to know how, why and when to challenge discrimination
- to engage in effective partnership working to enable the child.

Assessment task: Unit 2.4 WB Follow legislation relating to equality, diversity and inclusive practice**Task 1** (assessment criteria 1.1 and 1.2)

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

Follow the link 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 Framework. 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.gov.uk/government/publications/early-years-foundation-stage-framework--2

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

- identify legislation, policies and procedures relating to equality, diversity and inclusive practice
- explain the roles and responsibilities of the Early Years Practitioner in supporting equality, diversity and inclusive practice.

Unit 2.5 WB: Working in partnership

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

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	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.	6.2	
	1.2. Summarise policy and procedural requirements in relation to partnership working.		
2. Understand how to work in partnership.	2.1. Explain the roles of others involved in partnership working when supporting children.		
	2.2. Evaluate partnership working in relation to: <ul style="list-style-type: none"> • meeting children's additional needs • safeguarding children • children's transitions. 		
	2.3. Identify different family structures.		
	2.4. Analyse benefits of working in partnership with parents/carers .	6.2	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
	2.5. Identify when parents/carers need support.		
	2.6. Give examples of support which may be offered to parents/carers.		
3. Understand challenges to partnership working.	3.1. Identify barriers to partnership working.		
	3.2. Explain strategies to overcome barriers when working in partnership.		
	3.3. Evaluate the complexity of partnership working.		
	3.4. Analyse the potential tension between maintaining confidentiality and the need to disclose information: <ul style="list-style-type: none"> • when poor practice is identified • where a child is at risk • when it is suspected that a crime has been/may be committed. 		
4. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	4.1. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.		
5. Be able to complete records .	5.1. Complete records that are accurate, legible, concise and meet organisational and legal requirements.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.5 WB

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Additional unit assessment requirements.

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

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements.

Others

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

Parents/carers

To include a range of family structures.

Complexity

Consider the challenges and potential barriers to effective partnership working.

Encourages

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

Complete records

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.

Assessment task: Unit 2.5 WB Working 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 summarise policy and procedural requirements in relation to partnership working.

Now conduct the interview. (It may be necessary to conduct more than one (1) interview in order to gain the necessary information.) Think carefully about the questions you will ask.

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

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

Write a conclusion for your report which:

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

Task 2 (assessment criterion 2.3)**As an Early Years Practitioner it is important to be able to recognise and appreciate different family structures**

Identify different family structures.

Task 3 (assessment criteria 2.1, 2.5, 2.6 and 3.3)**Partnership working can support children and their families**

Read through this case study and then complete the task.

The Health Visitor contacts the Manager of a Family Centre to inform him when she has recommended the Centre to any parents/carers. The Manager tells you that the Health Visitor has been in touch and that Florence will be attending the parent and baby session with her two (2) 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 (2) children by sharing information that:

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

The Health Visitor is concerned about how Florence is coping with the demands of caring for the two (2) 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 3.1: Understand the value of play in early years

Unit reference	Y/505/9817	Unit level	3
Credit value	2	GLH	20
Unit aim	This unit provides the learner with knowledge and understanding of the value of play in early years in preparation for practical experience.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Understand the role of play.	1.1. Explain the innate drive for children to play.	8.2	
	1.2. Analyse how play is necessary for the development of children.	8.3	
2. Understand children's rights in relation to play.	2.1. Identify the rights of children in relation to play as detailed in the 'UN Convention on the Rights of the Child'.	8.1	
	2.2. Explain how settings meet the right for children to play.		
3. Understand play at different stages of children's development.	3.1. Explain the characteristics of: <ul style="list-style-type: none"> child-initiated play adult-led play. 	8.4	
	3.2. Identify how children's play needs and preferences change in relation to their stage of development.	8.5	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
4. Understand different types of play for all children.	4.1. Describe benefits of: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play. 		
	4.2. Explain the principles of heuristic play.		
	4.3. Evaluate resources for: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play. 		
5. Understand inclusive play practice.	5.1. Summarise inclusive play practice in relation to current frameworks.		
	5.2. Analyse how play supports the interests and abilities of children.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.1

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Additional unit assessment requirements.	This unit must be assessed in line with the EYE assessment strategy and principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements.	<p>Innate A biological need; an inborn, natural response.</p> <p>Development Consider the holistic developmental benefits derived from play.</p> <p>Benefits Consider holistic developmental benefits and learning associated with the relevant current framework.</p>

Assessment task: Unit 3.1 Understand the value of play in early years**Task 1** (assessment criteria 1.1, 1.2, 5.1 and 5.2)**Children learn about the world around them through play.**

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

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

Task 2 (assessment criteria 2.1, 2.2 and 3.2)**Children have a right to access play.**

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

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

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

Task 3 (assessment criterion 3.1)**There are different views and approaches to play which the Early Years Practitioner must acknowledge.**

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

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

Task 4 (assessment criterion 4.2)**Heuristic play helps children to explore.**

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

Design a leaflet for peers which:

- explains the principles of heuristic play.

Task 5 (assessment criteria 4.1 and 4.3)**Play supports development. By working in partnership with parents/carers children's exposure to play can be enhanced.**

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

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

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

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

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

Unit reference	D/505/9818	Unit level	3
Credit value	3	GLH	22
Unit aim	This unit provides the knowledge, understanding and skills which a learner needs to be able to plan, lead and review purposeful play opportunities that support children's learning and development.		
Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record eg page number & method
1. Understand theoretical perspectives and philosophical approaches which support play.	1.1. Identify theories and philosophical approaches which influence play.		
	1.2. Summarise how theoretical perspectives and philosophical approaches on play inform practice		
2. Be able to apply theoretical perspectives and philosophical approaches in planning play opportunities.	2.1. Create a plan using theoretical perspectives and philosophical approaches to play which support the developmental stage, needs and interests of children aged: <ul style="list-style-type: none"> • year 11 months • 2-2 years 11 months • 3-5 years. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record eg page number & method
3. Be able to lead and support play opportunities.	3.1. Create a plan which includes a balance of child-initiated and adult-led play opportunities for: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play. 		
	3.2. Lead a planned play opportunity in own setting.		
	3.3. Support children’s participation in a planned play opportunity.		
	3.4. Demonstrate how play opportunities provide a balance between child-initiated and adult-led play.		
	3.5. Encourage parents/carers to take an active role in children’s play.		
4. Be able to review how planned play opportunities contribute to own practice.	4.1. Evaluate how a planned play opportunity meets the play, learning and developmental needs of children.		
	4.2. Reflect on how a planned play opportunity relates to current frameworks.		
	4.3. Analyse own role in relation to planned play opportunities.		
	4.4. Make recommendations for the next stage of children’s learning and development in relation to planned play opportunities.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.2 WB

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Additional unit assessment requirements.

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

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements.

Philosophical approaches

Influences on the current framework to include:

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

Play opportunities

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

Needs

Consider the holistic developmental benefits and learning opportunities with regard to relevant current frameworks for individual children.

	<p>Lead To plan, take responsibility for, organise, implement and review a purposeful experience from planning stage to evaluation.</p> <p>Play, learning and developmental needs When evaluating children’s play, learning and developmental needs, consider their age, their developmental stage and the context of the environment. Remember to consider the expectations from relevant current frameworks.</p>
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Assessment task: Unit 3.2 WB Plan, lead and review play opportunities which support children's learning and development**Task 1** (assessment criteria 1.1 and 1.2)**Theoretical and philosophical perspectives of play impact on our own understanding of play and inform current practice**

Read through the case study:

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

The fact cards must:

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

Unit 3.4 WB: Promote enabling play environments

Unit reference	H/505/9819	Unit level	3
Credit value	2	GLH	16
Unit aim	This unit provides the learner with the knowledge, understanding and skills required to contribute to enabling play environments.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Understand the play environment.	1.1. Identify types of environment .		
	1.2. Explain how environments support play.		
	1.3. Explain how to work collaboratively to provide enabling play environments in Early Years Settings.		
2. Understand how the Early Years Practitioner supports children's behaviour and socialisation within play environments.	2.1. Describe the role of the Early Years Practitioner in supporting children's socialisation within play environments.		
	2.2. Analyse strategies to support children to manage their own behaviour in relation to others.	7.6	
	2.3. Explain how the Early Years Practitioner provides for: <ul style="list-style-type: none"> • group learning • socialisation. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
3. Be able to support children's behaviour and socialisation within play environments.	3.1. Model positive behaviour.		
	3.2. Plan an enabling environment which supports children's socialisation and group learning.		
	3.3. Use strategies when supporting children to manage their own behaviour.	7.7	
4. Understand how the characteristics of an enabling indoor and outdoor play environment meet the age, stage and needs of children.	4.1. Explain the characteristics of an enabling: <ul style="list-style-type: none"> • indoor play environment • outdoor play environment. 		
	4.2. Describe how enabling indoor and outdoor play environments meet the age, stage and needs of children.	8.3 8.5	
5. Be able to provide enabling play environments.	5.1. Plan an enabling play environment: <ul style="list-style-type: none"> • indoors • outdoors. 		
	5.2. Create an enabling play environment: <ul style="list-style-type: none"> • indoors • outdoors. 		
6. Be able to plan and lead opportunities which support children's understanding of the world.	6.1. Plan opportunities which support children's understanding of the world.		
	6.2. Lead opportunities which support children's understanding of the world.		
7. Be able to plan and lead opportunities which encourage children's engagement in expressive arts and design.	7.1. Plan opportunities which encourage children's expressive art and design.		
	7.2. Lead opportunities which encourage children's expressive art and design.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.4 WB

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Additional unit assessment requirements.

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

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements.

Types of environment

Consider the broader aspects of the environment, e.g. the physical, social, cultural and personal attributes.

Strategies

Ensure that appropriate links to child development are established with regard to age, stage and needs/expectations.

Group learning and socialisation

Encouraging children to develop positive partnerships.

Use strategies

Consider strategies in line with age/stage/need and the policies of setting.

Characteristics

All aspects of the environment must be considered including the physical, personal, social and emotional aspects.

Assessment task: Unit 3.4 WB Promote enabling play environments**Task 1** (assessment criteria 1.1, 1.2, 1.3, 4.1 and 4.2)**Children learn and develop holistically through enabling play environments.**

Read through the scenario:

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

- Identify types of environment.
- Explain how environments support play.
- Explain how to work collaboratively to provide enabling play environments in Early Years Settings.

Produce a report for the Nursery Teacher to:

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

Task 2 (assessment criteria 2.1, 2.2 and 2.3)**The Early Years Practitioner must be a positive role model at all times to promote socialisation for children.**

Produce an information leaflet for other learners which promote understanding of how the Early Years Practitioner supports children's behaviour and socialisation within play environments.

The leaflet must include information that:

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

Unit 3.5 WB: Developing children's emergent literacy skills

Unit reference	Y/505/9820	Unit level	3
Credit value	3	GLH	25
Unit aim	This unit provides the learner with the knowledge, understanding and skills to develop children's emergent literacy by providing a language rich environment.		
Learner name:		Centre no:	
PIN:		ULN:	
Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Understand the language and communication needs of children.	1.1. Identify the stages of language and communication development from birth to 7 years.	7.4	
	1.2. Describe factors which affect language and communication needs.	7.2	
	1.3. Explain how working with others supports children's emergent literacy from birth to 7 years.		
2. Be able to support children's language and communication needs.	2.1. Develop a language rich environment for children.		
	2.2. Interact with children to meet individual language and communication needs.		
3. Understand strategies which support emergent literacy.	3.1. Explain strategies to support the development of emergent literacy in relation to current frameworks.		
	3.2. Explain the use of systematic synthetic phonics in the teaching of reading.		
	3.3. Describe how the Early Years		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
	Practitioner provides opportunities for sustained shared thinking to support children's emergent literacy.		
4. Be able to use strategies to plan and lead activities which support emergent literacy.	4.1. Use strategies to plan activities which encourage: <ul style="list-style-type: none"> • speaking and listening • reading • sustained shared thinking • writing • digital literacy. 		
	4.2. Lead an activity to support and extend emergent literacy.		
	4.3. Evaluate benefits to children's holistic learning and development when supporting emergent literacy.		
5. Be able to review how planned activities support emergent literacy.	5.1. Evaluate how planned activities support emergent literacy in relation to current frameworks.		
	5.2. Analyse own role in relation to planned activities.		
	5.3. Make recommendations for meeting children's individual literacy needs.		
6. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	6.1. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	6.4	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.5 WB

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Additional unit assessment requirements.

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

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements.

Others

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

Strategies

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

Systematic Synthetic Phonics

Refer to the relevant Statutory Framework for specific guidance.

Lead

To manage the opportunity from planning stage to evaluation.

Encourages

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

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

Read the scenario:

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

Access these links to read about the speech, language, communication and literacy requirements within The Early Years Foundation Stage Framework and The National Curriculum at Key Stage 1.

www.foundationyears.org.uk/eyfs-statutory-framework

www.early-education.org.uk

www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study

Task 1 (assessment criteria 1.1, 1.2 and 1.3)

The Early Years Practitioner must have knowledge of how speech, language and communication develops in order to support children's emergent literacy skills.

Prepare a report for the meeting which:

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

Task 2 (assessment criteria 3.1, 3.2 and 3.3)

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

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

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

Unit 3.6 WB: Developing children's emergent mathematical skills

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

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Understand how mathematics relates to children's everyday lives.	1.1. Describe how mathematics is evident in children's everyday lives.		
	1.2. Analyse factors which affect children's learning of mathematical concepts.		
2. Understand how working with others supports children's emergent mathematical development.	2.1. Explain how working with others supports children's emergent mathematical development.		
3. Understand how to create an environment which supports children's emergent mathematical development.	3.1. Describe how to create an environment which supports children's emergent mathematical development in relation to current frameworks for children from birth to 7 years.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
4. Understand the role of the Early Years Practitioner in relation to supporting children's emergent mathematical development.	4.1. Describe reasons for scaffolding children's mathematical development.		
	4.2. Analyse reasons for valuing individual interests when supporting children's emergent mathematical development.		
	4.3. Describe how the Early Years Practitioner provides opportunities for sustained shared thinking to support children's emergent mathematical development.		
5. Understand how opportunities support children's emergent mathematical development.	5.1. Explain strategies to support the development of emergent mathematical development in relation to current frameworks for children from birth to 7 years.		
	5.2. Describe opportunities which support children's understanding of: <ul style="list-style-type: none"> • number • shape, size and pattern • weight, volume and capacity • space and time • matching and sorting • data representation • problem-solving. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
6. Be able to implement activities to support children's emergent mathematical development.	6.1. Plan an activity to support children's emergent mathematical development.		
	6.2. Lead an activity to support children's emergent mathematical development.		
7. Be able to review how planned activities support children's emergent mathematical development.	7.1. Evaluate how planned activities support children's emergent mathematical development in relation to current frameworks.		
	7.2. Analyse own role in relation to planned activities which support children's emergent mathematical development.		
	7.3. Make recommendations for meeting children's emergent mathematical needs.		
8. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	8.1. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.6 WB

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Additional unit assessment requirements.

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

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements.

Others

It is always important to work in close partnership with parents and carers. It is also essential to appreciate the contributions of professionals involved in partnership working in the early years.

Scaffolding

Set opportunities which are relevant, meaningful and purposeful for the children with varying adult intervention.

Sustained shared thinking

Supporting children to problem-solve and to apply new learning to their mathematical development.

Strategies

Recognised approaches which can be applied to mathematical learning.

Encourages

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

Assessment task: Unit 3.6 WB Developing children's emergent mathematical skills**Task 1** (assessment criterion 1.1)**Maths is all around us.**

Produce a leaflet for parents/carers to describe how mathematics is evident in children's everyday lives.

Task 2 (assessment criterion 1.2)**Children's individual mathematical learning and development of concepts can be affected by a range of factors.**

Include in your leaflet an analysis of factors which affect children's learning of mathematical concepts.

Task 3 (assessment criteria 3.1, 4.3, 5.1, 5.2)**Emergent mathematical development should be enhanced incidentally through meaningful, purposeful play opportunities.**

Access the links:

www.foundationyears.org.uk/eyfs-statutory-framework

www.early-education.org.uk

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

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

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

Task 4 (assessment criteria 2.1, 4.1, 4.2)

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

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

Unit 3.7 WB: Support children's transition to school

Unit reference	H/505/9822	Unit level	3
Credit value	2	GLH	17
Unit aim	This unit provides the learner with the knowledge and understanding required to support children during transition to school.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Understand 'school readiness' in relation to the role of the Early Years Practitioner.	1.1. Describe characteristics of 'school readiness'.		
	1.2. Describe factors affecting children's readiness for school.	7.2	
	1.3. Explain how the Early Years Practitioner supports children to prepare for school.		
2. Understand 'school readiness' in relation to the current framework.	2.1. Describe areas of learning and development within the current framework which relate to school readiness.	7.1	
	2.2. Identify assessment strategies in relation to the current framework.		
	2.3. Evaluate the current framework's assessment process in supporting children's preparation for school.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
3. Be able to work in partnership with others to support children's readiness for school.	3.1. Work with others to prepare children for school in relation to: <ul style="list-style-type: none"> • sharing information in line with current frameworks • supporting individual needs of children during transition. 		
	3.2. Work with parents/carers in a way which encourages parents/carers to take an active role in their child's play, learning and development in preparation for school readiness.	6.2 6.3 6.4	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.7 WB

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

Assessor name:

Signature:

Date:

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

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

Assessment task: Unit 3.7 WB: Support children's transition to school**Task 1** (assessment criteria 1.1 and 1.2)

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

Access the link:

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

Use the publication to:

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

Task 2 (assessment criterion 1.3)

The Early Years Practitioner must support children for planned transition to school.

- Explain how the Early Years Practitioner supports children to prepare for school.

Task 3 (assessment criteria 2.1, 2.2 and 2.3)

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

Read from the following document to respond to the questions below:

www.gov.uk/government/publications/early-years-foundation-stage-profile-2018-handbook

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

Unit 3.9 WB: Develop children's cognitive skills

Unit reference	K/505/9823	Unit level	3
Credit value	2	GLH	20
Unit aim	This unit provides the learner with the knowledge, understanding and skills to facilitate the cognitive development of children from birth to 7 years.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Understand about cognitive development in children.	1.1. Describe sensory development in the first year of life.	7.4	
	1.2. Identify stages of cognitive development in children from birth to 7 years.	7.4	
	1.3. Summarise current scientific research relating to neurological and brain development in early years.		
	1.4. Explain how current scientific research relating to neurological and brain development in early years influences practice in Early Years Settings.		
2. Understand theory underpinning cognitive development.	2.1. Describe theoretical perspectives in relation to cognitive development.		
	2.2. Analyse how theoretical perspectives in relation to cognitive development impact on current practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
3. Be able to implement a learning experience which supports the development of sustained shared thinking in children.	3.1. Plan a learning experience which supports the development of sustained shared thinking in children aged: <ul style="list-style-type: none"> • 0 – 1 year 11 months • 2 – 2 years 11 months • 3 – 5 years. 		
	3.2. Lead a learning experience which supports the development of sustained shared thinking in children aged: <ul style="list-style-type: none"> • 0 – 1 year 11 months • 2 – 2 years 11 months • 3 – 5 years. 		
4. Be able to evaluate the provision for supporting cognitive development in own setting.	4.1. Evaluate the provision for supporting cognitive development in own setting.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.9 WB

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

Assessor name:

Signature:

Date:

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

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

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

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

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

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

Read the following and complete the associated tasks:

The Early Years Setting is planning a series of workshops to support parents/carers' knowledge and understanding of child development.

Task 1

Early Years Practitioners should know the stages and sequences of development in children.

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

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

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

Produce a chart for the handout that identifies the stages of development for children from birth to aged seven (7) years in the following areas:

- cognitive development
- language and communication development
- physical development (include a description of the development of children's physical skills as you complete the chart)
- personal, social and emotional development (include a description of the stages of personal, social and emotional development for children from birth to seven (7) years).

Task 2

Early Years Practitioners must consider theoretical perspectives and current research when planning for children.

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

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

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

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

Here are tips for preparing your presentation:

- research neurological and brain development
- define the terms:
 - speech
 - language
 - communication
- choose a minimum of three (3) theories and relate each one to:
 - cognitive development
 - language and communication development

- physical development
- personal, social and emotional development
- use the following link to analyse how theories inform current frameworks:
 - www.foundationyears.org.uk/eyfs-statutory-framework.

Task 3

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

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

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

The third workshop focuses on the role of the Early Years Practitioner when planning an enabling environment for young children that stimulates holistic development.

Suggest three (3) activities, opportunities or experiences for young children in the following age ranges, one (1) for each age range (three (3) in total):

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

For each activity:

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

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

Unit reference	M/505/9824	Unit level	3
Credit value	3	GLH	21
Unit aim	This unit provides the learner with the knowledge, understanding and skills to develop the speech, language and communication of children.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record eg page number & method
1. Understand theory and current frameworks which underpin children's speech, language and communication development.	1.1. Define the terms: <ul style="list-style-type: none"> • speech • language • communication. 		
	1.2. Describe theoretical perspectives in relation to speech, language and communication development.		
	1.3. Analyse how theoretical perspectives relating to speech, language and communication development inform current frameworks.		
2. Understand how the Early Years practitioner supports the development of speech, language and communication of children.	2.1. Describe the benefits to children's holistic learning and development when supporting speech, language and communication development.		
	2.2. Analyse how the use of technology supports the development of speech, language and communication.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record eg page number & method
3. Be able to create a language rich environment to develop the speech, language and communication of children in own setting	3.1. Create a language rich environment which develops the speech, language and communication of children in own setting.		
4. Be able to lead activities which support the development of speech, language and communication of children.	4.1. Plan an activity which supports the development of speech, language and communication of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 		
	4.2. Implement an activity which supports the development of speech, language and communication of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 		
	4.3. Reflect on own role in relation to the provision for supporting speech, language and communication development in own setting.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.10 WB

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:	
Additional unit assessment requirements.	This unit must be assessed in line with the EYE assessment strategy and principles.

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

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

Unit 3.11 WB: Promoting children's physical development

Unit reference	A/505/9826	Unit level	3
Credit value	2	GLH	19
Unit aim	This unit provides the learner with the knowledge, understanding and skills to promote the physical development of children from birth to 7 years.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Understand physical development of children.	1.1. Identify stages of physical development of children from birth to 7 years.	7.4	
	1.2. Describe the development of children's physical skills .	7.4	
	1.3. Describe the benefits to children's holistic learning and development when promoting physical development.		
2. Understand theory and current frameworks in relation to children's physical development.	2.1. Describe theoretical perspectives in relation to physical development.		
	2.2. Analyse how theoretical perspectives in relation to physical development inform current frameworks.		
3. Be able to implement opportunities which promote the physical development of children.	3.1. Plan an opportunity which promotes the physical development of children aged: <ul style="list-style-type: none"> • 0 – 1 year 11 months • 2 – 2 years 11 months • 3 – 5 years. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
	3.2. Provide an opportunity which promotes physical development for children aged: <ul style="list-style-type: none"> • 0 – 1 year 11 months • 2 – 2 years 11 months • 3 – 5 years. 		
	3.3. Reflect on own role in relation to the provision for promoting physical development in own setting.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.11 WB

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

Assessor name:

Signature:

Date:

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

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

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

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

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

Unit reference	T/505/9825	Unit level	3
Credit value	3	GLH	23
Unit aim	This unit provides the learner with the knowledge, understanding and skills to promote the personal, social and emotional development of children.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Understand personal, social and emotional development of children.	1.1. Describe the stages of personal, social and emotional development of children from birth to 7 years.	7.4	
2. Understand theory and current frameworks underpinning personal, social and emotional development of children.	2.1. Describe theoretical perspectives in relation to personal, social and emotional development.		
	2.2. Analyse how theoretical perspectives in relation to personal, social and emotional development inform current frameworks.		
3. Be able to promote the personal, social and emotional development of children.	3.1. Create an environment which promotes the personal, social and emotional development of children in own setting.		
4. Be able to implement an opportunity which promotes the personal, social and emotional development of children.	4.1. Plan an opportunity which promotes the personal, social and emotional development of children aged: <ul style="list-style-type: none"> • 0 – 1 year 11 months • 2 – 2 years 11 months • 3 – 5 years. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
	4.2. Provide an opportunity which promotes the personal, social and emotional development of children aged: <ul style="list-style-type: none"> • 0 – 1 year 11 months • 2 – 2 years 11 months • 3 – 5 years. 		
	4.3. Describe the benefits to children's holistic learning and development when promoting personal, social and emotional development.		
	4.4. Reflect on own role in relation to the provision for promoting the personal, social and emotional development of children in own setting.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.12 WB

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

Assessor name:

Signature:

Date:

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

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

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

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

Unit 3.13: Support children with additional needs

Unit reference	F/505/9827	Unit level	3
Credit value	4	GLH	30
Unit aim	This unit provides the learner with the knowledge, understanding and skills required to support children with additional needs.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Understand biological, environmental and developmental factors which may result in children needing additional support.	1.1. Define the terms: <ul style="list-style-type: none"> • biological • environmental. 	7.2	
	1.2. Analyse the impact of biological factors on children's development.		
	1.3. Analyse the impact of environmental factors on children's development.		
	1.4. Analyse the impact of the stage of development on children's learning.		
	1.5. Describe factors which affect children's development in the: <ul style="list-style-type: none"> • short term • long term. 	7.2	
2. Understand how personal experiences, values and beliefs impact on the role of the Early Years Practitioner.	2.1. Analyse how personal experiences, values and beliefs impact on the professional practice of the Early Years Practitioner.	4.2	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
3. Understand the principles of inclusive practice.	3.1. Identify the requirements of current legislation in relation to inclusive practice.	1.1	
	3.2. Explain the medical and social models of disability.		
	3.3. Evaluate inclusive practice in relation to current frameworks for children from birth to 7 years.		
4. Understand the role of early intervention in partnership working.	4.1. Identify children's additional needs in relation to expected stages of development.		
	4.2. Describe the reasons for early intervention when meeting children's additional needs.	9.2 9.3	
	4.3. Explain strategies for early intervention.	9.1 9.2 9.3	
	4.4. Evaluate the principles of working in partnership with others to meet children's additional needs.		
5. Be able to support the additional needs of children.	5.1. Identify the individual needs of children in own setting.		
	5.2. Plan activities in partnership with others to meet children's additional needs.		
	5.3. Work in partnership with others to provide activities to meet children's additional needs.		
	5.4. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
	5.5. Reflect on own practice in meeting children's additional needs.		
6. Be able to critically evaluate the provision for children with additional needs in own setting.	6.1. Critically evaluate the provision for children with additional needs in own setting.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.13

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Additional unit assessment requirements.

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

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements.

Biological

Factors that are present at birth/present later but determined biologically.

Environmental

Positive and negative influences on development derivable from external factors.

Short term

Consider possible interruptions to healthy development such as

	<p>moving house, experiencing transitions and acute periods of ill health.</p> <p>Long term Consider possible interruptions to healthy development such as chronic ill health or bereavement which neglected could have damaging long-term effects on a child's general development, health and well-being</p> <p>Impacts Our own personal experiences will influence our thoughts and actions. It is important that Early Years Practitioners are aware of this and appreciate legislation, policy and procedure.</p> <p>Strategies, including:</p> <ul style="list-style-type: none"> • observation and assessment • monitoring and tracking • working with other professionals • individual education plans • statements of additional needs. <p>Others Includes parents/carers as well as working in partnership with other professionals.</p> <p>Additional needs may include illness, transitions as well as other short-term situations.</p> <p>Encourages The Early Years Practitioner encourages the parents/carers to take an active role in their child's play development and learning in many ways. The personal discussions that take place to share their child's progress, strategies and ways of learning to support children so that a consistent approach is maintained can really make a difference to how children learn and develop.</p>
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Assessment task: Unit 3.13 Support children with additional needs**Task 1** (assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5)

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

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

Task 2 (assessment criteria 2.1 and 3.2)

The Early Years Practitioner must appreciate the requirements of practice in relation to the education and care of children with additional needs.

- Analyse how personal experiences, values and beliefs impact on the professional practice of the Early Years Practitioner.
- Explain the medical and social models of disability.

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

Read the scenario and refer to the link.

www.gov.uk/government/publications/early-years-foundation-stage-profile-2018-handbook

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

From a review of this it is clear that Alana is not meeting expectations in the three (3) prime areas of the Early Years Foundation Stage. You are aware that Alana requires support in all Early Learning Goals for the prime areas.

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

Using the Early Years Foundation Stage and the National Curriculum evaluate inclusive practice in relation to current frameworks from birth to 7 years.

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

Unit reference	J/505/9828	Unit level	3
Credit value	5	GLH	37
Unit aim	This unit provides the learner with the knowledge, understanding and skills to use observation, assessment and planning to promote the development of children.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
1. Understand the role of observation when working with children.	1.1. Explain how observations are used: <ul style="list-style-type: none"> to plan for individual children's needs for early intervention to review the environment during transition when working in partnership. 	9.2	
2. Understand observation methods.	2.1. Evaluate observation methods in relation to current frameworks .		
	2.2. Evaluate observation methods: <ul style="list-style-type: none"> event sample time sample sociogram narrative / free description target child checklist child tracker/movement record. 		
3. Understand professional practice in relation to the observation of children.	3.1. Define the terms: <ul style="list-style-type: none"> objectivity subjectivity. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Links to L3 AHBC Unit 1	Evidence record e.g. page number & method
	3.2. Evaluate the reasons for objectivity when recording observations.		
	3.3. Evaluate the requirement for confidentiality during the observation process .		
4. Be able to carry out observations in own setting in line with current frameworks.	4.1. Observe in line with current frameworks: <ul style="list-style-type: none"> • an individual child • a group of children • indoor provision • outdoor provision. 		
	4.2. Reflect on outcomes of observations carried out in own setting in relation to: <ul style="list-style-type: none"> • an individual child • a group of children • indoor provision • outdoor provision. 		
	4.3. Work with others to plan next steps in relation to the needs and interests of: <ul style="list-style-type: none"> • an individual child • a group of children. 	9.4	
	4.4. Reflect on own role in meeting the needs and interests of children in own setting.		
5. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	5.1. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.14

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Additional unit assessment requirements.

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

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements.

Current frameworks

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

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

Observation process

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

Indoor provision

Choose one (1) area within the indoor provision to observe, such as a literacy area, and consider how the children use this area so that improvements can be made.

Outdoor provision

Choose one (1) area within the outdoor provision to observe, and consider how the children use this area so that improvements can be made.

	<p>Others to include parents/carers and other professionals.</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>
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Assessment task: Unit 3.14 Use observation, assessment and planning to promote the development of children

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

Task 1 (assessment criterion 1.1)**Observations support practitioners when planning for young children.**

Read the scenario:

The Early Years Setting has recently worked in partnership with other Early Years Settings to improve quality provision. The Local Authority strongly encouraged the partnership to improve how Early Years Practitioners perform in the following areas:

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

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

In the booklet:

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

Task 2 (assessment criteria 2.1 and 2.2)**Current frameworks offer advice to practitioners in relation to observation, planning and assessment.**

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

www.foundationyears.org.uk/eyfs-statutory-framework

To support Early Years Practitioners in their choice of observation methods evaluate the following:

- event sample
- time sample
- sociogram
- narrative/free description
- target child
- checklist
- child tracker/movement record.

Task 3 (assessment criteria 3.1, 3.2 and 3.3)

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

In the booklet define the following terms:

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

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