Level 3 Diploma for the Children & Young People’s Workforce (Early Years Educator) (RQF)

EYD3

601/8151/5
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1 – Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 What is the Regulated Qualifications Framework (RQF)</td>
<td>2</td>
</tr>
<tr>
<td>1.2 RQF qualifications</td>
<td>2</td>
</tr>
<tr>
<td><strong>Section 2 – Skillsfirst Awards Limited</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Data protection</td>
<td>3</td>
</tr>
<tr>
<td>2.2 Equality and accessibility</td>
<td>3</td>
</tr>
<tr>
<td>2.3 Enquiries and information sources</td>
<td>3</td>
</tr>
<tr>
<td>2.4 Complaints and appeals</td>
<td>4</td>
</tr>
<tr>
<td>2.5 Malpractice and maladministration</td>
<td>4</td>
</tr>
<tr>
<td><strong>Section 3 - The sector skills council for Level 3 Diploma for the Children and Young People’s Workforce (Early Years Educator)</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Skills for Care and Development</td>
<td>5</td>
</tr>
<tr>
<td><strong>Section 4 - Aim and purpose of the qualification</strong></td>
<td></td>
</tr>
<tr>
<td>4.1 Qualification design</td>
<td>5</td>
</tr>
<tr>
<td>4.2 Summary of assessment methods</td>
<td>6</td>
</tr>
<tr>
<td><strong>Section 5 - Qualification information</strong></td>
<td></td>
</tr>
<tr>
<td>5.1 Occupational expertise of those who assess performance, and moderate and verify assessments</td>
<td>6</td>
</tr>
<tr>
<td>5.2 Continuing professional development (CPD)</td>
<td>8</td>
</tr>
<tr>
<td>5.3 Employer direct model</td>
<td>8</td>
</tr>
<tr>
<td>5.4 Learner entry requirements and progression</td>
<td>8</td>
</tr>
<tr>
<td>5.5 Guidance on providing evidence for the extended age ranges</td>
<td>9</td>
</tr>
<tr>
<td>5.6 Competence based units</td>
<td>9</td>
</tr>
<tr>
<td>5.7 Knowledge based units</td>
<td>9</td>
</tr>
<tr>
<td>5.8 Confidentiality and images of minors being used as evidence</td>
<td>9</td>
</tr>
<tr>
<td><strong>Section 6 - Qualification structure</strong></td>
<td></td>
</tr>
<tr>
<td>6.1 Credit value</td>
<td>10</td>
</tr>
<tr>
<td>6.2 Total Qualification Time</td>
<td>10</td>
</tr>
<tr>
<td><strong>Section 7 - Unit structure</strong></td>
<td></td>
</tr>
<tr>
<td>7.1 List of units within qualification</td>
<td>10</td>
</tr>
</tbody>
</table>
1.0 Introduction

Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.

Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff - reliably qualified to recognised industry standards.

The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 3 Diploma for the Children & Young People’s Workforce (Early Years Educator) The handbook is a live document and will be updated should there be any incremental change made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website www.skillsfirst.co.uk

This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.

1.1 What is the Regulated Qualifications Framework?

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications will be indexed by their 'level', type and size. Qualifications within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a Total Qualification Time (TQT) value to indicate the size of the qualification which will be either an Award, Certificate or Diploma.

The RQF will also:

- allow Awarding Organisations to design more flexible programmes, suited to the needs of a wider range of learners and employers
- describe qualifications to employers, providers and learners in a way that is easy to understand
- allow learners to achieve skills and knowledge at their own pace

1.2 RQF Qualifications

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

2.0 Skillsfirst Awards

2.1 Data protection

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection (GDPR). It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website www.skillsfirst.co.uk
2.2 Equality and accessibility

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 (Amendment) Order 2012 and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

Access to assessment

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements. We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process.

This policy can be accessed at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at customerservices@skillsfirst.co.uk

2.3 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk),
email: customerservices@skillsfirst.co.uk

Tel: 0121 270 5100

In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 416
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD
2.4 Complaints and appeals

Complaints

Skillsfirst Awards will endeavour at all times to satisfy our customer’s needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

Appeals

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website www.skillsfirst.co.uk and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

2.5 Malpractice and maladministration

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice and maladministration policy and process, the details of which can be accessed on our website www.skillsfirst.co.uk

3.0 The sector skills council for Level 3 Diploma for the Children & Young People’s Workforce (Early Years Educator)

3.1 Skills for Care and Development

Skillsfirst Level 3 Diploma for the Children & Young People’s Workforce (Early Years Educator) is based on the units developed by Skills for Care and Development who are the sector skills council for people working in early years, children and young people’s services, and those working in social work and social care for children and adults in the UK. Their contact details are:

2nd Floor
City Exchange
11 Albion Street
Leeds
LS1 5ES

Phone: 01133907666

Email sscinfo@skillsforcareanddevelopment.org.uk

This handbook provides details from Skills for Care and Development assessment strategy, which centres will need to apply in order to assess and quality assure the Skillsfirst Level 3 Diploma for the Children & Young People’s Workforce (Early Years Educator) and includes the:
• occupational expertise of those who assess performance, and moderate and verify assessments
• continuous professional development
• summary of assessment methods

The complete assessment strategy is available for view and to download from the Skills for Care and Development website www.skillsforcareanddevelopment.org.uk

4.0 Aim and purpose of the qualification

4.1 Qualification design

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

The Level 3 Diploma aims to guide and assess development of knowledge and skills relating to the early learning workforce. This qualification confirms competence in this area where appropriate and serves as the required qualification (for all new practitioners) for registration and regulatory requirements in the sector. This qualification has been designed to:

• provide a broad background understanding of the early learning workforce sector and an introduction to the practical skills and knowledge required
• provide an awareness of the range of jobs and work settings in the early learning sector.
• enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
• encourage learners to reach a level of knowledge and skills that will facilitate progress into further vocational learning or to potential employment in the sector
• introduce learners to the discipline of the working environment and to encourage mature attitudes to the community in general
• encourage learners to value continued learning and remain in the learning process
• allow learners to learn, develop and practise selected skills required for progression in the sector
• provide opportunities for progression to the relevant Level 4/5 Diplomas or Foundation/Honours Degrees in the sector.

4.2 Summary of assessment methods

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

• Assessment should normally be at the learner’s workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier.
• A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. E.g. If the learner communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
• Assessors can only assess in their acknowledged area of occupational competence.
• Assessors and internal verifiers will be registered with their recognised centre and be accountable to the organisation for their assessment practice.
• Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.
5.0 Qualification information

5.1 Occupational expertise of those who assess performance, and moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality assurance coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal verifier

Please note that centre staff are not expected to have had experience of working across the entire 0 - 5 years range but are expected to update their knowledge through continuing professional development. Centre staff may undertake more than one role, e.g. tutor and assessor or Internal Verifier, but must never internally verify their own assessments.

Assessor requirements

The Assessors of competence based units must:

- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- Maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the following qualifications: - D32/D33 or A1- The A1 replacements (which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement) - Another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Verifier.

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based Learning Outcomes must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the A1 replacement qualifications such as:- Level 3 Award in Assessing Vocational Competence OR- Level 3 Award in Assessing Vocationally Related Achievement OR- Level 3 Certificate in Assessing Vocational Achievement OR- another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier.

Teachers/Trainers/Tutors

All teachers/trainers/tutors must:

- comply with the ITT Regulations 2007 (QTLS/ATLS) where they are delivering qualifications in England using public funding.
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
• have experience of providing training and assessment or be in the process of acquiring this experience.

**Expert witness**

An expert witness must:

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

**Internal verifiers/Internal quality assurance**

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions. Although it is not a requirement to hold a qualification to quality assure this qualification, Skillsfirst recommends that it is best practice to hold a V1 qualification or a suitable alternative. Suitable alternatives include:

• D34 or V1
• The V1 replacements - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Verifier does not hold a qualification they must be able to demonstrate evidence of working to their own organisation’s QA or IV standards which clearly link to V1 or other equivalent standards for internal quality assurance.

**Guidance for the assessment and verification for imported units**

Where units have been developed by sector skills councils or standard setting bodies other than Skills for Skills for Care & Development any specific assessment requirements will be detailed in the unit itself.

**5.2 Continuing professional development (CPD)**

Centres are responsible for ensuring that Deliverers, Assessors and IVs plan and maintain their CPD.

Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

**5.3 Employer direct model**

Where employers opt for an ‘employer direct’ model, the qualification requirements for assessors and internal verifiers may be waived.

The ‘employer direct’ model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and Asset Skills and the approval of the qualification regulators, may choose between:

• achieving the appropriate approved qualifications for assessment/verification
• demonstrating that their (the employer’s) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational
Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with Skillsfirst.

5.4 Learner entry requirements and progression

Centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place. Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

This Level 3 Diploma is not approved for the use of those who are under 16 years of age, and Skillsfirst cannot accept any registrations for learners in this age group. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. These too should be clarified with the appropriate regulator in their home nation where there is uncertainty about such restrictions.

The following legal considerations apply to this qualification:

Learners entering the children and young people workforce may be legally required to undergo formal record check relevant to their home nation prior to taking up any employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular work area are fully met. As the requirements vary between sectors and countries checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements.

This suite of units will support progression in/to employment in the following areas:

- Early Years
- Health and Social Care
- Playwork
- Teaching and education welfare
- Youth and community work

On completion of the Level 3 Diploma for the Children & Young People’s Workforce (Early Years Educator) (RQF) learners may progress into employment or onto the following Skillsfirst qualifications:

- Level 5 Diploma in Leadership for Health and Social Care and Children and Young People’s Services (RQF)

or similar higher level qualifications.

5.5 Guidance on providing evidence for the extended age ranges

This certificate applies to learners who are working with children and young people from 0-5 years. It is important to note that the requirement for the extended age range focuses on knowledge not competence. Learners need to have knowledge and understanding of children’s development 0-5 years but are only expected to demonstrate competence for the age range for which they normally work. Centre staff are not expected to have experience of working across this entire age range but are expected to update their knowledge through continuing professional development.
5.6 Competence based units

There will be a combination of assessment methods for this qualification which meets competence units. Direct observation of learner’s performance by a qualified occupationally competent assessor and the assessor’s judgement on testimony from an expert witness testimony are the main methods of assessment and main source of evidence. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

5.7 Knowledge based units

Learners may choose to undertake the knowledge via a portfolio of evidence using a diverse range of assessment methods. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

5.8 Confidentiality, and images of minors being used as evidence

Learners may quite appropriately cite confidential records as evidence in their qualification as long as the parent, or their advocate, has given written and informed consent for records to be used for this purpose. Confidential records should never be included in learners’ portfolio of evidence and should be examined in-situ by the qualified occupationally competent assessor. Assessors/learners should describe and record what evidence such documents should provide and where the evidence is located.

External verifiers may wish to discuss such evidence with the centre as part of the verification process, but would not normally require sight of confidential records. However, in the unlikely event that the EV should have concerns about the quality of such evidence, they will, after discussion and agreement with their lead verifier, acquaint the centre management with their concerns, and seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualifications the approved centre and the learners have responsibilities in terms of meeting child protection legislation.

It is the responsibility of the approved centre to inform the learner of the following:

- The need for the learner to obtain permission from the minor’s parent/guardian prior to collecting the evidence
- The purpose of the use of photographs or video recordings
- The period of time for which the photographs or video recordings are to be kept
- Their obligation to keep photographs or video recordings secure from unauthorised access
- Their obligations relating to storage of the photographs or video recordings which are kept electronically, and the associated security of using electronic systems
- Associated child protection legislation

6.0 Qualification structure

<table>
<thead>
<tr>
<th>Qual no.</th>
<th>Level</th>
<th>Qualification title</th>
<th>Number of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EYD3</td>
<td>3</td>
<td>Level 3 Diploma for the Children &amp; Young People’s Workforce (Early Years Educator)</td>
<td>61</td>
</tr>
</tbody>
</table>
6.1 Credit Value
Learners must complete all **61** credits to achieve the Level 3 Diploma for the Children and Young People’s Workforce (Early Years Educator).

6.2 Total Qualification Time (TQT)
TQT is formulated by looking at the Notional Learning Hours (NLH) for the qualification.

The TQT for Level 3 Diploma for the Children & Young People’s Workforce (Early Years Educator) is **613**.

Minimum Guided Learning Hours (GLH) are **402**
Maximum Guided Learning Hours (GLH) are **402**

7.0 Unit structure
The units which make up this qualification are written in a standard format and comprise of the following:

- Skillsfirst reference number
- unit title
- level
- credit value
- unit aim
- statement of guided learning hours
- relationship to NOS/other qualifications if relevant
- endorsement by a sector or other appropriate body
- guidance notes

7.1 List of units within qualification

**Group M - Mandatory units**

<table>
<thead>
<tr>
<th>QCA ref no.</th>
<th>Skillsfirst unit no.</th>
<th>Unit title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>L/507/5030</td>
<td>EYE1</td>
<td>Support numeracy and literacy development in children</td>
<td>5</td>
</tr>
<tr>
<td>Y/507/5032</td>
<td>EYE2</td>
<td>Understand and promote child development</td>
<td>6</td>
</tr>
<tr>
<td>F/507/9396</td>
<td>EYE3</td>
<td>Understand how to safeguard the wellbeing of children and practitioners</td>
<td>5</td>
</tr>
<tr>
<td>J/507/9397</td>
<td>EYE4</td>
<td>Promote the health and safety of children</td>
<td>5</td>
</tr>
<tr>
<td>T/507/5037</td>
<td>EYE5</td>
<td>Partnership working with key person, colleagues and other professionals</td>
<td>4</td>
</tr>
<tr>
<td>A/507/5038</td>
<td>EYE6</td>
<td>Be able to support organisational processes and procedures for recording, storing and sharing information</td>
<td>2</td>
</tr>
<tr>
<td>D/507/5041</td>
<td>EYE7</td>
<td>Promote the health and well-being of children</td>
<td>5</td>
</tr>
<tr>
<td>L/507/5044</td>
<td>EYE8</td>
<td>Promote learning and development in the early years</td>
<td>5</td>
</tr>
<tr>
<td>D/507/5047</td>
<td>EYE9</td>
<td>Promote diversity, equality and inclusion within the early years sector</td>
<td>2</td>
</tr>
<tr>
<td>Code</td>
<td>Code</td>
<td>Description</td>
<td>Level</td>
</tr>
<tr>
<td>-----------</td>
<td>------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>R/507/9399</td>
<td>EYE10</td>
<td>Engage in personal development in an early years setting</td>
<td>5</td>
</tr>
<tr>
<td>L/507/9398</td>
<td>EYE11</td>
<td>Context and principles for early years provision</td>
<td>7</td>
</tr>
<tr>
<td>H/507/9276</td>
<td>EYE12</td>
<td>Lead and manage a community based early years setting</td>
<td>6</td>
</tr>
<tr>
<td>T/507/9279</td>
<td>EYE13</td>
<td>Promote the well being and resilience of children and young people</td>
<td>4</td>
</tr>
</tbody>
</table>
EYE1
Support numeracy and literacy development in children
EYE1    Support numeracy and literacy development in children

Level: 3
Credit value: 5
NLH/TQT: 46

Unit aim
The aim of this unit is to enable the learner to support the development of numeracy and literacy skills in children and be able to plan activities around this.

Learning outcomes
There are four learning outcomes to this unit. The learner will:

1. Understand how to support the development of children’s speech, language and communication skills
2. Understand how to support the development of children’s mathematical skills
3. Understand how to create an enabling environment for children which promotes communication, language, literacy and mathematics
4. Be able to plan, deliver and assess numeracy and literacy activities for children

Guided learning hours
It is recommended that 39 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
CCLD0345 - Promote literacy, numeracy and language development for children’s early learning

Support of the unit by a sector or other appropriate body
This unit is endorsed by NCTL.

Assessment
Simulation is not allowed.

The unit must be assessed in accordance with NCTL and Skills for Care and Development’s Assessment Principles.
EYE1 Support numeracy and literacy development in children
Learning outcomes and assessment criteria

Outcome 1 Understand how to support the development of children’s speech, language and communication skills

The learner can:
1 explain each of the terms;
   • speech
   • language
   • communication
   • speech, language and communication needs
2 explain how speech, language and communication skills support the development of other areas
3 explain how systematic synthetic phonics supports the teaching of reading
4 analyse ways of supporting the development of children’s speech, language and communication skills in relation to national and local policies and legislation
5 analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition

Outcome 2 Understand how to support the development of children’s mathematical skills

The learner can:
1 explain the concepts of mathematical skills
2 explain how mathematics supports the development of other areas
3 explain how mathematics in the early years prepares children to participate successfully in society
4 analyse ways of supporting the development of mathematical skills in relation to national and local policies and legislation

Outcome 3 Understand how to create an enabling environment for children which promotes communication, language, literacy and mathematics

The learner can:
1 describe the features of an enabling environment which promotes the development of children’s communication, language, literacy and mathematical skills
2 explain strategies that the practitioner can use to effectively support the development of children’s mathematical and speech, language and communication skills

Outcome 4 Be able to plan, deliver and assess numeracy and literacy activities for children

The learner can:
1 plan activities that support the development of children’s numeracy and literacy skills which demonstrate different support strategies to promote learning and development
2 demonstrate that the child’s individual needs, interests and stage of development have been taken into consideration when planning the activities
3 explain how each activity relates to other areas of learning and development
4 explain the different ways that children learn using the characteristics of effective teaching and learning
5 deliver activities that support the development of children’s numeracy and literacy skills in line with the plans
6 carry out an observed assessment of the activities to identify the level of achievement, interest and learning styles of one child
explain how the outcome of the assessment will inform the next steps for the child’s development.
EYE2

Understand and promote child development
EYD3 v6 06092018

EYE2  Understand and promote child development

Level: 3

Credit value: 6

NLH/TQT: 65

Unit aim
This unit explores the way in which behaviour, social and emotional difficulties are linked with speech, language and communication and provides effective ways to support the speech, language and communication development of children and young people with behaviour, emotional and social difficulties.

Learning outcomes
There are six learning outcomes to this unit. The learner will:

1. Understand the expected pattern of development for children from birth to 7 years
2. Understand the factors that influence children’s development and how these could affect practice
3. Understand how to monitor children’s progress and recognise when expected progress in not being made
4. Understand how to support children through transitions and significant events
5. Be able to support children experiencing transitions and other significant events
6. Be able to support children’s positive behaviour

Guided learning hours
It is recommended that 49 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
SCDCCLD0303 - Promote the development of children and young people

Support of the unit by a sector or other appropriate body
This unit is endorsed by the NCTL

Assessment
The unit must be assessed in accordance with NCTL and Skills for Care and Development’s Assessment Principles.
EYE2  Understand and promote child development
Learning outcomes and assessment criteria

Outcome 1  Understand the expected pattern of development for children from birth to 7 years

The learner can:
1. explain the holistic development of children covering all developmental aspects from birth - 07
2. explain the difference between sequence of development and rate of development and why the difference is important

Additional Guidance

Developmental aspects are:
- Pre and post-natal neurological and brain development
- Physical
- Communication
- Intellectual/ cognitive
- Personal, social, emotional and behavioural

Communication
- Extending vocabulary
- Language structure
- Dialogue
- literacy

Intellectual/ cognitive
- numeracy/ mathematics
- understanding the world
- expressive arts and design

Outcome 2  Understand the factors that influence children’s development and how these could affect practice

The learner can:
1. explain how children’s development is influenced by a range of personal factors both pre and post-natal
2. explain how children’s development is influenced by a range of external factors
3. explain how theories of development have influenced current legislation

Additional Guidance

Personal factors may include:
- health status
- disability
- sensory impairment
- learning difficulties
- immunisation

External factors may include:
- poverty and deprivation
- family environment and background
- family circumstances
- lifestyle choices
Theories of development may include:
- cognitive (eg Piaget)
- psychoanalytic (eg Freud)
- humanist (eg Maslow)
- social learning (eg Bandura)
- operant conditioning (eg Skinner)
- behaviourist (eg Watson)

Outcome 3  Understand how to monitor children's progress and recognise when expected progress in not being made

The learner can:
1. explain how to use different types of observation and assessments to identify children’s progress, understand their needs and to plan activities and support
2. analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances
3. explain how different types of support available can promote positive outcomes for children where development is not at the expected rate

Outcome 4  Understand how to support children through transitions and significant events

The learner can:
1. identify different transitions and significant events and explain their effects on the child
2. explain strategies to help minimise the effects of transitions on the child, including partnership working with others
3. evaluate the effect on children of having positive relationships during periods of transition

Additional Guidance

Transitions and significant events;
- emotional, affected by personal experience, eg bereavement, entering/leaving care, birth of sibling, family breakdown
- physical, eg moving to a new educational establishment, a new home/locality, from one activity to another, moving between settings and carers
- physiological eg puberty, long-term medical conditions
- intellectual, eg moving from pre-school to primary, to post-primary

Others may include;
- children
- parents/carers
- key person, colleagues
- other professionals

Positive relationships may include;
- children
- parents
- key person

Outcome 5  Be able to support children experiencing transitions and other significant events

The learner can:
1. explain how to prepare children experiencing different types of transitions and significant events
2. support children in preparing for different types of transitions and significant events
3. manage the transitions in partnership with others.
Additional Guidance

Transitions and significant events;
- emotional, affected by personal experience, eg bereavement, entering/leaving care, birth of sibling, family breakdown
- physical, eg moving to a new educational establishment, a new home/locality, from one activity to another, moving between settings and carers
- physiological eg puberty, long-term medical conditions
- intellectual, eg moving from pre-school to primary, to post-primary

Others may include;
- children
- parents/carers
- key person, colleagues
- other professionals

Outcome 6  Be able to support children’s positive behaviour

The learner can:
1 explain the national and local policies and legislation relating to promoting positive behaviour
2 demonstrate different strategies when working with children to encourage positive behaviour
3 evaluate different approaches to supporting positive behaviour

Additional guidance

Supporting positive behaviour may include:
- least restrictive principle
- reinforcing positive behaviour
- modelling/positive culture
- looking for reasons for inappropriate behaviour and adapting responses
- individual behaviour planning
- phased stages
- planning interventions to reduce inappropriate behaviour
- deescalate and diversion
- containment
- following management plans
- boundary setting and negotiation
- supporting children and young people’s reflection on and management of own behaviour
- anti-bullying strategies
- time out (following up to date guidance)
- use of physical intervention (following up to date guidance)
EYE3

Understand how to safeguard the well-being of children and practitioners
EYE3 Understand how to safeguard the well-being of children and practitioners

Level: 3

Credit value: 5

NLH/TQT: 47 hours

Unit aim
This unit gives the learner the knowledge to understand safeguarding procedures for both the child and the practitioner by using legislation, policies and procedures. It also provides the knowledge of working with others while still using safeguarding procedures.

Learning outcomes
There are four learning outcomes to this unit. The learner will:

1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and practitioners
2. Understand the importance of working in partnership with other organisations to safeguard children
3. Understand how to recognise and respond to evidence or concerns that a child has been abused or harmed
4. Understand how to respond to evidence or concerns that a child has been bullied

Guided learning hours
It is recommended that 36 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
SCDLDSS2 - Safeguard and protect the well-being of children and young people

Support of the unit by a sector or other appropriate body
This unit is endorsed by NCTL

Assessment
Simulation is not allowed.

The unit must be assessed in accordance with NCTL and Skills for Care and Development's Assessment Principles.
EYE3 Understand how to safeguard the well-being of children and practitioners
Learning outcomes and assessment criteria

Outcome 1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and practitioners

The learner can:
1. outline national policies and legislation relevant to safeguarding of children and practitioners
2. explain the importance of safeguarding children within an early years setting
3. describe child protection within the wider concept of safeguarding children
4. analyse how national and local policies and legislation surrounding safeguarding affect day to day practice when working with children
5. describe ways in which concerns about poor practice can be reported whilst ensuring that whistle-blowers and those whose practice or behaviour is being questioned are protected

Additional Guidance

Wider concept may include:
- Health and safety
- risk assessments
- child exploitation
- online safety

Day to day practice may include:
- working in an open and transparent way
- listening to children and young people
- duty of care
- whistle-blowing
- power and positions of trust
- propriety and behaviour
- physical contact
- intimate personal care
- off site visits
- photography and video
- sharing concerns and recording/reporting incidents

Outcome 2 Understand the importance of working in partnership with other organisations to safeguard children

The learner can:
1. explain the importance of a child centred approach when working as part of a multi-agency team
2. examine how previous serious case reviews have influenced current policy, legislation and practices
3. explain what is meant by multiagency working in the context of safeguarding
4. describe the roles and responsibilities of the different organisations that may be involved when a child has been abused or harmed.

Additional Guidance

Different organisations may include:
- Social services
- NSPCC
- Health visiting
- GP
Outcome 3  Understand how to recognise and respond to evidence or concerns that a child has been abused or harmed

The learner can:
1. identify factors which may put a child at a higher risk form harm or abuse
2. describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
3. explain own role and responsibilities if a child discloses harm or abuse or if you suspect abuse in line with policies and procedures of own setting
4. explain the rights that children and their parents/carers have in situations where harm or abuse is suspected or alleged

Additional Guidance

Possible signs, symptoms, indicators and behaviours should include:
- domestic abuse
- neglect abuse
- physical abuse
- emotional abuse
- sexual abuse

Outcome 4  Understand how to respond to evidence or concerns that a child has been bullied

The learner can:
1. explain different types of bullying and the potential effects on children
2. outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
3. explain how to support a child and or their family when bullying is suspected or alleged

Additional guidance

Bullying may include:
- physical (pushing, kicking, hitting, pinching and other forms of violence or threats)
- verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing)
- emotional (excluding, tormenting, ridicule, humiliation)
- cyber bullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else)
- specific types of bullying, which can relate to all the above, such as homophobic or gender-based, racist, relating to special educational needs and disabilities
EYE4

Promote the health and safety of children
EYE4  Promote the health and safety of children

Level: 3

Credit value: 5

NLH/TQT: 55

Unit aim
The learner will be able to manage the risks of health and safety to children and also be able to respond to incidents and illnesses in an early years setting.

Learning outcomes
There are five learning outcomes to this unit. The learner will:

1. Understand how to plan and provide environments and services that support children and young people’s health and safety
2. Be able to recognise and manage risks to the health, safety and wellbeing of children
3. Understand and enable children to assess and manage risk for themselves
4. Understand appropriate responses to accidents and incidents, emergencies and illness in an early years setting and off site visits
5. Be able to follow infection control procedures within an early years setting

Guided learning hours
It is recommended that 38 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
SCDCCLD0307 - Promote the health and physical development of children
SCDLDS2 - Safeguard and protect the well-being of children and young people

Support of the unit by a sector or other appropriate body
This unit is endorsed by NCTL.

Assessment
Simulation is not allowed.

The unit must be assessed in accordance with NCTL and Skills for Care and Development’s Assessment Principles.
EYE4  Promote the health and safety of children
Learning outcomes and assessment criteria

Outcome 1  Understand how to plan and provide environments and services that support children and young people’s health and safety

The learner can:
1  explain how current health and safety legislation, policies and procedures are implemented in your setting
2  describe the factors to take into account when planning healthy and safe indoor and outdoor environments
3  explain how health and safety is monitored and maintained in an early years setting
4  identify sources of current guidance for planning healthy and safe environments

Additional guidance

Factors may include:
- the individual needs, age and abilities of the children
- specific risks to individuals such as pregnancy, sensory impairments
- the needs of carers where relevant
- the function and purpose of environments
- the duty of care
- desired outcomes for the children
- lines of responsibility and accountability

Outcome 2  Be able to recognise and manage risks to the health, safety and wellbeing of children

The learner can:
1  demonstrate how to identify potential hazards to the health, safety and security of children, their families and other visitors and colleagues
2  demonstrate ability to deal with hazards in the work setting or in off site visits
3  carry out health and safety risk assessments for both activities and the environment illustrating how its implementation will reduce risk
4  explain how health and safety risk assessments are monitored and reviewed

Additional guidance

Potential hazards may include:
- physical
- security
- fire
- food safety
- personal safety

Outcome 3  Understand and enable children to assess and manage risk for themselves

The learner can:
1  explain why it is important to take a balanced approach to risk management
2  explain the dilemma between the rights and choices of children and health and safety requirements
3  give example from own practice of supporting children to assess and manage risk
Additional guidance

**Balanced approach to risk management** may include:
- taking into account the 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

**Outcome 4  Understand appropriate responses to accidents and incidents, emergencies and illness in an early years setting and off site visits**

The learner can:
1. explain the policies and procedures of the setting or service in response to **accidents, incidents, missing child, emergencies and illness**
2. produce accurate and legible reports in response to accidents, incidents, injuries, **signs of illness** and other emergencies

**Additional guidance**

**Accidents, incidents, missing child, emergencies and illness** may include:
- **Accidents** may include those involving children, young people or adults
- **Incidents** – all types
- **Emergencies** such as fire, missing children or young people, evacuation
- **Recognising signs of illness** such as fever, rashes or unconsciousness and taking appropriate action
- Knowledge of common childhood illnesses and immunisation.
- Exclusion periods for infectious diseases.

**Outcome 5  Be able to follow infection control procedures within an early years setting**

The learner can:
1. outline current legislation and regulatory body standards relevant to the prevention and control of infection
2. explain own roles and responsibilities in relation to the prevention and control of infection, including the use of personal protective clothing
3. demonstrate effective hygiene practices when
   - hand washing
   - using personal protective equipment
   - disposing of waste
EYE5

Partnership working with key person, colleagues and other professionals
EYE5

Partnership working with key person, colleagues and other professionals

Level: 3

Credit value: 4

NLH/TQT: 42

Unit aim
This unit provides the learner with the skills to work in partnership with key persons and to recognise and arrange additional support for individual children.

Learning outcomes
There are three learning outcomes to this unit. The learner will:

1. Understand the importance of working in partnership with key person, colleagues and other professionals
2. Understand how to recognise and arrange additional support for individual children
3. Respond to a child’s individual support needs

Guided learning hours
It is recommended that 31 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
SCDCCLD0321 - Promote the care, learning and development of children with additional requirements in partnership with their families

Support of the unit by a sector or other appropriate body
This unit is endorsed by NCTL

Assessment
The unit must be assessed in accordance with NCTL and Skills for Care and Development's Assessment Principles

Simulation is not allowed.
EYD3 v6 06092018

EYE5 Partnership working with key person, colleagues and other professionals

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of working in partnership with key person, colleagues and other professionals

The learner can:
1. explain the local and national policies and legislation surrounding equality of opportunity and anti-discriminatory practice to ensure all children are included and supported
2. explain the importance of working with parents, colleagues and other professionals to secure better outcomes for children
3. identify the people that practitioners work in partnership with and explain the support that each provides to both the child and their family and the setting
4. identify common barriers to partnership working and how these can be overcome to ensure the best outcomes for children

Outcome 2 Understand how to recognise and arrange additional support for individual children

The learner can:
1. describe the term SEND and the range of needs that a child may display
2. explain the legislation surrounding the identification of children with SEN or disability
3. describe the arrangements within your setting to identify emerging difficulties in a child ensuring that the practitioner responds early
4. explain the dilemmas a practitioner may face when identifying emerging difficulties in a child

Outcome 3 Respond to a child's individual support needs

The learner can:
1. demonstrate how observations and assessments are used to identify children who require additional support
2. use appropriate communication strategies suitable for the situation to ensure effective partnership working with key person, colleagues and other professionals
3. contribute to the completion of reports to ensure that the needs of the child are met in line with local and national policies and legislation and settings guidelines

Additional guidance

Appropriate communication may include:
- use of electronic communication aids
- use of pictorial and design communication aids such as Makaton
- use of an interpreter when appropriate including British/Irish Sign Language interpreters
- effective use of the telephone
- preparing and delivering presentations
- written communication
  - notes of meetings
  - personal records
  - presentations
  - letters
  - formal reports
  - email
EYE6

Be able to support organisational processes and procedures for recording, storing and sharing information
EYD3 v6 06092018

EYE6 Be able to support organisational processes and procedures for recording, storing and sharing information

Level: 3

Credit value: 2

NLH/TQT: 20

Unit aim
This unit enables the learner to understand the legislation and guidelines regarding the recording, storage and sharing of information. The learner will be able to maintain accurate records and demonstrate the safe handling of them.

Learning outcomes
There are two learning outcomes to this unit. The learner will:

1. Understand the legislation and company guidelines for recording, storing and sharing information
2. Use information to secure the best outcomes for children

Guided learning hours
It is recommended that 9 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
SCDHSC0434 - Lead practice for managing and disseminating records and reports

Support of the unit by a sector or other appropriate body
This unit is endorsed by NCTL.

Assessment
Simulation is not allowed.

The unit must be assessed in accordance with NCTL and Skills for Care and Development's Assessment Principles
EYE6 Be able to support organisational processes and procedures for recording, storing and sharing information

Learning outcomes and assessment criteria

Outcome 1 Understand the legislation and company guidelines for recording, storing and sharing information

The learner can:
1 explain national and local legislation and polices surrounding recording, storing and sharing both verbal and written information
2 describe possible situations where you would have to consider maintaining confidentiality and the need to disclose information for the welfare of the child

Additional guidance

Information may include:
- medication requirement
- special dietary needs
- planning
- observation and assessment
- health, safety and security
- accidents
- daily registers

Outcome 2 Use information to secure the best outcomes for children

The learner can:
1 ensure all information is accurate and coherent and updated in line with company guidelines
2 demonstrate the handling of recording, storing and sharing information in line with company guidelines

Additional guidance

Information may include:
- medication requirement
- special dietary needs
- planning
- observation and assessment
- health, safety and security
- accidents
- daily registers
Promote the health and well-being of children
EYE7       Promote the health and well-being of children

Level: 3

Credit value: 5

NLH/TQT: 52

Unit aim
This unit is about understanding the health and well-being of children and the ability to respond to a child’s personal health needs.

Learning outcomes
There are three learning outcomes to this unit. The learner will:

1. Understand the importance of promoting positive health and well-being of children
2. Be able to respond to the health needs of children
3. Be able to provide physical care for children

Guided learning hours
It is recommended that 24 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
SCDCCLD0308 - Promote children’s well-being and resilience

Support of the unit by a sector or other appropriate body
This unit is endorsed by NCTL.

Assessment
Simulation is not allowed.

The unit must be assessed in accordance with NCTL and Skills for Care and Development's Assessment Principles.
Outcome 1  Understand the importance of promoting positive health and well-being of children

The learner can:
1. explain the factors that influence health and well-being of children
2. identify the signs and symptoms of common childhood illnesses and any recommended exclusion periods
3. explain the childhood immunisation programme as a preventative measure towards potential childhood illnesses
4. understand and identify effective ways of promoting health and well-being and healthy lifestyles in an early years setting

Additional Guidance

Factors that influence health and well-being may include:
- attachment
- relationships
- emotional security
- health
- self esteem
- diet
- exercise
- rest and sleep
- prompt medical/dental attention when needed
- preventive health programmes

Outcome 2  Be able to respond to the health needs of children

The learner can:
1. support children to recognise, value and meet their health needs as appropriate to their age and level of understanding
2. encourage children to make positive choices about all of their health needs
3. assess any risks or concerns to the health and well-being of children and take appropriate action
4. explain the importance of informing relevant people when there are concerns about an individual child’s health or well-being
5. record concerns about an individual child’s health or well-being following recognised procedures

Additional Guidance

Health needs may include:
- Physical
- Mental
- Sexual

Concerns may include:
- Illness
- Injury
- Use of illegal substances
- Emotional distress
- Poor lifestyle choices
- Bullying (either as victim or perpetrator)
- Exploitative behaviour (either as victim or perpetrator)
• Harm or abuse
• Changes in behaviour

Relevant people may include:
• parents and Carers
• colleagues / line manager
• other professionals

Outcome 3  be able to provide physical care for children

The learner can:
1  demonstrate how to support children’s physical care routines, showing respect to the child
2  use personal care routines to promote children’s learning and development
3  demonstrate how equipment and each area of the setting is kept clean and hygienic during personal care routines
4  demonstrate and evaluate measures take in the setting to prevent cross infection

Additional guidance

Care routines may include:

• care of skin, hair and teeth allowing for differences based on carers voice, ethnicity and culture
• sun awareness
• care of nappy area
• dressing and undressing
• toileting
• supporting independence and self-care
• encouraging and modelling good hygiene with children
• engaging with the child during care routines to support learning and development within the responsibilities of your role within the setting

Prevent cross infection may include:

• hand washing
• food hygiene
• dealing with spillage’s safely
• safe disposal of waste
• using correct personal protective equipment
EYE8

Promote learning and development in the early years
EYE8  Promote learning and development in the early years

Level: 3

Credit value: 5

NLH/TQT: 64

Unit aim
This unit enables the learner to carry out observations and assessments in an early years environment. Learners will be able to plan activities for children whilst working with others to undertake observations and assessments.

Learning outcomes
There are seven learning outcomes to this unit. The learner will be able to:

1. Understand observation and assessment in the early years
2. Be able to carry out observations on children as they act and interact in their play and everyday activities and planned activities
3. Understand the importance of planning for children in the early years
4. Be able to plan activities in line with current early years frameworks
5. Be able to implement activities in line with relevant early years frameworks
6. Be able to work in partnership with others when undertaking observation and assessment
7. Be able to reflect on own practice in supporting the learning and development of children in their early years

Guided learning hours
It is recommended that 35 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by NCTL.

Assessment
Simulation is not allowed.

The unit must be assessed in accordance with NCTL and Skills for Care and Development's QCF Assessment Principles.
Learning outcomes and assessment criteria

Outcome 1  Understand observation and assessment in the early years

The learner can:
1 explain the local and national policies and legislation and current frameworks surrounding observation and assessment of children in the early years
2 explain the importance of carrying out observations and **assessments** of children
3 describe occasions when each type of assessment may be used
4 explain the link between formative and summative assessment to ensure that the teaching and learning is challenging

Additional Guidance

**Assessments** must include formative and summative

Outcome 2  Be able to carry out observations on children as they act and interact in their play and everyday activities and planned activities

The learner can:
1 explain the **factors** that need to be taken into account when observing a child’s development
2 observe and record a child’s development in the following areas:
   - physical
   - communication
   - intellectual/cognitive
   - social, emotional and behavioural
   - moral
3 demonstrate the types of observation **methods** used and how these inform the planning for the individual child

Additional Guidance

**Factors** may include:
- confidentiality and when, for the safety of the child’s confidentiality must be breached
- children’s wishes and feelings
- ethnic, linguistic and cultural background
- disability or specific requirements (additional needs)
- reliability of information
- avoiding bias

**Methods** may include:
- different types of observations
  - snapshot
  - narrative
  - visual
- Information from parent, carers, children other professionals and colleagues
**Outcome 3  Understand the importance of planning for children in the early years**

The learner can:
1. explain the local and national policies and legislation and current frameworks surrounding planning for children in the early years
2. explain the importance of carrying out planning within the early years to support the child’s learning
3. describe the **considerations** that can be used as part of the planning process to support children to strengthen and deepen their current learning and development

**Additional guidance**

**Considerations** may include:
- role of the practitioner
- environment
- child’s interests
- child led/ adult initiated activity

**Outcome 4  Be able to plan activities in line with current early years frameworks**

The learner can:
1. use ongoing assessment and **other sources** to inform planning in the areas of;
   - communication and language
   - physical development
   - personal, social, emotional development
   - literacy
   - mathematics
   - understanding the world
   - expressive arts and design
2. engage effectively with children and their parents and carers and **others** to discuss progress and the child’s next steps
3. develop holistic planning which supports the child to strengthen and deepen their current learning and development for the following areas;
   - communication and language
   - physical development
   - personal, social, emotional development
   - literacy
   - mathematics
   - understanding the world
   - expressive arts and design

**Additional Guidance**

**Other sources** may include:
- children’s interest and preferences
- parents and carers
- colleagues
- other professionals

**Others** may include:
- child
- key person
Outcomes 5  Be able to implement activities in line with relevant early years frameworks

The learner can:
1. implement activities which are challenging and playful to promote learning and development in the following areas;
   - communication and language
   - physical development
   - personal, social, emotional development
   - literacy
   - mathematics
   - understanding the world
   - expressive arts and design

2. use a variety of strategies to engage with children through planned and purposeful play to **promote children’s learning** and development in regards to;
   - communication and language
   - physical development
   - personal, social, emotional development
   - literacy
   - mathematics
   - understanding the world
   - expressive arts and design

3. use effective **language** to develop and extend children’s learning and thinking
4. engage with children through both adult lead and child initiated activity

Additional Guidance

**Language** may include:
- mathematical language that enhances learning of mathematical concepts
- open questions designed to promote and extend children’s:
  - thinking and communication
  - curiosity
  - problem solving and investigation
- modelling use of language that is accurate and grammatically correct
- using language in ways that extend children’s vocabulary

How practitioners **promote children’s learning** may include:
- effective organisation and management
- sensitive intervention
- following child’s interest and stage of development
- supporting and facilitating
- modelling
- coaching
- sustained shared thinking
- providing balance of child-initiated and adult-initiated play and activity
- group learning and socialisation
Outcome 6  Be able to work in partnership with others when undertaking observation and assessment

The learner can:
1. explain how observations can be used by **others** as part of a **referral process**
2. maintain accurate and coherent records and reports as part of the observation, assessment and referral process

**Additional guidance**

**Others** may include:
- key person
- colleagues
- parents
- other professionals

**Referral process** may include:
- SEN/CAF
- Safeguarding
- During transitions
- Legislation

Outcome 7  Be able to reflect on own practice in supporting the learning and development of children in their early years

The learner can:
1. reflect on **practice** in supporting the learning and development of children in their early years
2. demonstrate how to use reflection to make changes in own practice to meet the needs of the individual child

**Additional guidance**

**Practice** may include:
- self-reflection
- relevance
- meeting the child’s individual needs
Promote diversity, equality and inclusion within the early years sector
EYE9    Promote diversity, equality and inclusion within the early years sector

Level: 3

Credit value: 2

NLH/TQT: 17

Unit aim
This unit taught learners how to understand equality and diversity and use it in an inclusive way in an early years setting.

Learning outcomes
There are two learning outcomes to this unit. The learner will be able to:

1. Understand equality, diversity and inclusion in the early years sector
2. Be able to work in an inclusive way

Guided learning hours
It is recommended that 9 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by NCTL.

Assessment
The unit must be assessed in accordance with NCTL and Skills for Care and Development's QCF Assessment Principles.

Simulation is not allowed.
EYE9  
Promote diversity, equality and inclusion within the early years sector

Learning outcomes and assessment criteria

Outcome 1  
Understand equality, diversity and inclusion in the early years sector

The learner can:
1. explain what is meant by Diversity, Equality, Discrimination and Inclusion
2. describe the national policies and legislation relating to equality, diversity and inclusion
3. describe the various types of discrimination and its potential effects
4. describe how you would challenge discrimination
5. explain how equality, diversity and inclusion is integrated into the day to day practice within an early years setting

Additional Guidance

**Effects** may include affects on:
- the individual
- families or friends of the individual
- those who inflict discrimination
- wider society

Outcome 2  
Be able to work in an inclusive way

The learner can:
1. show interaction with individuals that respects their beliefs, culture, values and preferences
2. demonstrate actions that model inclusive practice
3. demonstrate how to support others to promote equality and rights
EYE10

Engage in personal development in an early years setting
EYE10 Engage in personal development in an early years setting

Level: 3

Credit value: 5

NLH/TQT: 46

Unit aim
This unit will enable the learner to promote equality, diversity and inclusion in an early years setting. They will also understand the potential effects discrimination has on children and how to deal with these by working in an inclusive way.

Learning outcomes
There are five learning outcomes to this unit. The learner will:

1. Understand the importance of reflective practice
2. Be able to reflect on practice
3. Be able to evaluate own performance
4. Be able to agree a personal development plan
5. Be able to use learning opportunities and reflective practice to contribute to personal development

Guided learning hours
It is recommended that 19 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
SCDLSS6 - Reflect on, develop and maintain your practice

Support of the unit by a sector or other appropriate body
This unit is endorsed by NCTL.

Assessment
The unit must be assessed in accordance with NCTL and Skills for Care and Development's Assessment Principles.

Simulation is not allowed.
EYE10 Engage in personal development in an early years setting

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of reflective practice

The learner can:
1. explain the relationship between all the components of a learning cycle
2. explain the importance of reflective practice in continuously improving the quality of learning and development experiences for children
3. describe a method of reflective practice
4. explain the challenges which may hinder reflective practice

Additional Guidance

Learning cycle may include:
- Kolb’s learning cycle
- CPD cycle

Method of reflective practice may include:
- Gibbs reflective cycle
- Johns’ model for structured reflection
- Rolfe’s framework for reflective practice

Outcome 2 Be able to reflect on practice

The learner can:
1. identify opportunities to reflect upon own practice
2. demonstrate the ability to reflect on own practice
3. describe how own values, belief systems and experiences may affect working practice

Outcome 3 Be able to evaluate own performance

The learner can:
1. evaluate own practice and knowledge and understanding against own job role
2. demonstrate the use of feedback to evaluate own performance and inform practice

Outcome 4 Be able to agree a personal development plan

The learner can:
1. identify sources of support for planning and reviewing own development
2. demonstrate how to work with others to review and prioritise own learning needs in line with company priorities, professional interests and development opportunities
3. demonstrate how to work with others to agree own personal development plan

Additional Guidance

Sources of support may include:
- support from colleagues
- supervision
- appraisal
- within the organisation
- beyond the organisation
**Others** may include:
- the individual
- colleagues
- sector experts
- supervisor, line manager or employer
- other professionals

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

**Outcome 5**  
**Be able to use learning opportunities and reflective practice to contribute to personal development**

The learner can:
1. evaluate how learning activities have affected practice
2. demonstrate how reflective practice has led to improved ways of working
3. record progress in relation to **personal development**

**Additional guidance**

**Personal development** may include:
- English
- mathematics
- music
- history
- modern foreign languages
EYE11

Context and principles for early years provision
EYE11  Context and principles for early years provision

Level: 3

Credit value: 7

NLH/TQT: 66

Unit aim
This unit allows the learner to be able to provide enabling environments in an early years setting and to be able to work with parents and carers.

Learning outcomes
There are three learning outcomes to this unit. The learner will:

1. Understand the purposes and principles of early years frameworks
2. Be able to provide enabling environments within an early years setting that support and extend children’s development and learning in their early years
3. Understand and be able to how to work in partnership with parents and carers

Guided learning hours
It is recommended that 38 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by NCTL.

Assessment
The unit must be assessed in accordance with NCTL and Skills for Care and Development’s Assessment Principles.

Simulation is not allowed.
Outcome 1  Understand the purposes and principles of early years frameworks

The learner can:
1. explain the legal status and principles of the relevant early years frameworks, and how national and local guidance materials are used within early years settings.
2. explain how early years pedagogy has influenced current practice.
3. explain the overarching principles of current early years frameworks that shape the practice in early years settings.

Additional Guidance

Early years pedagogy may include:
- Reggio Emilia
- High/Scope
- Montessori
- Steiner
- Te Whariki
- Bronfenbrenner

Outcome 2  Be able to provide enabling environments within an early years setting that support and extend children’s development and learning in their early years

The learner can:
1. prepare an enabling environment explaining how the area supports and extends children’s learning and development.
2. evaluate how effective the environment has been in extending children’s learning and development.
3. explain the effects child engagement in the environment has on encouraging high expectations of their achievement.
4. explain how the environment meets the needs of individual children.

Outcome 3  Understand and be able to how to work in partnership with parents and carers

The learner can:
1. explain the local and national policies and legislation surrounding working in partnership with parents to secure the best outcomes for children.
2. explain the importance of building positive relationships and working in partnership with parents and carers to provide an enabling environment for the child.
3. identify barriers to both parents and the practitioner when working in partnership and identify ways in which these barriers can be overcome.
4. explain strategies to support parents and carers where it is difficult to overcome these barriers.
EYE12

Lead and manage a community based early years setting
EYE12  Lead and manage a community based early years setting

Level: 4

Credit value: 6

NLH/TQT: 60

Unit aim
This unit is about providing leadership and management in a community based setting that promotes the engagement, involvement and participation of parents.

Learning outcomes
There are six learning outcomes to this unit. The learner will be able to:

1. Understand the purposes, benefits and key features of community based early years provision
2. Be able to lead the team in a community based early years setting
3. Be able to engage parents as partners in the community based early years setting
4. Be able to engage parents in the management/decision making processes of an early years setting
5. Be able to provide learning opportunities to support parents’ participation in a community based early years setting
6. Be able to manage the resource, regulatory and financial requirements for a community base early years setting

Guided learning hours
It is recommended that 45 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to CCLD:

311 – Provide leadership for your team
317 – Work with families to enhance children’s learning and development
324 – Support the delivery of community based services to children and families
329 – Work with a management committee
338 – Develop productive working relationships with colleagues

Support of the unit by a sector or other appropriate body
This unit is endorsed by NCTL and Skills for Care and Development.

Assessment
The unit must be assessed in accordance with NCTL and Skills for Care and Development's Assessment Principles.

Learning Outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. Simulation is not allowed.
EYE12 Lead and manage a community based early years setting

Outcome 1 Understand the purposes, benefits and key features of community based early years provision

Assessment Criteria

The learner can:
1. explain the purpose and features of community based setting
2. explain how a community based early years setting can be an agent of community development
3. describe the benefits arising from community based early years provision for:
   - children
   - parents/carers
   - the early years setting
   - the local community

Outcome 2 Be able to lead the team in a community based early years setting

Assessment criteria

The learner can:
1. demonstrate leadership skills in own practice
2. implement activities with the setting’s staff team to share and promote their understanding of good practice
3. implement strategies to create and maintain a team culture among all of the staff and parents in a community based early years setting
4. examine the effectiveness of own practice in implementing the principles of community based early years provision

Additional Guidance

Leadership skills may include:
- Effective communication
- Negotiation and empathy
- Consistency and fairness
- Leading change and modelling good practice
- Effective conflict management
- Coaching and facilitation skills

Outcome 3 Be able to engage parents as partners in the community based early years setting

Assessment criteria

The learner can:
1. establish and maintain a relationship of partners with the parents of an early years setting
2. exchange information with parents about the progress of their child’s learning and development
3. involve parents in decisions about plans and activities to progress their child’s learning and development
4. involve parents in the activities of the early years setting

Additional Guidance

Involve parents in activities may include:
- Providing the parent with an overview of the planning for activities
- Giving guidance to the parent on which activity/activities in which to participate
- Explaining the purposes of the activity/activities in which the parent participates
- Working with a parent to enable her/him to share a specific interest/skill with the early years setting’s children
- Creating opportunities for parents to contribute to the play materials provided for the children by the early years setting
• Supporting parents to participate in the early years setting’s curriculum provision for its children

**Outcome 4  Be able to engage parents in the management/ decision making processes of an early years setting**

Assessment criteria

The learner can:
1. explain the role of the parent management committee/support group in a community based early years setting
2. demonstrate support to parents’ involvement in the parent management committee/support group of a community based early years setting.

**Outcome 5  Be able to provide learning opportunities to support parents’ participation in a community based early years setting**

Assessment criteria

The learner can:
1. utilise the informal learning opportunities arising from parents’ participation in activities to promote the learning and development of their own child and the setting’s children
2. give a detailed account of a learning activity provided by the setting for its parents to develop their understanding of its early years curriculum, to include:
   • why the activity was appropriate for the setting’s parents
   • how the setting encouraged parents to participate in the activity
3. provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting.

**Outcome 6  Be able to manage the resource, regulatory and financial requirements for a community based early years setting**

Assessment criteria

The learner can:
1. explain the regulatory requirements of the work setting and the lines of responsibility and reporting
2. explain how human resources are managed within the setting
3. demonstrate how systems of resource management operate in the work setting
4. demonstrate how financial systems in the setting are operated and accountability maintained according to appropriate standards
EYE 13

Promote the well-being and resilience of children and young people
EYE13  Promote the well-being and resilience of children and young people

Level: 3

Credit value: 4

NLH/TQT: 40

What this unit is about
This unit provides the basis of knowledge, understanding and competence to support children and young people to be well and happy and to face the challenges they will encounter. It includes the promotion of health as well as promoting self esteem and supporting children to recognise and value who they are.

Learning outcomes
There are four learning outcomes to this unit. The learner will be able to:

1. Understand the importance of promoting positive well-being and resilience of children and young people
2. Understand how to support the development of children and young people's social and emotional identity and self-esteem in line with their age and level of understanding
3. Be able to provide children and young people with a positive outlook on their lives
4. Be able to respond to the health needs of children and young people

Guided learning hours
It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- HSC NOS Units 34 and 313
- CCLD NOS Units 307 and 308
- Professional practice in residential child care: Standards 1.5, 2.2, 2.3 and 4.3
- Training support and development standards for foster care: 3.3 and 5.2

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
The unit must be assessed in accordance with NCTL and Skills for Care and Development's Assessment Principles.

Assessment of Learning Outcomes 3 and 4 must take place in a real work environment.

Simulation is not allowed.
EYE13 Promote the well-being and resilience of children and young people

Outcome 1 Understand the importance of promoting positive well-being and resilience of children and young people

Assessment criteria

The learner can:
1. explain the factors that influence the well-being of children and young people
2. explain the importance of resilience for children and young people
3. analyse effective ways of promoting well being and resilience in the work setting
4. describe ways of working with carers to promote well being and resilience in children and young people.

Additional Guidance

Factors that influence well-being may include:
- Attachment
- Relationships
- Emotional security
- Health
- Self esteem
- Diet
- Exercise
- Rest and sleep
- Prompt medical/dental attention when needed
- Preventive health programmes

Outcome 2 Understand how to support the development of children and young people’s social and emotional identify and self esteem in line with their age and level of understanding

Assessment criteria

The learner can:
1. explain why social and emotional identity are important to the well being and resilience of children and young people
2. explain how to support children and young people to identify with their own self image and identity
3. demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
4. demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
5. explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people

Additional Guidance

How to support children and young people to identify with their own self image and identity may include:
- Positive role models
- Cultural/ethnic networks
- Life story work
Outcome 3  
**Be able to provide children and young people with a positive outlook on their lives**

Assessment criteria

The learner can:
1. demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
2. explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives
3. support and encourage children and young people to respond positively to challenges and disappointments
4. demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
5. support children and young people to reflect on the impact of their own actions and behaviour

Outcome 4  
**Be able to respond to the health needs of children and young people**

Assessment criteria

The learner can:
1. support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
2. encourage children and young people to make positive choices about all of their **health needs**
3. assess any risks or **concerns** to the health and well being of children and young people and take appropriate action
4. explain the importance of informing **relevant people** when there are concerns about a child or young person’s health or well being
5. record concerns about a child or young person’s health or well being following recognised procedures

Additional Guidance

**Health needs** may include:
- Physical
- Mental
- Sexual

**Concerns** may include:
- Illness
- Injury
- Use of illegal substances
- Emotional distress
- Poor lifestyle choices
- Bullying (either as victim or perpetrator)
- Exploitative behaviour (either as victim or perpetrator)
- Harm or abuse
- Changes in behaviour

**Relevant people** may include:
- Carers
- Social worker
- Lead professional
- Residential workers