

# **Pearson BTEC Level 2 Diploma for Early Years Practitioners**

## **Specification**

Competence-based qualification (England only)

First registration September 2019

## **Edexcel, BTEC and LCCI qualifications**

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# 1 Introducing BTEC Competence-based qualifications

## Overview

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The apprenticeships reform in England includes changes that move the design of apprenticeships into the hands of employers, with the aim of making them more rigorous and responsive to employers' needs. Employer groups now lead on the development of apprenticeships for occupations where they identify the need for apprentices.

Competence-based qualifications are outcome based, with no fixed learning programme, allowing flexible delivery to meet the individual needs of learners and their employers. Learners will work towards their qualifications primarily in the workplace or in settings that replicate the working environment as specified in the assessment requirements.

Competence-based qualifications are also based on standards for the appropriate sector. Standards define what employees, or potential employees, must be able to do and know, to demonstrate their competence and be a safe practitioner.

Pearson has been working closely with employer groups in the development of different types of assessment programmes and qualifications to support the delivery of these competence-based qualifications.

Employers, or colleges and training centres, working in partnership with employers, can offer these qualifications as long as they have access to appropriate physical and human resources, and the necessary quality assurance systems are in place.

## Sizes of competence-based qualifications

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For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will need to complete to show achievement of the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications may also have a credit value – equal to one-tenth of TQT, rounded to the nearest whole number. TQT and credit values are assigned after consultation with users of the qualifications.

NVQs/Competence-based qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Other size references, such as the Extended Diploma, can be used in a suite of qualifications depending on the specific needs of different sectors.

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Diploma for Early Years Practitioners
Qualification Number (QN)	603/4999/2
Regulation start date	09/08/2019
Operational start date	01/09/2019
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements given in <i>Section 8 Assessment</i> .
Total Qualification Time (TQT)	375
Guided Learning Hours (GLH)	258
Credit value	38
Assessment	Portfolio of evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, it is expected that centres follow the guidance given in our document <i>A guide to recruiting with integrity and enrolling learners onto qualifications</i> (see <i>Section 7 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner’s final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 3 Qualification purpose

### Qualification objectives

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The aim of this qualification is to give learners knowledge and understanding of babies and young children from birth to seven years of age with applied knowledge in the early years, birth–5 years.

This qualification meets the Department for Education (DfE) Level 2 criteria that set out the knowledge, understanding and skills that a practitioner must demonstrate to achieve an Early Years Practitioner (Level 2) qualification and be considered as qualified to support young children aged from birth to five in the Early Years Foundation Stage (EYFS).

On completion of the qualification, learners can be counted towards the statutory framework for the EYFS staff: child ratio at Level 2.

The Pearson BTEC Level 2 Diploma for Early Years Practitioners is for learners who are employed in, or who are interested in working in, the early years settings in the role of Early Years Practitioner.

The qualification gives learners the opportunity to:

- develop the fundamental technical skills and underpinning knowledge and understanding required to become competent in the job role; for details of the units included in this qualification
- develop appropriate professional attitudes and behaviours that will support personal success in their job role and the long-term success of their organisation
- develop a range of interpersonal and intrapersonal skills to support progression to, and success in, further study and career advancement
- achieve a nationally recognised Level 2 qualification
- demonstrate the behaviours expected of all Early Years Practitioners carrying out their role:
  - care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.
  - honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.
  - positive work ethic – maintains professional standards within the work environment providing a positive role model for children.
  - being team-focused - work effectively with colleagues and other professionals and support the learning and development of others.



- commitment - to improving the outcomes for children through inspiration and child centred care and education.
- work in a non- discriminatory way - by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential. work in ways which consider fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- professional practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy and procedure with a positive disposition to work.

## **Relationship with previous qualifications**

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This qualification replaces the Pearson Edexcel Level 2 Certificate for the Children and Young People’s Workforce (500/9940/1).

## **Progression opportunities**

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Learners who achieve the Pearson BTEC Level 2 Diploma for Early Years Practitioners can progress to working as a practitioner confirming competency in the job role stated on the previous page. In the longer term, learners can progress to Early Years Educator roles and other relevant Level 3 qualifications.

Learners can progress to either the Pearson Edexcel Level 3 Diploma in Children's Learning and Development (Early Years Educator) as an apprentice or to the Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator) in order to progress to higher education.

## Industry support and recognition

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BTEC specialist and professional qualifications have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

In this qualification, all content has been mapped to the DfE Early Years Practitioner criteria for entry to employment as a qualified practitioner. It meets the Department for Education (DfE) Level 2 criteria that set out the knowledge, understanding and skills that a practitioner must demonstrate to achieve an Early Years Practitioner status and be counted in the ratios.

## 4 Qualification structure

### Pearson BTEC Level 2 Diploma for Early Years Practitioners

Learners will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of units that must be achieved	11
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Unit number	Mandatory units	Level	Credit	Guided Learning Hours
1	Legislation, Policy and Procedures for Working in Early Years Settings	2	3	25
2	Child Development from Birth up to Seven Years	2	4	30
3	Contribute to the Health and Safety of Babies and Young Children	2	4	27
4	Safeguarding the Welfare of Babies and Young Children	2	4	23
5	Supporting Babies and Young Children with Special Educational Needs and Disabilities	2	3	20
6	Supporting Children's Communication, Literacy and Language Development	2	3	25
7	Understand Partnership Working for the benefit of Babies and Young Children	2	3	20
8	Promote the Health and Wellbeing of Babies and Young Children in Early Years settings	2	3	23
9	Support Children's Learning Through Play	2	4	24
10	Contribute to Observation, Assessment and Planning to support Children's Development	2	4	27
11	Introduction to Personal Development for Early Years Practitioners	2	3	14

## 5 Programme delivery

Centres are free to offer this qualification using any mode of delivery that meets learners' and employers' needs.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector.

Centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different models of delivery. Our *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* document can be found on our website.

There are various approaches to delivering a successful, competence-based qualification. The section below outlines elements of good practice that centres can adopt, as appropriate to the requirements of the programme.

### Elements of good practice

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- Carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction could include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process.
- Having regular progress meetings with learners to keep them engaged and motivated, and ensuring that there are open lines of communication among all those involved in delivering the training and assessment.
- Using flexible delivery and assessment approaches to meet the needs of learners and the organisational context and requirements through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, eportfolios.

- Balancing on-the-job and off-the-job training. Trainers need to use a range of teaching and learning methods to deliver this training effectively while still meeting varying learner needs. Examples of teaching and learning methods for off-the-job training include: enquiry-based learning, real-world problem solving, reflective practice, questioning and discussions, demonstration, practising ('trial and error'), simulation and role play, peer learning and virtual environments. Trainers also need to plan opportunities for the development and practising of skills on the job. The on-the-job element of the programme offers opportunities for assessment and plays an important role in developing the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in every day work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, observation, collaboration and consultation, could be used in this structured on-the-job learning.
- Developing a holistic approach to assessment by matching evidence to the required competencies, as appropriate and, wherever possible, to reduce the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the competencies to be achieved with the learning process and which indicates how and when assessment will take place.
- Discussing and agreeing with the learner and their line manager suitable times, dates and work areas where assessment will take place. Learners and managers should be given regular and relevant feedback on performance and progress.
- Ensuring that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as contact for the assessor/trainer.
- Ensuring that sufficient and relevant work is given to learners in order to allow them to gain wider employment experience and to enable them to develop, within their contracted working hours, the competencies and the related knowledge, skills and behaviours required for this qualification.
- Legislation cited in the content is current at the time of publication. Where legislation is taught, centres must ensure that it is current and up to date.

## 6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in Skills for Care and Development Assessment Principles, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the in *Annexe A*. Staff assessing learners must meet the occupational competence requirements in the assessment strategy.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.

To ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment decisions between assessors operating at the centre, centres must have in place robust internal verification systems and procedures. For information on the requirements for implementing assessment processes in a centre, please refer to the document *Centre Guide to Quality Assurance – Pearson NVQs/SVQs and Competence-based qualifications*.

Additionally, centres offering the qualification as stand-alone should refer to the document *Delivery Guidance and Quality Assurance Requirements – NVQs/SVQs and Competence-based qualifications*.

Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7 Access and recruitment*. For full details on the Equality Act 2010, visit [www.legislation.gov.uk](http://www.legislation.gov.uk)

## 7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

All learners undertaking an Apprenticeship must be employed as an apprentice in the job role specified in the Apprenticeship Standard and have a contract of employment at the start of the first day of their apprenticeship.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

### **Prior knowledge, skills and understanding**

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No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.

### **Access to qualifications for learners with disabilities or specific needs**

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Equality and fairness are central to our work. Pearson's *Equality, diversity and inclusion policy* requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Please see the information on reasonable adjustments and special consideration in *Section 8 Assessment*.



## 8 Assessment

To achieve a pass for this qualification, the learner must achieve all the units required in the stated qualification structure.

### Language of assessment

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Assessments for the units in this qualification are in English only.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our document *Use of languages in qualifications policy*, available on our website.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access arrangements and reasonable adjustments*.

### Internal assessment

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The units in this qualification are assessed through an internally- and externally quality-assured Portfolio of Evidence, made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit learners must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

Learners must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persists at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

**Recognition of Prior Learning (RPL)** – is where a learner can demonstrate that they can meet a unit’s requirements through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

## Assessment strategy

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Early Years Educator Qualifications Assessment Principles for this qualification are given in *Annexe A*. These set out the overarching assessment requirements and the framework for assessing the units to ensure that the qualification remains valid and reliable.

## Types of evidence

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To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson’s quality assurance arrangements (see *Section 10 Quality assurance*) and the requirements of given in *Annexe A*.

In line with the assessment strategy, evidence for internally-assessed units can take a variety of forms as indicated below:

- direct observation of the learner’s performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner’s work (P)
- personal statements and/or reflective accounts (RA)
- professional discussion (PD)
- authentic statements/witness testimony (WT) [please refer to the assessment strategy for guidance on the use of witness testimony]
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must clearly reference the unit being assessed. Evidence must be available to the Assessor, the Internal Verifier and the Pearson Standards Verifier.

Any specific evidence requirements for a unit are given in the *Unit assessment requirements* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website. Please see *Section 12 Further information and useful publications* for details.

## Assessment of knowledge and understanding

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Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learner's knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with the Early Years Educator Qualifications Assessment Principles. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 11 Units*.

## Appeals

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Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* document, available on our website.

## Dealing with malpractice

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Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners please see our document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

## Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. Our document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives more information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

## Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete *JCQ Form M1* ([www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

## Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken.

The head of centre is requested to inform the Investigations Team by submitting a *JCQ M2(a)* form (downloadable from [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected malpractice in examinations and assessments – Policies and procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* document, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com). In the initial stage of any aspect of malpractice, please notify the Investigations Team (via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com)) who will inform you of the next steps.

## Reasonable adjustments to assessment

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Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access arrangements and reasonable adjustments*.

Both documents are on our website.

## Special consideration

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Centres must operate special consideration in line with the guidance given in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *A guide to the special consideration process*.

Both of the documents mentioned above are on our website.

## 9 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered BTEC competence-based qualifications need to apply for and be granted centre recognition and approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

### Approvals agreement

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All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, it could result in the suspension of certification or withdrawal of approval.

## 10 Quality assurance

Quality assurance is at the heart of vocational qualifications.

The centre assesses BTEC Competence-based qualifications and will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. This also ensures that learners are given appropriate opportunities that lead to valid and accurate assessment outcomes.

Pearson uses external quality assurance processes to verify that assessment, internal quality assurance and evidence of achievement meet nationally defined standards.

Our processes enable us to recognise good practice, effectively manage risk and support centres to safeguard certification and quality standards.

Our Standards Verifiers provide advice and guidance to enable centres to hold accurate assessment records and assess learners appropriately, consistently and fairly.

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

If a centre is offering a BTEC Competence-based qualification alongside other qualifications related to the same Apprenticeship Standard, wherever possible we will allocate the same Standards Verifier for both qualifications.

For further details, please see the following handbooks available on our website:

- *Pearson Centre Guide to Quality Assurance for NVQ/SVQ and Competence-based qualifications*
- *Pearson Delivery Guidance and Quality Assurance Requirements for NVQ/SVQ and Competence-based qualifications.*



# 11 Units

## Unit format

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Each unit has the following sections.

### Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

### Unit title

This is the formal title of the unit that will appear on the learner's certificate.

### Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator

### Credit value

All units in this qualification have a credit value. The minimum credit value is 1 and credits can be awarded in whole numbers only.

### Guided Learning Hours (GLH)

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

### Unit summary

This summarises the purpose of the unit and the learning the unit offers.

### Unit assessment requirements

This outlines the requirements for the assessment of the unit. Learners must provide evidence according to each of the requirements stated in this section.

### Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

## **Assessment criteria**

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

# Unit 1: **Legislation, Policy and Procedures for Working in Early Years Settings**

<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit value:</b>	<b>3</b>
<b>Guided learning hours:</b>	<b>25</b>

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## **Unit summary**

This knowledge unit is fundamental to practice. It gives learners information on the statutory legislation that drives a range of policies and procedures in early years settings. Learners will apply their knowledge of legislation, policy and procedures to situations that they may encounter in their day-to-day activities in the workplace, in order to promote the health, safety and wellbeing of babies and young children.

## **Unit assessment requirements**

This unit must be assessed in accordance with the Skills for Care and Pearson Early Years Educator Qualifications Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about the legislation, guidelines, policies and procedures for safeguarding, security, confidentiality of information and promoting the welfare of children, including e-safety	1.1	Identify the current legislation, guidelines, policies and procedures for safeguarding, health and safety, security, confidentiality of information and promoting the welfare of children, including e-safety			
		1.2	Outline your setting's safeguarding policies and procedures, including child protection and online safety			
		1.3	Describe the roles of different agencies involved in safeguarding the welfare of babies and young children			
		1.4	Explain how to support a child and/or their family when bullying is suspected or alleged			
2	Be able to follow the work setting procedures for reporting and recording	2.1	Describe the reporting procedures for accidents, incidents, emergencies and illnesses			
		2.2	Complete workplace documentation for recording accidents, incidents, emergencies and illnesses			
		2.3	Explain how to access workplace policies and procedures, and your own accountabilities in relation to them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Describe why it is important to record information clearly, accurately, legibly and concisely, meeting legal requirements			
3	Understand legislation and statutory guidance for practice in the early years	3.1	Explain the terms: <ul style="list-style-type: none"> <li>• equality</li> <li>• diversity</li> <li>• inclusion</li> <li>• discrimination</li> </ul>			
		3.2	Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play			
		3.3	Describe current legislation and statutory guidance relating to equality, diversity and inclusive practice			
		3.4	Describe the statutory framework, including learning the development requirements for babies and young children that must be implemented in your setting			
4	Know the rights of children with special educational needs and disabilities	4.1	Describe the statutory guidance in relation to the care and education of children with special educational needs and disabilities			
		4.2	Describe the assessment and intervention frameworks for babies and children with special educational needs and disabilities			
		4.3	Describe the principles of working inclusively with babies and children with special educational needs and disabilities			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Content

### **Learning outcome 1: Know about the legislation, guidelines, policies and procedures for safeguarding, security, confidentiality of information and promoting the welfare of children, including e safety**

*Legislation, guidelines, policies and procedures for safeguarding:* those applicable to the home nation; legislation (Children Act 1989, The Education Act 2011, Children Act 2004); guidelines (Working Together to Safeguard Children (2018), What to do if you're worried that a child is being abused (2015), Keeping Children Safe in Education (2018), Safeguarding Disabled Children (2009); school policies and procedures, e.g. safeguarding and protecting, reporting and recording, e-safety, bullying and cyber-bullying

*Roles of agencies involved in safeguarding:* when concerns raised about a child, Child Protection Conference, whether crime has been committed; health professionals, e.g. general practitioners, doctors in emergency departments, health visitors; The Local Safeguarding Children Board (LSCB); The National Society for the Prevention of Cruelty to Children (NSPCC)

*Policies and procedures for dealing with bullying:* procedures to prevent bullying in the setting; all staff, parents, carers and children made aware of the procedures that should be followed and the consequences of bullying; follow anti-bullying policy; deal immediately with any incidents of bullying; record or report to the designated person according to the setting's policy; parents or carers to be informed; measures introduced following discussion with all parties concerned

*National and local guidelines, policies and procedures for safeguarding affecting day-to-day work with children and young people:* applicable to own home country and applicable to day-to-day practice; childcare practice, e.g. policies and procedures regarding propriety and behaviour, intimate personal care, physical contact; child protection, e.g. criminal record bureau checks (CRB), setting's policies for recording and reporting suspected abuse, whistleblowing policies; risk assessment, e.g. hazard recognition, vigilance of practitioners, indoors, outdoors, trips and outings, visitors to school, evacuation and lockdown procedures; ensuring the voice of the child or young person is heard, e.g. advocacy; supporting children and young people and others who may be expressing concerns, e.g. believe child/young person, take action; provide up-to-date training for all workers in safeguarding issues

## **Learning outcome 2: Be able to follow the work setting procedures for reporting and recording**

*Policies and procedures in the work setting for information sharing:* organisation's policies and procedures for information sharing, e.g. confidentiality policy; own role and responsibility in information sharing; confidentiality; legal duties as required by relevant legislation, e.g. Safeguarding Children and Young People, Every Child Matters (England), Data Protection Act 2018, EYFS Statutory Framework; importance of following policy and procedures of setting, e.g. adhering to correct adult to child ratios, use of safety equipment, identifying and reporting specific risks to individual children, e.g. those with sensory impairment, training for staff and other adults in the setting, delivering safety education to children as appropriate, routine health and safety assessment and/or checklist for both indoors and outdoors, visits/outings, recording accidents and incidents, requirement to review policies and procedures

*Reporting and recording procedures:* roles and responsibilities; procedures for reporting to line manager or supervisor; reporting to parents; legal requirements; how to access workplace policies and procedures; importance of recording information clearly, accurately, legibly and concisely; reasons for keeping records, e.g. accident and incident reports; need to record facts; sharing information with colleagues, parents and carers; accessibility; legal requirements, e.g. Children Act 2004 (England and Wales), Working Together to Safeguard Children 2006, EYFS Statutory Framework, Ofsted inspections (England)

*Documentation:* recording accidents incidents, emergencies and illnesses and near misses; recording ill-health; reporting concerns; documentation for reporting to parents; how to complete documentation in accordance with the setting's procedures; roles and responsibilities for contributing to and maintaining record keeping systems; policy for storing records; security and confidentiality, protection of identity, if appropriate; accessibility to information, e.g. limited access to computer storage systems



### **Learning outcome 3: Understand legislation and statutory guidance for practice in the early years**

*Equality, diversity, inclusion and discrimination:* Every Child Matters (England) and any other current legislation; the Children Act 2004, the Education Reform Act 1988, the Equality Act 2010; equal opportunities policy of own setting; support services, social model of disability and working towards removing barriers that restrict life choices for children; services planned according to the individual child's needs and abilities in order to maximise chances of success; all practitioners should have a child-centred or young-person-centred approach; child needs to be involved in decision making as appropriate for their age and abilities

*The United Nations Convention on the Rights of the Child in relation to relaxation and play:* every child has the right to relax, play and join in a wide range of cultural and artistic activities

*Areas of learning and expected early learning goals/targets:* goals/targets in the statutory framework and Key Stage 1 of the National Curriculum; statutory framework and curriculum study requirements for children aged from birth to seven years; statutory requirements for learning and development in early years settings; statutory guidance provided through the Early Years Foundation Stage

### **Learning outcome 4: Know the rights of children with special educational needs and disabilities**

*Legal entitlements of children with special educational needs and those with disability:* Children Act 1989, Children Act 2004, Disability Discrimination Act 1995, Disability Discrimination Act 2005, Special Educational Needs and Disability Act (SENDA) 2001, Equality Act 2010; Special Educational Needs Code of Practice 2001, Equality Act 2010; Special Educational Needs Code of Practice 0 – 25 years 2014

*Assessment and intervention frameworks:* applicable to own home nation, e.g. Common Assessment Framework, Early Years Action/Early Years Action Plus, School Action/School Action Plus, Statement of Special Educational Needs, Every Child Matters

*The benefits of early recognition and intervention:* meeting children's holistic needs (physical, social, emotional, intellectual and communication); putting support and resources in place; removing barriers; improving outcomes for children; identifying services that can support, e.g. educational, health, children's social services

*The purpose of individual plans:* early identification of the individual's needs; identifying support and resource and equipment needs; providing opportunities to review progress

*The principles of working inclusively:* children and their families at the centre of assessment, service delivery and review; importance of providing differentiated activities; appropriate resources and support; promotes right of children to access learning, play and leisure activities; knowing the needs of children; removing any barriers to participation

## **Unit 2: Child Development from Birth up to Seven Years**

<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit value:</b>	<b>4</b>
<b>Guided learning hours:</b>	<b>30</b>

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### **Unit summary**

The aim of this unit is for learners to know and understand how children learn, and the expected patterns of child development from birth to five years and their further development from age five to seven. Learners will understand the importance of holistic development, the significance of attachment and how transitions and other significant events impact children. They will also understand how to apply their knowledge and understanding in order to support child development.

### **Unit assessment requirements**

This unit must be assessed in accordance with the Skills for Care and Pearson Early Years Practitioner Assessment Principles.

Learning outcome 2, assessment criterion 2.3, must be assessed in a real work environment. Learning outcome 3 must be assessed by observation in the workplace. For assessment of practice, the term 'children' may be interpreted as one child or more than one.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the main stages and expected patterns of child development from birth to seven years	1.1	Explain the definition of: <ul style="list-style-type: none"> <li>• growth</li> <li>• development</li> </ul>			
		1.2	Describe the expected pattern of children's development from birth to seven, to include: <ul style="list-style-type: none"> <li>• cognitive</li> <li>• language</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• brain development</li> <li>• literacy and numeracy</li> </ul>			
		1.3	Describe how children learn and develop from birth to seven years			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4	Use examples to describe the different ways that early years settings promote children's learning and development		
		1.5	Explain how children's learning and development is affected by <ul style="list-style-type: none"> <li>• stage of development</li> <li>• wellbeing</li> <li>• individual circumstances</li> </ul>		
		1.6	Describe, with examples, the kinds of influences that affect children's development, including: <ul style="list-style-type: none"> <li>• background</li> <li>• health and wellbeing</li> <li>• environment</li> </ul>		
2	Understand the potential effects of transitions and other significant events on children's development	2.1	Identify the transitions and other significant events experienced by most children		
		2.2	Describe with examples how transitions may affect children's behaviour and development		
		2.3	Demonstrate how to support babies and young children through a range of transitions		
		2.4	Describe the significance of attachment		
		2.5	Describe the role of the key person in your setting		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support the development of children	3.1	Carry out activities with a child to support their holistic development, to include: <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> <li>• literacy and numeracy</li> </ul>			
		3.2	Support children's interest and development in mathematical learning, including numbers, number patterns, counting, sorting and matching			
		3.3	Contribute to the evaluation of the activities meeting the child's identified development needs			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Content

**Learning outcome 1:** Know the main stages and expected patterns of child development from birth to seven years

*Stages: to include development of babies, 0–1 month 0–3 months, 3–6 months, 6–9 months, 9–12 months and 12–18 months; and of young children 2–3 years, 3–4 years; further development from 5–7 years:*

- cognitive
- language
- physical
- emotional
- social
- brain development
- literacy and numeracy

*Physical development:* growth as an increase in size and increase in weight; growth spurts; development as the acquisition of skills; gross motor; fine motor; locomotion; balance; hand-eye coordination; adolescence; maturation

*Communication and intellectual developments:* speech and language, listening; non-verbal communication; thinking; developing concepts; literacy/numeracy

*Social, emotional and behavioural:* attachment; building relationships; identity; self-esteem; moral development; wellbeing; feelings, e.g. anger, love, fear

*Early learning targets for babies and young children aged 0 – 7 years:* examples to show how children learn within the expected pattern of development from birth to seven years

*Ways that aspects of development can affect other aspects:* principles; same order but different rates of development, e.g. sitting before walking; holistic development; links between areas of development, e.g. communication skills affecting social development

*Sequence of development:* broadly the same sequence; normal ranges of development

*Rate of development:* development is holistic; individual differences in rate; different aspects of development affect one another; aspects of development proceed at different rates in individuals; range of factors affecting individual differences

*Factors and influences that may impact on children's growth and development:* Wellbeing and individual circumstances; individual factors, e.g. long-term health conditions, disability, including sensory, physical and learning disability, speech and language abilities; Environmental factors, e.g. housing conditions, lifestyle, including diet, exercise and sleep, opportunities to attend early years setting, poverty and effects on each area of development, opportunities for outdoor play activities and its effect on physical and emotional development, family structure, looked-after children

*How children learn:* learning through play, social skills, experiences, suitable activities and resources. learning by doing, observation and experimenting.

*Ways to promote children's learning and development:* how the key person approach supports children's learning and development, e.g. key person knows children's interests, children feel more confident to try new experiences and explore; how empowerment contributes to children's learning and development.

*Definition of empowerment:* giving children involvement in decisions that affect them, appropriate to their age and level of understanding; structuring play and how this may benefit children's learning and development; play as a route of children's learning, which forms the basis of early years frameworks, such as the Early Years Foundation Stage

## **Learning outcome 2: Understand the potential effects of transitions on children's development**

*Transitions that affect children:* common transitions, e.g. transferring to a new class, transfer from foundation stage to primary school, transfer to secondary education; transitions relating to natural growth, e.g. baby to toddler stage

*Transitions and events that some children may experience:* personal or particular events and transitions, e.g. death of parent or close relative, change in health or ability, moving house, family break up, birth of sibling, entering or leaving residential care, change of carer

*The effects of transitions on behaviour and development:* physical signs, e.g. body language, growth spurts, losing or gaining weight; behavioural signs, e.g. anxiety, bed wetting, withdrawal, moodiness; attitudinal signs, e.g. being rude, losing interest, reluctance to join in; difficulty, in building relationships; lack of trust; loss of self-esteem; understanding that transition can have positive effects, e.g. increase in interest, development of self-identity, eagerness to learn, development of friendships

*Importance of attachment for holistic development:* how emotional development helps children to develop secure attachments, enabling positive social relationships and friendships to evolve; role of key person in early years settings; how the key person supports babies and young children through transitions

### **Learning outcome 3: Be able to support the development of children**

*Activities to support holistic development:* activities to support development of gross motor skills and fine motor skills; activities to support development of cognitive skills (including mathematical learning) and communication (including literacy, speech and language); activities to support social development and emotional development; play and learning activities; leisure activities; activities that promote self-esteem

*Recording participation of children:* level of interest and motivation; interaction with materials and resources; level of communication and interaction with others

*Own contribution to the evaluation of activities:* formal and informal records; evaluation in relation to expected outcomes of activity; evaluation in relation to children's individual targets; ensuring objectivity; following procedures for sharing information



## **Unit 3: Contribute to the Health and Safety of Babies and Young Children**

<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit value:</b>	<b>4</b>
<b>Guided learning hours:</b>	<b>27</b>

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### **Unit summary**

This unit gives learners the knowledge and skills needed to be able to contribute to supporting children's health and safety. Parents / carers want to know that everything is being done to prevent their child from becoming ill and that the setting will know exactly what to do in the event of an emergency. Learners will look at how to create safe environments while allowing children to explore and take risks, and how to prevent the spread of infection. They will learn what to do in the event of an emergency and the procedures for receipt, storage, administration and safe disposal of medicines.

### **Unit assessment requirements/evidence requirements**

This unit must be assessed in accordance with the Skills for Care and Pearson Early Years Educator Qualifications Assessment Principles.

Learning outcomes 1 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to recognise risks and hazards in the work setting and during off-site visits	1.1	Identify the differences between risk and hazard			
		1.2	Identify potential hazards to the health, safety and security of children in the work setting			
		1.3	Explain what you would do if a child discloses information and how you would support them			
		1.4	Contribute to health and safety risk assessment in areas of the work setting and for off-site visits			
		1.5	Demonstrate safe use of equipment, furniture and materials in line with requirements of both manufacturer and setting			
2	Know what to do in the event of a non-medical incident or emergency	2.1	Identify non-medical incidents and emergencies that may occur in the work setting			
		2.2	Outline the actions to take in response to the following situations: <ul style="list-style-type: none"> <li>• fires</li> <li>• security incidents</li> <li>• emergency incidents</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know what to do in the event of a child becoming ill or injured	3.1	Identify signs and symptoms that may indicate a child is injured or unwell and in need of urgent or non-urgent medical or dental attention			
		3.2	Identify circumstances where children may need urgent and non-urgent medical attention			
		3.3	Describe the roles and responsibilities of the Early Years Practitioner, including reporting, in the event of identifying risks and hazards			
		3.4	Outline own role and responsibilities in the event of a child requiring urgent and non-urgent medical and dental attention			
4	Be able to follow infection control procedures	4.1	Outline hygienic practice in relation to: <ul style="list-style-type: none"> <li>• hand washing</li> <li>• food preparation and hygiene including preparing formula feeds and sterilising equipment</li> <li>• comforters</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> </ul>			
		4.2	Describe personal protective clothing that is used to prevent spread of infection			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	Demonstrate use of personal protective clothing to avoid spread of infection			
		4.4	Demonstrate how to wash and dry hands to avoid the spread of infection			
		4.5	Demonstrate safe disposal of waste to avoid the spread of infection			
		4.6	Deal with spillages safely to prevent the spread of infection			
5	Know the work setting's procedures for receiving, storing, administering and safely disposing of medicines	5.1	Outline the procedures of the work setting for the receipt, storage, administration and safe disposal of medicines			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Content

### **Learning outcome 1: Be able to recognise risks and hazards in the work setting and during off-site visits**

*Balancing a safe and challenging environment:* importance of challenge; age-appropriate activities; concept of minimising risk and that it may not always be possible to eliminate all risk; importance of supporting children to recognise hazards

*Hazard:* definition; something with the potential to cause harm

*Risk:* definition; the likelihood that someone will be harmed by the hazard

*Potential hazards to health, safety and security:* poor hygiene standards; poor food hygiene; environmental, e.g. ventilation, temperature, noise; poorly maintained equipment and toys; cluttered floors; poorly maintained surfaces; doors and windows; heights, e.g. stairs, climbing frames; hazardous substances, electrical equipment; inadequate supervision; poorly maintained outdoor spaces; water, e.g. ponds, trays; access points of the setting

*Contributing to health and safety risk assessment in the setting and off-site:* preparing and maintaining the environment; risk assessment as part of planning process; using observation; seeking advice; identifying hazards; identifying equipment and toys or equipment that have met safety standards, e.g. BSI Kite Mark, The British Toy and Hobby Association Lion Mark; using equipment, furniture and equipment safely; importance of following manufacturer's instructions; checking and maintaining indoor and outdoor environment; importance of reporting concerns; risk assessment for off-site visits, e.g. prior knowledge of the venue, awareness of potential safety issues when taking children out of their usual setting, identifying potential hazards and who might be affected by them, safety measures required to reduce risk to an acceptable level

### **Learning outcome 2: Know what to do in the event of a non-medical incident or emergency**

*Non-medical incidents and emergencies:* fire; gas leaks; chemical spills; bomb threats; intruders; missing children

*Actions in response to fire:* how to raise alarm; procedures for evacuation; assembly point; head count or register

*Actions in response to security incidents:* reporting non-authorised persons immediately; securing area; recording incident; not putting self or others at risk; keeping record of incident; keeping calm

*Actions in response to emergency incidents:* a baby or young child requiring urgent medical attention, summoning help; giving clear instructions; evacuation procedures; reporting; recording; action to take in regard to missing children, including immediate action, checking register, checking area, informing parents, informing police

### **Learning outcome 3: Know what to do in the event of a child becoming ill or injured**

*Signs and symptoms that a child may be injured or unwell:* signs of injury, e.g. fractures, bleeding, bruising; signs of illness, e.g. rash, fever, diarrhoea, sickness; signs of common illnesses, e.g. chicken pox, rubella, mumps, toothache, dental injury

*Circumstances when urgent medical care is needed:* loss of consciousness; anaphylactic shock; breathing difficulties; severe bleeding; burns or scalds; suspected fractures; suspected poisoning; head injuries; choking; high temperature; asthma attack that does not respond to treatments; sickle cell crisis; convulsions and dental injury

*Circumstances when non-urgent medical care is needed;* rash, fever, diarrhoea, sickness, bumps, bruises, grazes. natural loss of primary tooth or toothache

*Own role and responsibilities:* follow procedures for the setting; undertaking training; recording and reporting; how to summon help; reassuring children; knowing children who may be of particular risk and what to do, e.g. those who are diabetic or asthmatic

### **Learning outcome 4: Be able to follow infection control procedures**

*Procedures for infection control:* procedures required in own setting, e.g. demonstration of personal hygiene, food preparation and hygiene, including storage and handling, requirement to cover cuts or lesions, importance of regular cleaning of toilets, sinks, bins, cleaning of table tops, toys and equipment,

*Protective clothing to prevent the spread of infection:* using gloves and disposable aprons when dealing with wounds or bodily fluids, using gloves, hair covering and aprons when preparing foods

*Hand washing:* procedures for effective hand washing and drying; when to wash hands

*Safe disposal of waste:* importance of following policy and procedures; disposal of waste foods; bodily fluids; keeping containers covered; using gloves; handling of soiled clothing or linen; dealing with spillages safely

### **Learning outcome 5: Know the work setting's procedures for receiving, storing, administering and safely disposing of medicines**

*Procedures for the administration and safe disposal of medicines:* prescription and non-prescription medicines; roles and responsibilities; when children may carry own medicines; requirement for written parental consent; correct procedures for returning medicines

*Administering of medicines:* checking name, dosage, instructions and expiry date; keeping a record of when medicine is administered

*Procedures that protect:* children receive correct dosage; minimises the risk of incorrect medication being given; minimises absences from school; children are able to manage own long-term illnesses; reduces risk of litigation against adults

## **Unit 4: Safeguarding the Welfare of Babies and Young Children**

<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit value:</b>	<b>4</b>
<b>Guided learning hours:</b>	<b>23</b>

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### **Unit summary**

This unit gives learners knowledge and understanding of their own roles and responsibilities in relation to safeguarding and promoting the protection and welfare of children, including online safety. The unit focuses on the signs and symptoms of all kinds of abuse and how to record and report concerns. They will also understand how to apply their knowledge and understanding.

### **Unit assessment requirements**

This unit must be assessed in accordance with the Skills for Care and Pearson Early Years Educator Qualifications Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to respond to evidence or concerns that a child has been abused, harmed or bullied	1.1	Identify factors that may indicate a baby or child is in danger or at risk of serious harm or abuse			
		1.2	Describe the following types of abuse: <ul style="list-style-type: none"> <li>• domestic</li> <li>• physical</li> <li>• emotional</li> <li>• sexual</li> <li>• neglect</li> <li>• bullying</li> <li>• cyberbullying</li> </ul>			
		1.3	Describe actions to take in response to evidence or concerns that a child has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 Explain the procedures to be followed to protect babies and young children, including: <ul style="list-style-type: none"> <li>• domestic abuse</li> <li>• physical abuse</li> <li>• emotional abuse</li> <li>• sexual abuse</li> <li>• neglect</li> <li>• bullying</li> <li>• cyber-bullying</li> </ul>			
		1.5 Explain what you would do if a child discloses information and how you would support them			
		1.6 Describe the actions to take in response to concerns that a colleague may be: failing to comply with safeguarding procedures harming, abusing or bullying a child			
		1.7 Describe the principles and boundaries of confidentiality and when to share information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the importance of working with other organisations to safeguard children	2.1	Explain the importance of safeguarding children			
		2.2	Explain the importance of a child-centred approach			
		2.3	Explain what is meant by 'partnership working' in the context of safeguarding			
		2.4	Demonstrate a range of communication methods to exchange information with children and adults			
		2.5	Describe the roles and responsibilities of the different organisations that may be involved when a child has been abused or harmed			
3	Understand the importance of ensuring children's safety and protection in the work setting	3.1	Explain why it is important to ensure that children are protected from harm in the work setting			
		3.2	Evaluate ways in which concerns about poor practice can be reported while ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected			
		3.3	Explain how practitioners can take steps to protect themselves in their everyday practice in the work setting and on off-site visits			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the importance of child protection, including online safety	4.1	Describe ways to encourage children to be aware of their own safety and the safety of others			
		4.2	Explain the risks and possible consequences for children of being online and of using a mobile phone			
		4.3	Describe ways of reducing risk to children from: <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• using a mobile phone</li> </ul>			

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## Content

### **Learning outcome 1: Know how to respond to evidence or concerns that a child has been abused, harmed or bullied**

*Types of child abuse:* categories of abuse, including physical, sexual, emotional, neglect; physical signs of abuse; behavioural signs of abuse

*Risk to children of using technologies:* sexual abuse; emotional abuse; accessing inappropriate websites, e.g. pornographic material; giving out personal information; children putting themselves at risk of being targeted or groomed; cyber-bullying; sharing personal information when using social networking sites, buying goods or services online, using a mobile phone

*Action to take in response to evidence or concerns about abuse:* follow procedures of setting or organisation for reporting and recording suspected abuse; report concerns to designated person; procedure for disclosure, including requirement to take child's allegations seriously, not promising to keep information secret; confidentiality requirements

*Actions to take in response to concerns about colleagues:* follow whistleblowing procedures; report to designated person, head teacher or education authority; right to protection for those making the allegations (i.e. whistleblowers); right to protection of those subject to unproven allegations

*Principles of confidentiality:* essential personal information about child needed to carry out own role needs to be kept confidential, e.g. health details, particular needs; information about a child at risk of harm can be passed on without permission to specific people who 'need to know'; procedure in setting or organisation for sharing information about concerns; enabling early identification and action to be taken

### **Learning outcome 2: Understand the importance of working with other organisations to safeguard children**

*Importance of safeguarding children:* responsibility of all adults working with children to safeguard them from harm; professional duty while children are in a particular setting; duty to report concerns about issues occurring outside the setting; safeguarding policies and procedures need to include physical safety and security on the premises and on off-site visits, e-safety and security when using the internet (if applicable); staff awareness and training, monitoring and record-keeping; partnership and involvement with other agencies

*Child-centred approach:* the wishes and feelings of the child must be identified and taken account of; child must be involved in decision making, e.g. involving the child in meetings, asking for their opinion when discussing matters relating to them; child must be treated with respect; range of communication methods used to exchange information with children and adults

*Partnership working in the context of safeguarding:* the importance of the role of all parties in child protection; different agencies may be involved in safeguarding; communication essential to ensure the safety and protection of children; methods to communicate and exchange information; essential to act on concerns as soon as they arise in order to ensure early intervention; prevent children slipping through the net; learning lessons from past failures, e.g. serious case reviews that have attracted considerable media attention

*Roles and responsibilities of the different organisations that may be involved when a child has been abused or harmed:* Children's Social Care (act when concerns raised about a child, carry out assessment of child's needs, interview child and family, gather information from other agencies, lead Child Protection Conference, action if child is in immediate danger; police (make decision about whether crime has been committed, take emergency action if child is in immediate danger); health professionals, e.g. general practitioners, doctors in emergency departments (examine/observe a child thought to be at risk of abuse or who has suffered abuse); health visitors; Local Safeguarding Children Board (LSCB) (role and responsibility to oversee the work of other agencies, includes experts from the range of children's services, reviews all serious cases of abuse; National Society for the Prevention of Cruelty to Children (NSPCC) (charity with statutory power to take action when children are at risk of abuse, provides helplines for children and for people who are worried about a child, supports families); school (provides support for children or who are known to be on the 'at risk' register); psychologist, e.g. work with child and family; probation, e.g. work with offenders

### **Learning outcome 3: Understand the importance of ensuring children's safety and protection in the work setting**

*Importance of ensuring that children are protected from harm in the work setting:* applicable to own home country and setting or organisation, e.g. responsibility of adults in certain settings to act *loco parentis*; effect of harm on children's wellbeing and development; all aspects of the setting require consideration, e.g. health and safety issues, behaviour, bullying, safeguarding, internet safety, safety on off-site trips

*Steps that practitioners can take to protect themselves in their everyday practice in the work setting and on off-site visits:* follow child protection, anti-bullying, health and safety, e-safety policies and procedures of setting with regard to propriety and behaviour, intimate personal care, physical contact; non-use of mobile phones while with children; use of photography and video; informing colleagues of whereabouts and actions

## **Learning outcome 4: Understand the importance of child protection, including online safety**

*Child protection:* duty of care; children's right to be safe; child-centred provision; importance of listening; empowering children

*Risks and possible consequences for children of being online and of using a mobile phone:* social networking sites, e.g. personal information such as telephone numbers, photographs; personal information online also becomes accessible to individuals other than their friends; internet, e.g. children in the setting should be unable to access inappropriate material due to filters that the setting's computers are required to have, home computers may not have filters in place; mobile phones, e.g. can be a means of bullying children

*Reducing risk to children from internet and mobile phone use:* clear e-policy for setting or organisation; internet filters, e.g. Kitemark for Child Safety Online; emphasise importance of keeping personal details private; privacy settings on social networking sites; information workshops for parents about e-safety

## **Unit 5: Supporting Babies and Young Children with Special Educational Needs and Disabilities**

<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit value:</b>	<b>3</b>
<b>Guided learning hours:</b>	<b>20</b>

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### **Unit summary**

This unit gives learners the knowledge and skills needed to be able to support children with special educational needs and disabilities. The unit covers understanding the needs of children with disabilities and those with special educational needs. Learners will learn how to, and be able to, support the children's inclusion and participation in the full range of activities and experiences provided in the setting.

### **Unit assessment requirements**

This unit must be assessed in accordance with the Skills for Care and Pearson Early Years Educator Qualification Assessment Principles

Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the needs of children in own care with special educational needs and disabilities	1.1	Describe the relationship between special educational needs and disability			
		1.2	Describe the nature of the special educational needs and/or disabilities of children with whom they work			
		1.3	Describe the special provision required by children with whom they work			
2	Be able to contribute to the inclusion of children with special educational needs and disabilities	2.1	Obtain information about the individual needs, capabilities and interests of children with special educational needs and disabilities with whom they work			
		2.2	Identify barriers to participation for children with special educational needs and disabilities with whom they work			
		2.3	Demonstrate ways of supporting inclusion and inclusive practices in own work with children with special educational needs and disabilities			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support children with special educational needs and those with disabilities to participate in the full range of activities and experiences	3.1	Identify and implement adaptations that can be made to support children with special educational needs and disabilities to participate in the full range of activities and experiences provided by the setting			
		3.2	Support the assessment, planning, implementation and reviewing of each baby and young child's individual plan for their care and participation in line with the Graduated Approach			
		3.3	Support children to use specialist aids and equipment as necessary to enable them to participate in activities and experiences			
		3.4	Demonstrate ways of supporting participation and equality of access for children with special educational needs and disabilities			

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### **Learning outcome 1: Understand the needs of children in own care with special educational needs and disabilities**

*The relationship between special educational needs and disability:* legal definition of special educational needs (Education Act 1996), definition of disability, Equality Act 2010

*The nature of special educational needs and/or disabilities:* mobility or physical disability, sensory impairment; developmental disability, e.g. autism, Asperger syndrome; mental disorders, speech or language difficulties; specific learning difficulties, e.g. dyslexia, dyspraxia; chronic illness, e.g. cystic fibrosis, diabetes; behavioural difficulties; children with complex needs

*Special provision required by children:* additional support, e.g. one-to-one support, additional support in class; people who provide support, learning support assistant (LSA), teaching assistant, adapted or specialist resources, e.g. written materials with larger font; tactile games; specialist equipment, e.g. mobility aids; feeding equipment; communication methods, e.g. British Sign Language, Makaton; assistive technologies, e.g. adapted keyboards; voice-recognition software; adapted environment, e.g. ramps, seating arrangements

### **Learning outcome 2: Be able to contribute to the inclusion of children with special educational needs and disabilities**

*Information on the individual needs, capabilities and interests of children with special educational and/or disabilities:* information from children and their families; colleagues in the childcare setting; external support agencies; individual education or support plans

*Identify barriers to participation:* factors that prevent children from participating, e.g. physical access; inappropriate resources or equipment; barriers to communication, e.g. speech and language delay, sensory impairment; attitudes of staff, family or peers

*Ways to remove barriers to participation:* use of preferred communication method; knowing the interests and abilities of individual children; adapting the environment; having realistic expectations of children; providing suitable resources and equipment

*Ways of supporting inclusion and inclusive practices:* breaking down barriers; preparing the environment, e.g. seating arrangements, adequate space; differentiated activities that are appropriate for stage of development; working practices that value and include children with special educational needs or disabilities; adapting resources

### **Learning outcome 3: Be able to support children with special educational needs disabilities and those with disabilities to participate in the full range of activities and experiences**

*Ways to identify and implement adaptations:* identify needs through, e.g., observation, discussion with staff, individual education plans, adaptations to activity, e.g. space, timing, support given; adaptations to resources, e.g. different-coloured paper for children with dyslexia; adapting level of support given

*Support the use of specialist aids and equipment:* specialist, e.g. rollerballs; touchscreens; mobility aids; support through demonstration; encouragement and praise; observing health and safety

*Graduated Approach:* four stages of action: assess, plan, do and review

*Cycle of action:* usually led by the key person, supported by the setting SENCO, parents engaged throughout, action informed by the child's views throughout, cycle can be revisited in order to identify the best way of securing good progress

*Ways of supporting participation and equality of access:* participation in, e.g., learning activities, play, leisure activities; knowing the needs of children; preparation of environment; observing children to ensure that they are fully involved

## **Unit 6: Supporting Children's Communication, Literacy and Language Development**

<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit value:</b>	<b>3</b>
<b>Guided learning hours:</b>	<b>25</b>

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### **Unit summary**

This unit covers the competence requirements for communicating effectively with individuals, including babies and young children. Communication covers more than just speaking – communication skills include non-verbal and listening skills, which are important aspects of expressing needs, emotions and thoughts.

Developing, maintaining and supporting relationships with and between babies and young children, as well as others in the work setting is an important aspect of this unit. The unit looks at the importance of communication with a range of people and the ways to reduce barriers to communication, as well as the issue of confidentiality.

### **Unit assessment requirements**

This unit must be assessed in accordance with the Pearson Early Years Educator Qualifications Assessment Strategy.

This is a competency unit; all learning outcomes for this unit must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to communicate with babies and young children	1.1	Communicate with babies and young children in a way that is appropriate to them, using both conventional language and body language: <ul style="list-style-type: none"> <li>• 0-2 yrs</li> <li>• 2-3 yrs</li> <li>• 3-5yrs</li> </ul>			
		1.2	Actively listen to babies and young children, and value what they say, experience and feel			
		1.3	Demonstrate how to extend children's development and learning through verbal and non-verbal communication			
		1.4	Encourage babies and young children to use a range of communication methods			
		1.5	Check that babies and young children understand what is communicated			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to meet the communication and language needs, wishes and preferences of babies and young children	2.1	Explain ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech			
		2.2	Describe a child or baby's communication and language needs, wishes and preferences			
		2.3	Explain the role of the Early Years Practitioner in supporting children's communication, literacy and language development			
		2.4	Identify suitable resources to support literacy			
		2.5	Support children's early interest and development in mark making, writing, reading and being read to			
		2.6	Demonstrate a range of communication methods to exchange information about children with adults			
		2.7	Demonstrate communication methods and ways of adapting own behaviour that meet a child or baby's communication needs, wishes and preferences			
3	Be able to reduce barriers to communication	3.1	Identify barriers to communication			
		3.2	Demonstrate how to reduce barriers to communication in different ways			
		3.3	Demonstrate ways to check that communication has been understood			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to apply principles and practices relating to confidentiality at work	4.1	Explain the term 'confidentiality'			
		4.2	Demonstrate confidentiality in day-to-day communication, in line with agreed ways of working			
		4.3	Describe situations where confidential information might need to be passed on			

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### **Learning outcome 1: Be able to communicate with babies and young children**

*Communicating with babies and young children in a way that is appropriate to them, using appropriate communication methods and including both conventional language and body language:* use language appropriate to age/stage of development of baby/young child; meaning or message appropriate to stage/age of baby or young child, e.g. brief, specific; spoken language, e.g. form and tone of expression, questioning, confirming, reflecting; clarifying meaning, body language, e.g. eye contact, facial expressions, body movement, posture, gesture, muscle tension, touch, proximity, orientation, facial expressions, gestures, active listening; how to extend children's development and learning through verbal and non-verbal communication; communication through play; use of sign language/baby signing

*Actively listening to children and value what they say, experience and feel:* awareness of individual needs; appropriate body language, e.g. eye contact, orientation; give baby or young child full attention; show genuine interest; demonstrate empathy; take concerns seriously

*Checking that babies and young children understand what is communicated:* use language appropriate to stage/age of baby/young child; awareness of non-verbal clues, e.g. body language, gestures, signs; using questions to clarify and check understanding; summarising and confirming key points

### **Learning outcome 2: Be able to meet the communication and language needs, wishes and preferences of babies and young children**

*Why communication is important:* supports the development of effective relationships, helps to build trust; aids understanding of baby's/young child's needs and interests; prevents misunderstandings

*Reasons why people communicate:* express needs; share ideas and information; to reassure; express feelings; build relationships; socialise; ask questions, share experiences; extends babies' and children's development

*Communication and language needs of individuals:* English as an additional language (home language); preferred method; sensory difficulties; preferences based on, e.g., beliefs, values, cultural variations, age, gender; additional learning needs; physical disabilities; delayed speech

*Communication methods:* verbal: non-verbal; written; British Sign Language; Makaton; Braille; finger spelling; pictures and symbols; technological aids, e.g. Minicom, telephone relay systems; human aids, e.g. interpreters, translators and adapt communication methods when exchanging information about children with adults

*Knowing when and how to seek advice:* awareness of barriers; understanding own strengths and weaknesses relating to communication skills; support from colleagues; manager or supervisor; SENCO; specialists, e.g. speech and language therapists, sign language specialists, occupational therapists



### **Learning outcome 3: Be able to reduce barriers to communication**

*Barriers to communication:* background and culture of individual; sensory impairment; dialect; use of jargon or language not appropriate to age/stage of development; environmental factors, e.g. noise, poor lighting; attitudes; learning disabilities; health conditions; lack of confidence

*Ways to reduce barriers:* use of technological aids; human aids, e.g. interpreters, signers, translators; using clear speech and appropriate vocabulary; staff training; improving environment; reducing distractions

*Checking understanding:* e.g. ask questions to check understanding and clarify, repeat and rephrase when necessary, allow adequate time for response, awareness of body language and non-verbal communications of respondent, visual clues and other signs that information has been understood

*Sources of information and support:* interpreting service; speech and language services; advocacy services; third sector organisations, e.g. Royal National Institute for Deaf People (RNID)

### **Learning outcome 4: Be able to apply principles and practices relating to confidentiality at work**

*Confidentiality:* where one person receives personal or sensitive information from another person, this information should not be passed on to anyone else without the consent of the person from whom the personal or sensitive information was received; meaning of confidentiality as contained in principles of current legislation, e.g. the General Data Protection Regulation (GDPR) 2018

*Confidentiality in day-to-day communication:* confidentiality in different interpersonal situations, e.g. adult receives personal or sensitive information about a baby or young child, adult receives personal or sensitive information about another adult or colleague, young child receives personal or sensitive information about other baby or young child, young child receives personal or sensitive information about an adult; following policies and procedures in own workplace setting, e.g. policies for sharing information, situations where unconditional confidentiality cannot be maintained, support and guidance regarding confidential information, role of manager or supervisor, referral, training; types of information, e.g. paper-based, electronic, verbal, hearsay; confidentiality relating to the collection, recording and storage of different types of information

*When confidential information might need to be passed on:* need to share information when individuals are at risk of harm or when abuse is suspected; whistleblowing; concept of 'need to know'

*How and when to seek advice regarding confidentiality:* referring to line manager or supervisor; seeking consent; importance of following procedures

## **Unit 7: Understand Partnership Working for the Benefit of Babies and Young Children**

<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit value:</b>	<b>3</b>
<b>Guided learning hours:</b>	<b>20</b>

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### **Unit summary**

This unit gives learners knowledge and understanding of how to work effectively with colleagues, other professionals and parents, to ensure that the needs of babies and young children are met so that they can receive the best possible care and progress to meet their potential. Learners will gain understanding of and respect the role of parents and carers in children's lives, their differing views and the different approaches to raising children.

### **Unit assessment requirements**

This unit must be assessed in accordance with the Skills for Care and Pearson Early Years Educator Qualifications Assessment Principles.

Witness testimony is acceptable evidence to assess learning outcome 4, how learners listen to and build relationships with people involved in the care of children.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand partnership working within the context of supporting the needs of babies and young children	1.1	Explain the roles and responsibilities of other agencies and professionals that work with and support early years settings, both statutory and non-statutory			
		1.2	Define the characteristics of effective partnership working			
		1.3	Explain why working in partnership with others is important for children			
		1.4	Identify barriers to partnership working			
2	Understand the importance of effective communication and information sharing in services for babies and young children	2.1	Describe why clear and effective communication between partners is required			
		2.2	Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality			
		2.3	Explain why and how referrals are made to different agencies			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of partnerships with parents and carers	3.1	Identify the reasons for partnerships with parents and carers			
		3.2	Encourage parents and carers to take an active role in the baby's/young child's health, wellbeing, learning and development			
		3.3	Explain partnership working in relation to working effectively with children with special educational needs and disabilities			
		3.4	Describe circumstances where partnerships with parents and carers may be difficult to develop and sustain			
4	Be able to build positive relationships and work cooperatively with people involved in the care of children	4.1	Explain why positive relationships with people involved in the care of children are important and how they are built and maintained			
		4.2	Explain the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning and development			
		4.3	Demonstrate how to listen and build relationships with people involved in the care of children			
		4.4	Evaluate own effectiveness in building relationships with people involved in the care of children			

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### **Learning outcome 1: Understand partnership working within the context of supporting the needs of babies and children**

*Roles and responsibilities:* e.g. of other agencies and professionals that work with and support early years settings, both statutory and non-statutory

*Benefits for babies and young children when adults work in partnership with others:* working in partnerships, e.g. with parents, carers, guardians, professionals, multi-disciplinary teams, colleagues; promoting inclusive practice; sharing common goals; identifying and meeting individual needs of babies and young children; providing support for babies and young children and families; improving outcomes, e.g. for the Early Years Foundation Stage (EYFS); Every Child Matters (ECM)

*Characteristics of effective partnership working:* developing positive working relationships with colleagues and other adults; understanding how own role and responsibilities relate to other colleagues and partners; recognising different organisational roles; identifying key features of effective communication and the lines and methods of communication; using appropriate interpersonal and collaborative skills; keeping colleagues informed; identifying organisation's expectations and procedures for good working relationships; promoting effective teamwork; respecting confidentiality in the exchange of information; addressing any problems or communication difficulties promptly; showing respect for colleagues, e.g. respecting the skills and expertise of other practitioners; valuing diversity and recognising the rights of others to have differing opinions or ideas; sharing professional knowledge and expertise in developing common goals; role of the lead professional in taking responsibility for integrated working

*Barriers to partnership working:* characteristics of ineffective communication between partners; causes of breakdown in relationships, e.g. individual personalities, financial and time constraints, different terms and conditions of employment, different roles and priorities, different organisational policies and procedures, challenges of teamwork, different professional language and ways of working; role of effective leadership

### **Learning outcome 2: Understand the importance of effective communication and information sharing in services for babies and young children**

*Requirement for clear and effective communication between partners:* effective communication, e.g. verbal and non-verbal, questioning and listening skills, body language, facial expression, gestures; effective sharing of information, e.g. clarifying meaning and avoiding misunderstanding, sharing of good practice, professional knowledge and expertise, encouraging contributions from others; early intervention; early identification and assessment of needs; quick referral to appropriate service; coordination of services; meeting the individual needs of children; promoting efficiency and continuity of services; monitoring progress; building relationships with colleagues, parents and other adults

*Potential conflicts in relation to sharing information with partners and maintaining confidentiality:* typical situations that may cause conflict, e.g. difference of opinions, parental wishes, isolation of worker, difficult relationships with partners, balancing the duty of care and individual rights and responsibilities, inaccurate information sharing, impact of different professional working practices; protection of confidential information; safeguarding procedures

*Referrals to different agencies:* reasons for referral to different agencies, e.g. safeguarding children; early intervention and the role of Early Intervention Teams, e.g. Early Help Assessment and Teams around the Family; need for support; policies and procedures for referrals between organisations; role of the lead professional in coordinating services

### **Learning outcome 3: Understand the importance of partnerships with parents and carers**

*Reasons for partnerships with parents and carers:* benefits of working together, e.g. provide best outcomes for babies and young children, building relationships, sharing information, ideas, thoughts, building knowledge of baby's/child's development, learning opportunity for practitioners, parents and carers, inclusion, effectively managing medical condition or disability; encouraging parents/carers to actively participate in providing best outcomes for their children; in working effectively with children with special educational needs and disabilities

*Developing and sustaining partnership with parents and carers in own work setting:* practice of own organisation; parents and carers working alongside practitioners; recognising the role of parents in a baby's/child's health, wellbeing, learning and development: encouraging parents and/or carers to take an active role in the baby's/child's care, play, learning and development; parents/carers role in supporting early learning; open-door policy; welcoming parents and carers; communication between parent/carer and setting; facilitating involvement of parents and carers, e.g. open mornings, drop-in sessions, meetings, shared activities; sharing planning and empowering parents and carers to contribute, e.g. sharing of observations and assessments, ongoing discussions and shared decision making

*Difficulties in developing and sustaining partnerships with parents and carers:* e.g. time and accessibility issues, language and literacy needs, cultural differences, low self-confidence or self-esteem, parent's/carers' previous experiences with education, communication skills of professionals, disability

#### **Learning outcome 4: Be able to build positive relationships and work cooperatively with people involved in the care of children**

*Importance of positive relationships with people involved in the care of babies and young children:* common goal to work effectively together to provide the best possible care, support, learning opportunities and effective safeguarding for babies and young children; others involved in the care of babies and young children, e.g. colleagues, manager, carers, official visitors, multiagency professionals, external partners

*Building positive relationships with people involved in the care of babies and young children:* e.g. through joint training activities, team meetings, sharing of good practice and information as appropriate, valuing and respecting the contributions, ideas and skills of others, understanding the roles and responsibilities of others involved in the care of babies and young children, importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning and development; reflecting on own effectiveness in building relationships with others involved in the care of babies and young children, seeking feedback and support, reflecting on what worked well and what did not work so well



## **Unit 8: Promote the Health and Wellbeing of Babies and Young Children in Early Years Settings**

<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit value:</b>	<b>3</b>
<b>Guided learning hours:</b>	<b>23</b>

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### **Unit summary**

The purpose of this unit is to develop learners' understanding of the impact of health and wellbeing on children's learning and development

Health and wellbeing includes the physical, mental and emotional wellbeing of babies and young children; promoting it involves understanding nutritional needs, personal care needs and why a positive environment is important to meeting the individual needs of children up to the age of seven years. Learners will appreciate the importance of sharing information with parents and other practitioners who work with babies and young children and understand their roles. Learners will develop the skills required to support promoting health and wellbeing of babies and young children in early years settings.

### **Unit assessment requirements**

This unit must be assessed in accordance with the Skills for Care and Pearson Early Years Educator Qualification Assessment Principles.

This is a competence unit and all assessment must take place in a real work environment.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to support a positive environment that meets the individual needs of babies and young children and supports their health and wellbeing, learning and development	1.1	Meet and greet babies and young children in a way that welcomes them into the work setting			
		1.2	Provide opportunities for babies and young children to engage in activities of choice			
		1.3	Provide activities and resources to meet the individual needs of babies and young children			
		1.4	Explain the rest and sleep provision in your setting for: <ul style="list-style-type: none"> <li>• a baby 0–12 months</li> <li>• a toddler aged 18 months</li> <li>• a child aged 3 years</li> </ul>			
2	Be able to support the personal care needs of babies and young children within a positive environment	2.1	Explain how to effectively care for babies' and young children's skin, hair and teeth			
		2.2	Demonstrate how to support personal care routines that meet the individual needs of babies and young children, encourage them to develop personal hygiene practices, including oral hygiene and promote their resilience, independence, health and wellbeing			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.3	Carry out respectful care routines appropriate to the development, stage, dignity and needs of the baby/child, including: eating (feeding and weaning/complementary feeding) nappy-changing procedures potty/toilet training care of skin, teeth and hair rest and sleep provision		
		2.4	Explain the short and long term impact of health and wellbeing on children's development		
3	Be able to support the nutritional and dietary needs of babies and young children	3.1	Describe the current dietary guidance for babies and young children		
		3.2	Explain why it is important for babies and young children to have a healthy balanced diet and be physically active		
		3.3	Explain how to encourage babies and young children to eat healthy balanced meals, snacks and drinks appropriate to their age		
		3.4	Demonstrate preparing for meal or snack time		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.5	Demonstrate supporting babies and children at meal or snack time		
		3.6	Share information with parents/carers about the importance of healthy balanced diets, oral health and being physically active		
		3.7	Describe basic food safety when providing food and drink to babies and young children		

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## Content

### **Learning outcome 1: Be able to support a positive environment that meets the individual needs of babies and young children and supports their health and wellbeing, learning and development**

*Meeting and greeting babies and young children in a way that welcomes them into the work setting:* babies and young children from 0 – 7 years, EYFS guidance for providers in promoting children’s health, safety and wellbeing (ages 0–5 years); communication skills, e.g. smiling, making eye contact, showing interest; valuing and recognising each individual; showing sensitivity; acknowledging role of parents and carers; building relationships; reflecting cultural diversity in visual displays

*Providing opportunities for babies and young children to engage in activities of choice:* providing a variety of activities to meet individual needs; accessibility to materials and equipment; communication skills, e.g. listening, questioning; providing babies and young children with opportunities to make choices, select equipment and resources, initiate play; time; free play, own responsibility for protecting and promoting the welfare of children

*Activities and resources that meet the individual needs of babies and young children:* awareness of children’s ages and stages of development; areas of development, e.g. physical, social and emotional, intellectual, language and communication, cultural, religious, personal choice; seeking advice and support, e.g. from health visitors, specialist nurses; working with parents; assessing needs; building relationships; adaptation of activities and resources; providing support; importance of rest and sleep; rest and sleep provision across the age ranges

*Supporting the engagement of babies and young children in activities that promote use of their senses:* use of, e.g., smell, taste, touch, hearing, sight; resources and materials; appropriate activities for age and stage of development of children; sensory development, e.g. use of natural materials, treasure baskets; role of the adult in the setting

*Giving praise and encouragement to babies and young children for individual achievements:* verbal; non-verbal; sharing time; positive feedback; display; showing interest; new skills; realistic expectations; highlighting positive aspects

### **Learning outcome 2: Be able to support the personal care needs of babies and young children within a positive environment**

*Effective care for babies’ and young children’s skin, hair and teeth:* personal hygiene needs and routines; cultural diversity; parental wishes; choice of products; washing skin; bathing and showering; skincare in the sun; allergies or skin conditions; health and safety; care of hair; head lice; oral hygiene and teeth brushing; prevention of tooth decay through healthy eating; prevention of spread of infection

*Personal care routines that meet the individual needs of babies and young children and which promote their independence, health and wellbeing:* basic care needs, e.g. toileting, care of skin, care of teeth; opportunity for rest, quiet and sleep; relevant care routines for ages and stages of development; identifying individual care needs; ways of promoting, independence and self-care; rights to privacy

*A positive environment and routine that meet the emotional needs of babies and young children and their families: impact of health and wellbeing on children's development in the short and long term,* promotion of self-confidence, resilience, self-image and a sense of self-worth; links to happiness, security and success; impact on behaviour and achievement; development of independence; importance of meeting basic care needs; relationships and friendships; valuing individuals, encourage positive interactions at meal times

*Balancing periods of physical activity with rest and quiet time in order to promote physical and mental health and wellbeing:* benefits of physical activity and benefits of rest and quiet time, e.g. enjoyment, opportunity for body to recover and recuperate, relaxation, improved concentration, mood and memory; requirements of Every Child Matters outcomes; physical capability of child, e.g. development of lung and heart capacity

### **Learning outcome 3: Be able to support the nutritional and dietary needs of babies and young children**

*Fulfilling the basic nutritional requirements of babies and young children to ensure a balanced diet and meet government guidance:* principles of nutrition; food groups, nutrients provided and usage in the body; current government guidance and initiatives for home country, e.g. NHS 5 A Day campaign, Change4Life campaign; sharing information with parents/carers on healthy, balanced diets, looking after teeth and being physically active, encouraging children to make healthy choices at meal times

*Different dietary requirements of babies and young children:* changing dietary needs through life; dietary requirements at different ages and stages of development; daily portion intake; religious and cultural requirements; vegetarian and vegan diets

*Basic food safety when giving food and drink to babies and young children:* food hygiene; causes of food poisoning; legal requirements; safe storage, preparation and cooking of food; prevention of accidents; policies and procedures of the setting relating to food and drink

## Unit 9: Supporting Children's Learning through Play

<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit value:</b>	<b>4</b>
<b>Guided learning hours:</b>	<b>24</b>

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### Unit summary

This unit gives learners the knowledge, understanding and skills needed to be able to support children's play and leisure. Learners will need to demonstrate competence in supporting play and leisure activities, helping children to manage risk and challenge and reflecting on and improving their own practice.

Play is seen as an important way in which children learn; it aids development and learners will see how play changes as children develop. They will also learn how adults work to organise, plan and resource play activities.

### Unit assessment requirements

This unit must be assessed in accordance with the Skills for Care and Pearson Early Years Educator Qualifications Assessment Principles.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the nature and importance of play and leisure	1.1	Describe the importance of play and leisure for children			
		1.2	Describe how play and leisure contribute to children's development			
		1.3	Describe the characteristics of freely chosen, self-directed play and leisure			
2	Be able to support children's play and leisure	2.1	Demonstrate ways to encourage babies and young children to be physically active through one planned and one spontaneous indoor and outdoor play and leisure activity			
		2.2	Explain the terms: <ul style="list-style-type: none"> <li>• adult led activities</li> <li>• child-initiated activities</li> <li>• spontaneous experiences</li> </ul>			
		2.3	Demonstrate inclusive practice, ensuring that every child is included and supported			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date	
		2.4	<ul style="list-style-type: none"> <li>• Demonstrate interaction with children in a way that shows you:</li> <li>• are interested in what they say, experience and feel</li> <li>• respect their privacy and freedom to make choices for themselves</li> <li>• encourage and praise them during play and leisure activities</li> </ul>			
		2.5	Demonstrate ways to encourage babies and young children to clear away after activities			
		2.6	Review activity plans that support children's play, creativity, social development, literacy and numeracy			
3	Be able to support children in balancing risk and challenge	3.1	Describe why it is important for children to manage risk and challenge for themselves			
		3.2	Demonstrate ways of encouraging children to manage risk and challenge in play and leisure activities for themselves			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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*(if sampled)*

## Content

### **Learning outcome 1: Understand the nature and importance of play and leisure**

*Importance of play and leisure for children:* enables children to relax, enjoy sense of participation, build friendships, develop relationships and social skills, problem solve, enjoy physical exercise, build stamina, release energy, relieve stress, manage own feelings, understand others, source of motivation

*Contribution to children's development:* physical development, e.g. gross and fine manipulative skills, stamina; intellectual development, e.g. curiosity, decision making, problem solving; development of communication skills, e.g. listening, responding, extending vocabulary; emotional development, e.g. managing own feelings, self-esteem; independence; social development, e.g. making friends, negotiating, taking turns, showing fairness and consideration for others

*The United Nations Convention on the Rights of the Child in relation to relaxation and play:* every child has the right to relax, play and join in a wide range of cultural and artistic activities

*Freely-chosen, self-directed play and leisure:* solitary play – recognising that up to around 18 months old children play alone, examples/types of play and how to support; parallel play – recognising that from around two years old children play alongside, but not with, other children, examples/types and how to support; social play – from around three years old children begin to interact with others in their play, to include associative play and cooperative play, and how to support; baby or young child makes the decision about what they want to do, where and with whom and with which resources; more likely to achieve at and enjoy freely-chosen leisure activities; child demonstrates a complex range of knowledge and skills during self-directed play

### **Learning outcome 2: Be able to support children's play and leisure**

*Supporting children's play and leisure activities:* relationship between play and learning – how play provision supports the areas of learning and development in the Early Years Foundation Stage (EYFS) curriculum, e.g. water play and links to understanding the world; providing enabling environments that allow time and opportunity to play; appreciating the importance and value of play and leisure activities and the contribution they make to a child's holistic development; structure and identify the purpose of play and learning plans in own early years setting, e.g. appropriate to stage/age of development and interests, progressing development; selecting appropriate resources for identified needs, e.g. natural materials, story props, sensory materials, construction apparatus, modelling materials, imaginative play, creative materials, games, ICT equipment, apparatus for gross motor development; providing sensitive and appropriate supervision, interaction and support

*Sensitivity to own impact on activities:* communicate appropriately to age, language level and needs of baby or young child; ensure that every child is included; modelling language, appropriate vocabulary; non-verbal, gestures, body movement, eye contact, facial expressions; being responsive to children's needs and own thoughts and opinions; acknowledging individuality; encourage children to explore and choose play opportunities for themselves, to adapt ideas and resources according to their needs; follow interests of child; recognise achievements, give reassurance, express approval

*Safety checks on areas used for children's play and leisure before, during and after play and leisure activities:* carrying out routine risk assessments, ensure safe and secure resources and environments both indoors and outdoors; assess risk; balance risk and protection; set clear and appropriate ground rules for play; clearing up after activities

*Supervise children's play and leisure:* work with early years practitioners to organise and prepare play areas, to include role play, book corners, creative areas; *supports early interests e.g. in mark making, writing, reading and being read to;* *outdoor areas-*supervise play with children by being available but not intrusive, ensure health and safety requirements are met, allow children to develop their own play ideas without over- or under protection, provide adequate resources to enable children to develop and deepen play, offer new ideas and resources or alternatives; review the effectiveness of activities in terms of supporting creativity and social development; interact with children in a way that demonstrates interest in what they say, experience and feel, respect for their privacy and freedom to make choices for themselves, offer encouragement and praise for play and leisure activities, avoiding taking over play and leisure activities, recognise when adult support is not required, encouraging children to take part in clearing up after activities

### **Learning outcome 3: Be able to support children in balancing risk and challenge**

*Value of risk and challenge in children's play and leisure:* value of physical risk and challenge, e.g. learning to negotiate natural hazards as well as those around the home, learning how to use tools and equipment safely, developing control and coordination of body; value of social and moral risk and challenge, e.g. developing an understanding of the expectations and rules in different social settings, reasoning skills, negotiation skills, learning to say 'no'; value of intellectual risk and challenge, e.g. willingness to try out new ideas, test theories, develop problem-solving skills, being resourceful, inventive and creative

*Unacceptable risk and challenge in children's play and leisure:* taking risks that are potentially dangerous to themselves or others, putting others at risk, risk of damage to property

*Importance of children managing risk and challenge for themselves:* enables children to recognise dangers around them, encourages development of accountability and independence, development of coping, reasoning and thinking skills, make judgements about their own capabilities, make own reasoned decisions, see or experience consequences for themselves

*Encouraging children to manage risk and challenge in play and leisure activities for themselves:* set clear rules for play and leisure that allow for appropriate level of challenge and risk so that children feel confident in their ability to manage the risk or challenge presented; encourage children to think about the consequences of taking certain risks; encourage children to make their own decisions (appropriate to their age and abilities) by offering guidance without being intrusive; recognise and praise initiative, sound decisions and achievements of the child regarding risk and challenge

## **Unit 10: Contribute to Observation, Assessment and Planning to Support Children’s Development**

<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit value:</b>	<b>4</b>
<b>Guided learning hours:</b>	<b>27</b>

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### **Unit summary**

The aim of this unit is for learners to apply their knowledge and understanding of the role of observation, assessment and planning in order to support child development.

Observation is the key to planning appropriate developmental activities. Observation can inform practitioners about a child’s likes and dislikes, what they like doing, and who they like to play with so that activities can be adapted and modified to ensure a child centred approach. Learners will develop an understanding of a range of observational methods and how they can be used to inform the planning process.

### **Unit assessment requirements**

This unit must be assessed in accordance with the Skills for Care and Pearson Early Years Educator Qualifications Assessment Principles.

Learning outcomes 1, 3 and 4 must be assessed in a real work environment.

For assessment of practice, the term ‘children’ may be interpreted as one child or more than one.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to assessments of the development needs of children	1.1	Identify different observation methods and why they are used			
		1.2	Describe the key stages in the observation, assessment and planning cycle and explain the value of observation for: <ul style="list-style-type: none"> <li>• the child</li> <li>• parents/carers</li> <li>• the setting in planning the next steps</li> </ul>			
		1.3	Observe children in line with the EYFS, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected current framework and setting's requirements			
		1.4	Suggest ways the identified development needs of a child can be met in the work setting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to monitor children's development and interventions that should take place if this is not following the expected pattern	2.1	Explain how to monitor children's development using different methods			
		2.2	Explain the reasons why children's development may not follow the expected pattern			
		2.3	Describe how to refer concerns you may have about a baby's or child's development			
		2.4	Explain how different types of interventions can promote positive outcomes for children where development is not following the expected pattern			
3	Understand the importance of early intervention to support the speech, language and communication needs of children	3.1	Assess the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition			
		3.2	Explain how play and activities are used to encourage speech and language skills			
		3.3	Use learning activities to support early language development			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to assess the development needs of children and prepare a development plan	4.1	Assess a child's development in the following areas: <ul style="list-style-type: none"> <li>• physical</li> <li>• communication/language</li> <li>• intellectual/cognitive</li> <li>• social, emotional and behavioural</li> </ul>			
		4.2	Explain the selection of the assessment methods used			
		4.3	Develop a plan to meet the holistic development needs of a child through a range of play, creativity, social development and learning activities			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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*(if sampled)*



## Content

### **Learning outcome 1: Be able to contribute to assessments of the development needs of children**

*Observing and recording development:* areas of development (physical, communication, intellectual/cognitive, social, emotional and behavioural)

*Methods of observation:* importance of selecting appropriate method; methods, e.g. EYFS cycle, running records, diary, anecdotal, time sampling, event recording, narrative; key stages in the observation, assessment and planning cycle

*Supporting assessments:* EYFS 2012 regulations, procedures and frameworks in own setting; confidentiality; need for objectivity, recognising bias; concept of children at the centre of assessment; procedures for sharing information, including parents, children, professionals; value of observation for the child, parents/carers, the setting in planning the next steps

*Meeting development needs:* needs in relation to special educational needs; disability; interests; preferred learning styles; interests and self-concept; family background, e.g. culture and religion, language; meeting needs through play and learning opportunities; flexibility in planning; targeted support; inter-agency working

### **Learning outcome 2: Understand how to monitor children's development and interventions that should take place if this is not following the expected pattern**

*Methods of monitoring development:* formal; informal; observation and assessment; formative; summative; comparison with milestones; relation to child-development theorists; information from parents/carers, colleagues; assessment frameworks: curriculum frameworks (Early Years Foundation Stage (EYFS), National Curriculum); standard measurements, e.g. milestones, percentiles

*Recording, reporting and sharing information:* contributing to observations of children and knowing how these are recorded in children's profiles and according to the procedures and policies of the setting; sharing information with parents or carers and children, sharing findings as appropriate and according to the procedures and policies of the setting, referring concerns, e.g. particular difficulties, suspected abuse, legal evidence to an appropriate professional such as the SENCO; procedures in familiar setting

*Reasons why development is not following expected patterns:* disability; emotional or physical difficulties; environmental factors; cultural reasons; social factors; specific learning needs; communication difficulties

*Different types of intervention:* social worker, e.g. support for looked-after children; speech and language therapist, e.g. support with communication difficulties; psychologist, e.g. support with learning and behavioural difficulties; psychiatrist support with emotional difficulties;

specialist nurse, e.g. support for children with specific health needs; additional learning support, e.g. support in the classroom; physiotherapist, e.g. support for gross motor skills development; assistive technology, e.g. technologies to enable pupils who have specific needs to access the curriculum, computer programs, speech recognition device, hearing aid; health visitor, e.g. liaison with the family on health issues

### **Learning outcome 3: Understand the importance of early intervention to support the speech, language and communication needs of children**

*Importance of early identification of speech, language and communication delays and disorders:* language and communication delay impacts on cognitive development/learning, social development, emotional development/behaviour

*Multi-agency teams supporting speech, language and communication:* speech and language therapist; special educational needs coordinator (SENCO); teacher; school support worker; sensory support teacher; autism advisory teacher; educational psychologist; parents/carers

*Play and activities to support speech, language and communication:* whole-class and small-group activities; strategies, e.g. body language including gestures, pointing, facial expressions; babies or young children, e.g. puppets, pictures, games, songs and rhymes; signs; technology, e.g. story tapes, CDs, computer programs, interactive whiteboards; modelling language

### **Learning outcome 4: Be able to assess the development needs of children and prepare a development plan**

*Relevant factors when assessing development:* child's wishes and feelings, ethnic, linguistic and cultural background, disability or specific requirements, additional needs; reliability of information; avoiding judgements or bias, age and stage of development; confidentiality and circumstances where total confidentiality is not appropriate, e.g. safety of the baby or child is at risk

*Assessing different areas of development:* physical development; development of communication/language; intellectual/cognitive development; creative development; social, emotional and behavioural development

*Assessment methods:* assess the baby's or young child's overall development, referring to the expected developmental norms for the appropriate age; explain the selection of the assessment methods used, e.g. assessment frameworks, observations, standard measurements; external assessment; internal assessment; peer assessment; self-assessment; importance of appropriate questioning techniques and listening; learning styles; knowledge acquisition; review; procedure for information sharing with parents, carers, children, other professionals and colleagues; use of photographs or other similar material

*A plan that meets the development needs of a child:* how the plan support areas of learning in the EYFS curriculum, e.g. prime areas, specific area; refer to developmental norms as a guide and recognise that development is both holistic and interconnected; include the value of involving the baby or child in taking responsibility for their own development and contributing to the plan; awareness of prior learning; consolidate learning of baby or young child; provide suitable structure; remove barriers to learning; develop strategies to inspire and motivate; plan for ways to provide constructive feedback, e.g. performance indicators, timely communication, use of praise, constructive criticism, reflection, review; appropriate resources and equipment to support the plan

# Unit 11: Introduction to Personal Development for Early Years Practitioners

<b>Level:</b>	<b>2</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit value:</b>	<b>3</b>
<b>Guided learning hours:</b>	<b>14</b>

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## Unit summary

This unit is aimed at those who work with children in a wide range of settings. The unit introduces the concepts of personal development and reflective practice, which are fundamental to this work.

Reflection is a continuous process and includes making plans for personal development. It is an individual's responsibility to keep up to date with changes to legislation and approaches to practice in order to ensure the highest quality of provision.

This unit will help learners to understand the purpose of continuous professional development activities and the ways they can be used.

## Unit assessment requirements

This unit must be assessed in accordance with the Skills for Care and Pearson Early Years Educator Qualifications Assessment Principles.

Evidence for learning outcomes 2, 3 and 4 must relate to working in a realistic work setting.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand what is required for competence in own work role	1.1	Describe the duties, responsibilities and expected behaviours of own role, colleagues and the team			
		1.2	Describe ways to ensure that personal attitudes or beliefs do not impact or influence babies and children			
		1.3	Identify standards that influence the way your role is carried out			
2	Be able to reflect on own work activities	2.1	Reflect on, giving examples, how well you have fulfilled your role and responsibilities in relation to the following procedures: <ul style="list-style-type: none"> <li>• reporting/disclosure/whistleblowing</li> <li>• protecting children</li> <li>• promoting the welfare of babies and young children</li> <li>• safeguarding and security</li> <li>• confidentiality</li> <li>• sharing information</li> <li>• use of technology</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	Explain why reflecting on practice is an important way to develop knowledge, skills and practice			
3	Be able to agree a personal development plan	3.1	Identify sources of support for own learning and development			
		3.2	Describe the process for agreeing a personal development plan and who should be involved			
		3.3	Contribute to drawing up own personal development plan			
4	Be able to develop own knowledge, skills and understanding	4.1	Show how a learning activity has improved own knowledge, skills and understanding			
		4.2	Show how feedback from others has developed own knowledge, skills and understanding			
		4.3	Show how to record progress in relation to personal development			

Learner name: \_\_\_\_\_

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*(if sampled)*

## Content

### **Learning outcome 1: Understand what is required for competence in own work role**

*Duties and responsibilities:* job description for own role; organisational goals and practices; roles of colleagues; role in the team; inter-agency working

*Standards that influence role:* codes of practice; regulations; minimum standards; National Occupational Standards

*Ways to prevent personal attitudes and beliefs obstructing quality of work:* reflecting on own background and experiences; understanding effects of own beliefs and attitudes on practice; seeking ways to gain feedback on own practice; seeking professional development opportunities; developing knowledge and understanding of needs, culture and background of individuals using services

### **Learning outcome 2: Be able to reflect on own work activities**

*The importance of reflecting on work activities:* helps to make sense of and learn from experiences; identifying new opportunities; developing skills and techniques; understanding what has been achieved; thinking about aspects that worked well or not so well; considering what could have been done differently

*Following procedures of the setting:* e.g. reporting, safeguarding, whistleblowing, protection and welfare of children, sharing information, confidentiality, use of technology

*Assessing own knowledge and skills:* knowledge to carry out role effectively; ability to follow codes of practice and procedures; ways to seek feedback from individuals using services; ways to seek feedback from colleagues, managers or supervisors, tutors and other professionals

*Reflecting on work activities:* keeping a record of development through a log or diary; identifying positive and negative aspects of activity, e.g. organisation, own role, resources used; reflecting on outcomes for individuals using services; understanding own role and contribution to team and/or interagency working

### **Learning outcome 3: Be able to agree a personal development plan**

*Sources of support for own learning and development:* informal; formal; internal, e.g. line manager, supervisor; mentoring schemes; tutor; accessing specialist information through partner and external organisations; online professional discussion groups

*Planning process:* cyclical nature of planning and review; understanding own role; identifying own strengths and weaknesses; identifying gaps in knowledge; using feedback from others; appraisal process; understanding development goals of own sector; identifying opportunities to develop knowledge and skills; reviewing progress

*People involved:* e.g. the individual, people using services, supervisor or line manager, other professionals, tutors or mentors, carers, advocates

*Personal development plan:* agreeing objectives for development; proposing activities to meet objectives; timescales for review; understanding needs for specific, measurable, achievable, realistic and timed targets (SMART); need for regular review of development plans; need to identify training opportunities and support

#### **Learning outcome 4: Be able to develop own knowledge, skills and understanding**

*Developing knowledge, skills and understanding through a learning activity:* developing new concepts and ideas through, e.g., discussion, working with colleagues, asking questions, training; evidence of applying learning to own practice; activities to develop knowledge and understanding of individuals' needs and preferences; engaging in continuing professional development (CPD) that reflects the changing context of the early years sector, e.g. awareness of changing legislations such as the Early Years Foundation Stage (Welfare Requirements) Regulations 2012, which focuses on safeguarding practice, use of phonics in promoting language development

*Role of reflection in improving own knowledge, skills and understanding:* importance of continuous reflection in early years practice, e.g. to ensure healthy growth, safety and welfare of children and improving own practice, knowledge and skill; situations in a work context, e.g. supporting an individual using health or care services, support for children, working with colleagues; effectiveness of own practice; recognition of own contribution to teamwork; evidence of applying learning and skills to new situations; changes in own practice; ability to advise and support colleagues; ways in which reflective practice can bring about change in own and others' knowledge, skills and behaviours, e.g. being observed, responding appropriately to parents'/carers' religious and cultural beliefs regarding food and nutrition, sharing information on the importance of healthy balanced diets and being physically active

*Feedback from others:* using feedback from others to identify areas to improve own skills and knowledge, e.g. developing plans, adapting communication styles with different age ranges; feedback from colleagues, e.g. line manager, supervisor, tutor; feedback from people using services, e.g. adults, young children, families; ways that feedback has been used to make changes in own practice

*Ways to record evidence of personal progress:* importance of regular review; daily log, record of timekeeping skills, roles and responsibilities, equal opportunities; use of diary or journal; personal development plans and reviews; witness testimonies



## 12 Further information and useful publications

### Key publications

- *Access arrangements and reasonable Adjustments* (Joint Council for Qualifications (JCQ))
- *A guide to the special consideration process* (JCQ)
- *A guide to recruiting learners onto Pearson qualifications* (Pearson)
- *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* (Pearson)
- *Centre Guide to Quality Assurance – Pearson NVQs/SVQs and Competence-based qualifications* (Pearson)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *Delivery Guidance and Quality Assurance Requirements – NVQs/SVQs and Competence-based qualifications* (Pearson)
- *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)
- *Equality, diversity and inclusion policy* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *Suspected malpractice in examinations and assessments – Policies and procedures* (Joint Council for Qualifications (JCQ))
- *Guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *UK Information Manual* (Pearson).
- *Use of languages in qualifications policy* (Pearson).

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of competence-based qualifications are available on our website.

To order publications, please go to the resources page of our website.

For books, software and online resources for UK schools and colleges please go to: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

## 13 Professional development and training

### Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

### Training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

**Regional support:** our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

**Online support:** find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need, please send us your query and our qualification or administrative experts will get back to you.

## 14 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work Based Learning customers:

<http://qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html>

# Annexe A: Assessment principles

## Early Years Educator Qualifications Assessment Principles

### 1. Introduction

**1.1** This document sets out those principles and approaches to unit/qualification assessment for qualifications approved by the Department for Education (DfE) formerly the National College for Teaching and Leadership (NCTL). The information is intended to support the quality assurance processes of those Awarding Organisations that offer EYE qualifications in the Sector. It should also be read alongside individual unit assessment requirements where appropriate.

**1.2** These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

### 2. Assessment Principles

**2.1** Assessment decisions for competence based learning outcomes must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

**2.2** Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions.

**2.3** Competence based assessment must include direct observation as the **main** source of evidence

**2.4** Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements by the individual Awarding Organisation.

**2.5** Given the nature of work with children and their families, which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an Expert Witness testimony as a source of performance evidence in the workplace. Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities. Expert witnesses must only be used for observation where they have occupational expertise for **specialist** areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions.

**2.6** Assessment of **knowledge based learning outcomes** may take place in or outside of a real work environment.

**2.7** Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

**2.8** Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions.

### **3. Internal Quality Assurance**

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

### **4. Definitions**

**4.1** Competence based learning outcomes:

These are learning outcomes beginning with 'be able to'.

**4.2** Specialist areas:

A specialist is a person who has a particular skill or knows a lot about a particular subject OR a person who specialises in or devotes themselves to a particular area of activity, field of research, etc.

**4.3** Knowledge based learning outcomes:

These are learning outcomes beginning with 'know' or 'understand'.

**4.4** Occupationally competent:

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

**4.5** Occupationally knowledgeable:

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

**4.6** Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. (Appendix 1 list of acceptable qualifications).

#### 4.7 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

#### 5. Expert witness:

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

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

## Appendix 1

### List of acceptable qualifications

Holders of any of the qualifications below must also meet the requirements set out in sections 4.2- 4.6 of this document.

D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation

QCF Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes **only**)

QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes **only**)

QCF Level 3 Certificate in Assessing Vocational Achievement

Qualified Teacher Status

Certificate in Education in Post Compulsory Education (PCE)

Social Work Post Qualifying Award in Practice Teaching

Certificate in Teaching in the Lifelong Learning Sector (CTLLS)

Diploma in Teaching in the Lifelong Learning sector (DTLLS)

L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)

L&D9D - Assessing workplace competence using Direct methods (Scotland)

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