



Level 3 Diploma in Early Years Education and Care (Early Years Educator)

Specification (For Centres)

September 2021

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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1. Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

The qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 3 Diploma in Early Years Education and Care (Early Years Educator): 610/0013/6

1.4 Awarding Organisation

QUALIFI LTD

2 Qualification Aims and Learning Outcomes

2.1 Aims of the Diploma

The Level 3 Diploma in Early Years Education and Care (Early Years Educator) aims to enable learners to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.

We hope that centres and learners will take the opportunity to learn a great deal from this programme that will provide relevant new skills and qualities. It is envisaged that this programme will encourage both academic and professional development so that learners move forward to realise not just their own potential, but also that of organisations in the early years' sectors.

2.2 Learning Outcomes of the Diploma

The learning outcomes are in line with level 3 qualifications and are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an application and approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its

team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates' assignments
- agrees the final mark and issues certificates.

Please contact Qualifi for further information.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and applicants will be expected to be aged 16 or over and hold a Level 2 qualification.

In certain circumstances, managers with considerable experience but no formal qualifications may be considered subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Level 3 Diploma in Early Years Education and Care (Early Years Educator) is made up of 27 units. All units are mandatory as is a placement to a real work environment (RWE).

The units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of guided learning, directed learning and invigilated assessment. 37 credits equate to 370 hours of TQT.

Examples of activities that can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a prerecorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time

- all forms of assessment that take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

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

Age range Hours:

0–1 year 11 months 50

2–2 years 11 months 280

3–5 years 400

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

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

During placement, learners will need support from a professional within the Real Work Environment.

4.2 Qualification Structure

QUALIFI Level 3 Diploma in Early Years Education and Care (Early Years Educator)

The qualification comprises 15 mandatory units with a combined total of 83 credits. All units and evidence of RWE must be completed to receive the Diploma.

Unit Reference	Mandatory Units	Level	Credits	GLH	TQT
1.L/650/0038	Supporting healthy lifestyles for children through food, nutrition and exercise	2	4	22	40
2.M/650/0039	Supporting physical care routines for children and for unwell children	2	4	24	40
3.Y/650/0040	Promoting children's emotional	3	7	45	70

	well-being, social and emotional development				
4.A/650/0041	Understanding the needs of the mother and baby pre-conception, during pregnancy and the first year of life	3	3	15	30
5.K/650/0046	The role of the Early Years practitioner	2	2	10	20
6. L/650/0047	Legislation relating to Early Years practice	3	9	60	90
7.M/650/0048	Working in partnership	3	3	20	30
8.R/650/0049	Supporting children through play in Early Years	3	14	90	140
9. A/650/0050	Developing the literacy, mathematical and communication skills of children	3	10	70	100
10.D/650/0051	Understand the needs of the child in preparing for school	3	2	12	20
11.F/650/0052	Understanding children's cognitive development	2	5	30	50
12.H/650/0053	Promoting the physical development of children	3	4	25	40
13.J/650/0054	Supporting children with additional needs	3	4	25	40
14.K/650/0055	Using studies and tools to promote the development of children	3	10	65	100
15.L/650/0056	Professional development for Early Years Educators	3	2	12	20
Totals			83	525	830

4.3 Progression and Links to other QUALIFI Programmes

Completing the QUALIFI Level 3 Level 3 Diploma in Early Years Education and Care (Early Years Educator) will allow learners to progress to:

- QUALIFI Level 4 qualifications.
- directly into employment in an associated profession.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

The experience of teachers and assessors required to deliver this qualification has been identified in **3.1 Quality Assurance Arrangements**

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety

- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

This qualification is vocational as it can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and original thought, problem-solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the qualification specification supplied to centres.

8. Course Regulations

8.1 Course Requirements

All units will be internally assessed using a range of methods. Knowledge-based outcomes can be assessed using non-mandatory assessment tasks (provided in this specification for Tutors' convenience). Skills-based outcomes must be achieved with reference to a real work environment and must include direct observation within the workplace.

8.2 Classification of Awards

These qualifications are pass/fail.

Decisions about the overall achievements of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of candidates' overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the on-going discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information, please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- 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.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 1158882323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendices

Appendix 1: Unit Descriptors

Unit EYE1: Supporting healthy lifestyles for children through food, nutrition and exercise

Unit code: L/650/0038

RQF level: 2

Unit Aim

This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children through food, nutrition and exercise.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the impact of food and nutrition on children’s health and development.	1.1. Explain what is meant by ‘healthy eating’ and the impact of poor diet on children’s health and development in the short- and long-term 1.2. Explain national and local initiatives that promote healthy eating and the food and drink requirements in relation to current frameworks 1.3. Explain the impact on health and development of food choices during: <ul style="list-style-type: none"> • pre-pregnancy • pregnancy • breastfeeding 1.4 Explain the nutritional needs of: <ul style="list-style-type: none"> • a weaning programme • babies until they are fully weaned • children (1-2 years; 2-3 years; 3-5 years; 5-7 years) 1.5 Explain the nutritional value of the main food groups 1.6 Explain strategies to encourage healthy eating
2. Understand individuals’ dietary requirements and preferences	2.1. Explain the reasons for: <ul style="list-style-type: none"> • special dietary requirements

	<ul style="list-style-type: none"> • keeping and sharing coherent records
	2.2 Explain the role of the Early Years practitioner in meeting children’s individual dietary requirements and preferences
	2.3 Describe the benefits of working in partnership with parents/carers
3. Be able to support children’s healthy eating	3.1. Describe the features of an effective healthy eating plan 3.2. Implement healthy eating activities in accordance with the plan 3.3. Make recommendations for improvements in healthy eating
4. Understand children’s need for exercise	4.1. Explain the benefits of exercise and of working in partnership with parents/carers 4.2 Evaluate national and local initiatives which promote children’s exercise 4.3 Identify the requirements of current frameworks for: <ul style="list-style-type: none"> • outdoor access • regular exercise for children 4.4 Explain the benefits of inclusive practice in relation to the provision of indoor and outdoor exercise
5. Be able to support children’s exercise in an outdoor space	5.1. Describe the features of an effective exercise plan 5.2. Implement exercise arrangements in accordance with the plan 5.3. Make recommendations for improvements in exercise arrangements

Unit EYE2: Supporting physical care routines for children and for unwell children

Unit code: M/650/0039

RQF level: 2

Unit Aim

This unit provides the learner with the knowledge, understanding and skills to support children's physical care as part of a healthy lifestyle and how to support unwell children.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Be able to support the physical care needs of children.	1.1. Describe routine physical care needs and the role of the Early Years practitioner for children in relation to: <ul style="list-style-type: none"> • nappy changing • toilet training • washing and bath time • skin, teeth, and hair • mealtimes
	1.2 Provide support for physical care in accordance with organizational standards and procedures
	1.3. Identify situations in which non-routine physical care is required
	1.4. Describe benefits of working in partnership with parents/carers
	1.5 Explain the different rest and sleep needs of children from 6 weeks old to 7 years old
	1.6 Explain safety precautions which minimize the risk of sudden infant death syndrome
2. Understand hygienic practice in providing physical care to children	2.1. Explain hygienic practice and the impact of poor hygiene when: <ul style="list-style-type: none"> • preparing formula feeds • sterilising equipment.

	<p>2.2 Describe the role of the Early Years practitioner in relation to infection control:</p> <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment
3. Understand childhood immunisation	3.1. Explain the reasons for immunisation
	3.2 Identify the requirements of the immunisation schedule
	3.3 Explain the reasons why some children are not immunised
4. Understand common childhood illnesses	4.1. Describe signs and symptoms of common childhood illnesses
	4.2 Explain treatments and exclusion periods for common childhood illnesses
	4.3 Describe the signs and symptoms of ill health in children including when medical intervention is needed
	4.4 . Describe the legal requirements of and the process for reporting notifiable diseases
	4.5 Explain the role of the Early Years practitioner in minimizing ill health in children
5. Understand support for ill children	5.1. Describe the needs of unwell children in terms of food and drink; personal care; rest and sleep; emotional well-being; dignity and respect; observation and monitoring
	5.2. Explain organizational procedures for the storage and administration and the associated record-keeping requirements
	5.3. Explain procedures to be followed when a child is taken ill
	5.4. Explain how to support children for planned and unplanned hospital admission
	5.5 Explain the role of the Early Years practitioner when supporting children who are chronically ill (training and development; partnership-working; inclusive practice; support for themselves)

Unit EYE3: Promoting children's emotional well-being, social and emotional development

Unit code: Y/650/0040

RQF level: 3

Unit Aim

This unit provides the learner with the knowledge, skills and understanding to promote children's emotional well-being, their social and emotional development.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
<p>When awarded credit for this unit, a student will:</p> <p>1. Understand children's emotional well-being needs, personal, social and emotional development</p>	<p>Assessment of this learning outcome will require a student to demonstrate that they can:</p> <p>1.1. Explain theoretical perspectives and stages of emotional well-being, personal and social development from birth to seven years old and the way in which they inform current frameworks</p> <p>1.2. Explain the process of bonding; attachment and developing secure relationships</p> <p>1.3. Evaluate the impact of secure relationships on a child's emotional well-being.</p> <p>1.4 Explain the requirements for promoting emotional well-being in relation to current frameworks</p> <p>1.5 Analyse the role of the Key Person and the Early Years practitioner in promoting emotional well-being, personal, social and emotional development of children</p>
<p>2. Understand the needs of children during transitions and significant events.</p>	<p>2.1. Describe typical transitions and significant events that a child may experience</p> <p>2.2. Describe the potential effects on a child of transitions and significant events</p> <p>2.3. Explain the role of the Early Years practitioner in preparing a child for a planned transition</p> <p>2.4. Explain the role of the Early Years practitioner in supporting the needs of children during transition and significant life events</p>

3. Be able to promote the emotional well-being, personal, social and emotional development of children	3.1. Work with children in a way that creates an environment that: <ul style="list-style-type: none"> • supports independence • builds resilience and perseverance • builds confidence • supports self-reliance • equips children to protect themselves • builds relationships between children
	3.2. Describe the features of an effective plan to promote the emotional well-being, personal, social and emotional development of a child of different ages
	3.3. Implement arrangements to promote the well-being of a child in accordance with the plan
	3.4. Make recommendations for improvements in arrangements to promote the well-being of a child
	3.5 Evaluate the quality of provision against current frameworks and theoretical perspectives.
	3.6 Explain the benefits to children’s holistic learning and development when promoting personal, social and emotional development

Unit EYE4: Understanding the needs of the mother and baby pre-conception, during pregnancy and the first year of life

Unit code: A/650/0041

RQF level: 3

Unit Aim

The unit provides the learner with the knowledge and understanding of pre-conceptual care; pregnancy; and health and developmental checks during the first year of life.

Learning Outcomes, Assessment Criteria

Learning Outcomes	Assessment Criteria
<p>When awarded credit for this unit, a student will:</p> <p>1. Understand a baby's development from conception to end of gestation.</p>	<p>Assessment of this learning outcome will require a student to demonstrate that they can:</p> <p>1.1. Describe the stages of development from fertilization to end of gestation</p> <p>1.2. Describe the requirements of ante-natal checks for mothers and babies from birth to 12 months</p> <p>1.3. Identify the actions to be taken in response to the outcomes of ante-natal checks</p> <p>1.4. Explain the potential effects on a baby's development of:</p> <ul style="list-style-type: none"> • pre-conception experiences • pre-birth experiences • birth experiences
<p>2. Understand post-natal care.</p>	<p>2.1. Describe post-natal care requirements and arrangements for:</p> <ul style="list-style-type: none"> • mother • baby <p>2.2. Describe typical concerns that parents may have following the birth of a baby</p> <p>2.3. Explain sources of support for parents following the birth of a baby</p>

Unit EYE5: The role of the Early Years practitioner

Unit code: K/650/0046

RQF level: 2

Unit Aim

This unit provides the learner with an introduction to the role of the Early Years practitioner.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
<p>When awarded credit for this unit, a student will:</p> <p>1. Understand the role of the Early Years practitioner.</p>	<p>Assessment of this learning outcome will require a student to demonstrate that they can:</p> <p>1.1. Explain the skills, knowledge and attributes required for the role of the Early Years practitioner</p> <p>1.2. Identify settings which provide Early Years education and care</p> <p>1.3. Describe the requirements of and relationship between legislation, policies and procedures</p> <p>1.4. Describe the role and scope of the Early Years practitioner in relation to current frameworks.</p> <p>1.5. Identify everyday routine tasks that ensure a safe and stimulating setting</p> <p>1.6 Explain the reasons for which Continuing Professional Development is integral to the role of the Early Years practitioner</p>
<p>2. Be able to communicate to meet individuals' needs and preferences.</p>	<p>2.1. Explain the way in which communication affects all aspects of their own practice</p> <p>2.2. Use communication methods that meet the needs and preferences of individuals</p>
<p>3. Understand working relationships in Early Years.</p>	<p>3.1. Explain the way in which a working relationship differs from a personal</p>

	relationship
	3.2. Explain the nature of different working relationships in Early Years settings.
	3.3. Explain the skills and approaches needed for conflict resolution

Unit EYE6: Legislation relating to Early Years practice

Unit code: L/650/0047

RQF level: 3

Unit Aim

This unit provides the knowledge and understanding of legislation required to support the safeguarding, protection and welfare of children from birth to 7 years. It also includes legislation relating to the health and safety of children, equality, diversity and inclusive practice.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
<p>When awarded credit for this unit, a student will:</p> <p>1. Understand legislation and guidelines for the safeguarding, protection, and welfare of children</p>	<p>Assessment of this learning outcome will require a student to demonstrate that they can:</p> <p>1.1. Explain the requirements of current legislation and guidelines</p> <p>1.2. Explain the requirements of organizational policies and procedures</p> <p>1.3. Analyse the way in which current legislation and guidelines for safeguarding inform policy and procedure</p> <p>1.4 Explain the roles and responsibilities and reporting lines of the Early Years practitioner</p> <p>1.5. Explain the boundaries of confidentiality</p> <p>1.6 Analyse the benefits of partnership working in the context of safeguarding, protection, and welfare of children</p>
<p>2. Understand how to respond to evidence or concerns that a child has been abused or harmed</p>	<p>2.1. Explain the scope and requirements of child protection in relation to safeguarding.</p> <p>2.2. Describe the signs, symptoms, indicators and behaviours that may cause concern relating to:</p> <ul style="list-style-type: none"> • domestic abuse • neglect • physical abuse • emotional abuse • sexual abuse <p>2.3. Describe the actions to be taken if harm or abuse is suspected and/or disclosed</p> <p>2.4. Explain the rights of children and parents/carers in situations where harm or abuse is suspected or alleged</p>

	2.5. Explain the responsibilities of the Early Years practitioner in relation to whistleblowing
	2.6. Explain why serious case reviews are required and their purpose
	2.7. Analyse the way in which serious case reviews inform policy and practice.
3. Understand legislation and guidelines, policies and procedures for health and safety	3.1. Explain the requirements of current legislation and guidelines
	3.2 Explain the requirements of organizational policies and procedures
	3.3. Analyse the way in which legislation and guidelines for health and safety inform day to day work with children.
	3.4. Describe procedures for the registration and collection of children
	3.5. Explain the roles and responsibilities and reporting lines of the Early Years practitioner
4. Understand how to plan environments that support children’s health and safety.	4.1. Analyse the factors to be considered when planning healthy and safe environments
	4.2. Identify hazards to the health and safety of and to: <ul style="list-style-type: none"> • children • colleagues • visitors.
5. Be able to manage risk within an environment which provides challenge for children	5.1. Explain the purpose and importance of taking a balanced approach to risk management
	5.2. Carry out risk assessment in accordance with organizational standards and procedures
	5.3. Describe the way in which health and safety risk assessments are monitored, reviewed and used
	5.4 Recommend improvements to the management of risk
6. Understand how to record and report accidents, incidents and emergencies.	6.1. Describe the lines of reporting and responsibility in the event of: <ul style="list-style-type: none"> • accidents • incidents • emergencies
	6.2. Explain which forms should be completed in the event of: <ul style="list-style-type: none"> • accidents • incidents • emergencies.
7. Understand the way in which	7.1 Describe what is meant by ‘equality’, ‘diversity’,

legislation and codes of practice inform equality, diversity and inclusive practice	'inclusion' and 'discrimination' and their implications
	7.2. Explain current legislation and codes of practice relating to equality, diversity, and inclusive practice.
	7.3 Explain the way in which policies and procedures inform equality, diversity and inclusive practice
	7.4. Explain the roles and responsibilities of the Early Years practitioner in supporting equality, diversity and inclusive practice.
	7.5 Recommend improvements to practice in equality, diversity and inclusion
8. Be able to work in ways which support equality, diversity and inclusive practice	8.1. Interact with children in a way that values them and meets their individual needs
	8.2. Evaluate the benefits of supporting equality, diversity and inclusive practice
	8.3. Evaluate the impact of their own attitudes, values and behaviour

Unit EYE7: Working in partnership

Unit code: M/650/0048

RQF level: 3

Unit Aim

This unit provides the learner with the knowledge, understanding and skills required to work in partnership with others.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the principles of partnership working when working with children.	1.1. Explain reasons for and benefits of working in partnership. 1.2. Describe the requirements of current frameworks and organizational policies and practice in relation to partnership working 1.3
2. Understand how to work in partnership when working with children	2.1. Explain the roles of others involved in partnership working 2.2. Evaluate partnership working in relation to: <ul style="list-style-type: none"> • meeting children’s additional needs • safeguarding children • children’s transitions 2.3. Explain the features of different family structures. 2.4. Identify when parents/carers need support 2.5. Identify barriers to and complexities of partnership working 2.6. Explain strategies to overcome barriers when working in partnership 2.7. Work with parents/carers in a way which encourages them to take an active role in their child’s learning and development
3. Understand recording, storing and sharing information in relation to partnership working.	3.1. Identify the records to be completed 3.2. Explain the reasons for accurate, coherent and confidential record-keeping

	<p>3.3. Analyse the potential tension between maintaining confidentiality and the need to disclose information:</p> <ul style="list-style-type: none">• when poor practice is identified• where a child is at risk• when it is suspected that a crime has been/may be committed
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Unit EYE8: Supporting children through play in Early Years

Unit code: R/650/0049

RQF level: 3

Unit Aim

This unit provides the learner with knowledge and understanding of the value of play in Early Years and the skills to enable them to plan, lead and review purposeful play opportunities that support children's learning and development. The unit also provides the learner with the knowledge, understanding and skills required to contribute to enabling play environments.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the role of play at different stages of children's development	1.1. Explain the innate drive for children to play and its necessity for their development 1.2. Identify the rights of children in relation to play as detailed in the 'UN Convention on the Rights of the Child' 1.1. Identify theories and philosophical approaches which influence play and the way in which theoretical perspectives on play inform practice 1.4 Explain the characteristics of child-initiated play and adult-led play 1.5. Explain the way in which children's play needs and preferences change in relation to their stage of development. 1.6. Explain inclusive play practice in relation to current frameworks 1.7. Analyse the way in which play supports the interests and abilities of children
2. Understand different types of play for all children.	2.1. Describe benefits of physical, creative, imaginative and sensory play 2.2. Explain the principles of heuristic play. 2.3. Evaluate resources for: <ul style="list-style-type: none"> • physical play • creative play • imaginative play

	<ul style="list-style-type: none"> • sensory play. • heuristic play.
3. Be able to plan play opportunities.	3.1. Create a plan which includes a balance of child-initiated and adult-led play opportunities for physical, creative, imaginative and sensory play
	3.2. Differentiate planned play opportunities to meet the individual needs of the children in relation to current frameworks.
	3.3. Identify the features of an environment which support children's play, learning and development.
	3.4. Create a plan using theoretical perspectives on play to support the developmental stage, needs and interests of children aged: <ul style="list-style-type: none"> • 0-year 11 months • 2-2 years 11 months • 3-5 years
4. Be able to lead and support play opportunities.	4.1. Lead a planned play opportunity in accordance with the plan
	4.2. Support children's participation in a planned play opportunity
	4.3. Explain the way in which play opportunities provide a balance between child-initiated and adult-led play.
	4.4. Encourage parents/carers to take an active role in children's play
5. Be able to review the effectiveness of play opportunities	5.1. Evaluate the ways in which a planned play opportunity meets the play, learning and developmental needs of children.
	5.2. Make recommendations for the next stage of children's learning and development through play
6. Understand the way in which the Early Years practitioner supports children's behaviour and socialisation within play environments	6.1. Describe the role of the Early Years practitioner in supporting children's socialisation within play environments
	6.2. Explain the way in which modelling positive behaviours has an impact on children's behaviour
	6.3. Analyse strategies to support children to manage their own behaviour in relation to others
7. Be able to support children's behaviour and socialisation within play environments	7.1. Explain the characteristics of indoor and outdoor environments that support children's behaviour
	7.2. Plan an environment which supports children's socialization and group learning
	7.3. Lead play activities in a positive manner in accordance with the plan

	7.4. Evaluate the effectiveness of play activities and environments and make recommendations for future improvement
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Unit EYE9: Developing the literacy, mathematical and communication skills of children

Unit code: A/650/0050

RQF level: 3

Unit Aim

This unit provides the learner with the knowledge, understanding and skills to develop children’s literacy by providing a language rich environment. It also covers developing their mathematical and communication skills.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the language and communication needs of children.	1.1. Identify the stages of language and communication development from birth to 7 years.
	1.2. Describe factors that affect language and communication needs.
	1.3. Analyse the characteristics of a language rich environment
2. Be able to support children’s literacy, language and communication needs	2.1. Develop a language rich environment for children of different ages
	2.2. Interact with children in a way that meets their individual language and communication needs
	2.3. Explain the features of strategies that support the development of literacy and which meet the requirements of current frameworks
	2.4 Explain the use of systematic synthetic phonics in the teaching of reading
	2.5. Use strategies to plan and implement activities for children of different ages which encourage: <ul style="list-style-type: none"> • speaking and listening • reading • sustained shared thinking • writing • digital literacy

	2.6. Make recommendations for improvements to meeting children’s individual literacy needs
3. Understand how to create an environment which supports children’s mathematical development	3.1. Analyse factors which affect children’s learning of mathematical concepts
	3.2. Explain the curriculum requirements that inform mathematical learning for children from birth to 7 years
	3.3. Explain the reasons for scaffolding children’s mathematical development
	3.4. Explain the reasons for valuing individual interests when supporting children’s mathematical development
	3.5. Explain the features of strategies that support the development of mathematical development for children from birth to 7 years
4. Be able to plan and implement opportunities that support children’s mathematical development	4.1. Describe opportunities that support children’s understanding of: <ul style="list-style-type: none"> • number • shape, size and pattern • weight, volume, and capacity • space and time • matching and sorting • data representation • problem-solving
	4.2. Plan activities that support children’s mathematical development in accordance with organizational standards and procedures
	4.3. Lead activities that support children’s mathematical development in accordance with organizational standards and procedures
	4.4. Evaluate the extent to which activities encouraged children’s mathematical development and make recommendations for improvement
5. Understand the way in which the Early Years practitioner supports the development of speech, language and communication of children	5.1. Analyse the way in which theoretical perspectives inform current frameworks
	5.2. Describe the role of the Early Years practitioner when supporting the development of speech, language and communication
	5.3. Analyse the way in which the use of technology supports the development of speech, language and communication
	5.4. Evaluate provision for developing speech, language and communication for children of

	different ages
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Unit EYE10: Understand the needs of the child in preparing for school

Unit code: D/650/0051

RQF level: 3

Unit Aim

This unit provides the learner with the knowledge and understanding required to support children in preparation for school.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the meaning of 'school readiness' in relation to the role of the Early Years practitioner.	1.1. Describe characteristics of 'school readiness'.
	1.2. Describe the factors that affect children's readiness for school.
	1.3. Explain the way in which the Early Years practitioner supports children to prepare for school.
	1.4. Describe the areas of learning and development that relate to school readiness.
	1.5. Identify valid assessment strategies in relation to the current framework.
	1.6. Evaluate the current framework's assessment process in supporting children's preparation for school.
2. Understand the way in which working in partnership with others contributes to children's school readiness.	2.1. Identify the roles of others involved in helping children prepare for school.
	2.2. Describe the information required to enable the school to meet the individual needs of children during transition.
	2.3. Explain the role of the Early Years practitioner in encouraging parents/carers to take an active role in their child's play, learning and development in preparation for school readiness

Unit EYE11: Understanding children’s cognitive development

Unit code: F/650/0052

RQF level: 3

Unit Aim

This unit provides the learner with the knowledge and understanding needed to facilitate the cognitive development of children from birth to seven years old.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the cognitive development of children	1.1. Describe sensory development in the first year of life 1.2. Identify stages of cognitive development in children from birth to 7 years 1.3. Summarise current scientific research relating to neurological and brain development in Early Years 1.4. Explain the way in which current scientific research relating to neurological and brain development and theoretical perspectives in Early Years influences practice in Early Years settings. 1.5. Describe theoretical perspectives in relation to cognitive development 1.6. Describe the role of the Early Years practitioner and the use of technology when facilitating the development of cognition in children
2. Understand approaches to planning when working with children from birth to 7 years.	2.1. Explain the way in which the Early Years practitioner should plan to meet individual needs of children. 2.2. Describe approaches to planning to meet individual needs of children in the short- and long-term 2.3. Explain planning in relation to current frameworks
3. Understand how to plan to meet the needs of children.	3.1. Describe the information needed to enable the Early Years practitioner to plan to meet the needs of children.

	3.2. Explain the reasons for identifying children’s needs, interests and stage of development prior to planning.
	3.3. Explain the role of observation in planning.
	3.4. Devise a plan that meets the needs of individual children of different ages
	3.5. Explain the role of others involved in planning for the next steps of children’s development.
	3.6. Explain the role of the Early Years practitioner in encouraging parents/carers to take an active role in their child’s play, learning and development.
	3.7. Describe reasons for tracking children’s progress.
	4. Be able to implement a learning experience which supports the development of sustained shared thinking in children
4.1. Lead a learning experience which supports the development of sustained shared thinking in children aged: <ul style="list-style-type: none"> • year 11 months • 2-2 years 11 months • 3-5 years 	
4.2. Evaluate the effectiveness of provision for supporting cognitive development	

Unit EYE12: Promoting the physical development of children

Unit code: H/650/0053

RQF level: 3

Unit Aim

This unit provides the learner with the knowledge, understanding and skills to promote the physical development of children from birth to 7 years.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
<p>When awarded credit for this unit, a student will:</p> <p>1. Understand children’s physical development</p>	<p>Assessment of this learning outcome will require a student to demonstrate that they can:</p> <p>1.1. Describe the stages of physical development of children from birth to 7 years.</p> <p>1.2. Explain the development of children’s physical skills.</p> <p>1.3. Describe the role of the Early Years practitioner in promoting physical development in children from birth to 7 years.</p> <p>1.4. Explain the benefits to children’s holistic learning and development when promoting physical development.</p>
<p>2. Understand theory and current frameworks in relation to children’s physical development.</p>	<p>2.1. Describe the characteristics of theoretical perspectives</p> <p>2.2. Analyse the way in which theoretical perspectives inform current frameworks</p>
<p>3. Be able to promote children’s physical development through the implementation of opportunities and activities</p>	<p>3.1. Create an environment which promotes physical development</p> <p>3.2. Plan opportunities that promote the physical development of children aged:</p> <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months

	<ul style="list-style-type: none"> • 3-5 years
	4.2. Implement opportunities that promote physical development for children aged 0-1 year 11 months; 2-2 years 11 months and 3-5 years in accordance with the plan
	4.3. Evaluate the quality of the provision for promoting the physical development

Unit EYE13: Supporting children with additional needs

Unit code: J/650/0054

RQF level: 3

Unit Aim

This unit provides the learner with the knowledge, understanding and skills required to support children with additional needs.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand biological, environmental and developmental factors which may result in children needing additional support.	1.1. Analyse the impact of environmental factors on children's development
	1.2. Analyse the impact of the stage of development on children's learning.
	1.3. Explain factors that affect children's development in the short-term and the long term
2. Understand the principles of inclusive practice as they relate to children with additional needs	2.1. Identify the requirements of current legislation in relation to inclusive practice
	2.2. Explain the medical and social models of disability.
	2.3. Evaluate inclusive practice in relation to current frameworks for children from birth to 7 years
3. Understand the role of early intervention in partnership working.	3.1. Identify children's additional needs in relation to expected stages of development
	3.2. Explain the reasons for early intervention when meeting children's additional needs.
	3.3. Explain the features of effective strategies for early intervention.
	3.4. Evaluate the principles and effectiveness of working in partnership with others to meet children's additional needs
	3.5. Plan activities in partnership with others that meet children's additional needs.

	3.6. Work with parents/carers in a way which encourages them to take an active role in their child’s play, learning and development
	3.7. Analyse the way in which personal experiences, values and beliefs influence the professional practice of the Early Years practitioner
	3.8. Evaluate the quality and suitability of provision for children with additional needs

Unit EYE14: Using studies and tools to promote the development of children

Unit code: K/650/0055

RQF level: 3

Unit Aim

This unit provides the learner with the knowledge, understanding and skills to use observation, assessment and planning to promote the development of children. It also concerns the use of longitudinal studies.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
<p>When awarded credit for this unit, a student will:</p> <p>1. Understand the uses and methods of observation</p>	<p>Assessment of this learning outcome will require a student to demonstrate that they can:</p> <p>1.1. Explain the way that observations are used:</p> <ul style="list-style-type: none"> • to plan for individual children’s needs ☑ for early intervention • to review the environment • during transition • when working in partnership. <p>1.2. Evaluate observation methods in relation to current frameworks.</p> <p>1.3. Evaluate observation methods:</p> <ul style="list-style-type: none"> • event sample • time sample • sociogram • narrative / free description • target child • checklist • child tracker / movement record.
<p>2. Understand professional practice in relation to the observation of children.</p>	<p>2.1. Differentiate between objectivity and subjectivity.</p> <p>2.2. Analyse the reasons for objectivity when recording observations.</p> <p>2.3. Analyse the requirement for confidentiality during the observation process</p>

3. Be able to carry out observations in line with current frameworks.	3.1. Make observations in line with current frameworks: of in individual child; a group of children; indoor provision; outdoor provision
	3.2. Collaborate with others to plan next steps in relation to the needs and interests of an individual child and a group of children
	3.3 Work with parents/carers in a way which encourages them to take an active role in their child’s play, learning and development
4. Understand the purpose of longitudinal studies.	4.1. Explain the way in which a longitudinal study is used as an assessment tool
	4.2. Evaluate benefits and challenges of undertaking a longitudinal study for the child; Early Years practitioners and others.
5. Be able to use observations to assess and plan for the developmental needs of children in line with current frameworks.	5.1. Carry out longitudinal studies in accordance with best practice using methods of observation to assess the changing developmental needs of children
	5.2. Maintain records of observation, assessment and planning in accordance with organizational requirements
	5.3. Evaluate observations in relation to the expected developmental stages; current frameworks and theoretical perspectives.
	5.4. Devise plans that meet the developmental needs and interests of children.
	5.5. Implement plans that meet the developmental needs and interests of children.
	5.6. Evaluate the outcomes of longitudinal studies against the objectives of the study

Unit EYE15: Professional development for Early Years Educators

Unit code: L/650/0056

RQF level: 3

Unit Aim

This unit provides the learner with the knowledge, understanding and skills required to engage in professional development for Early Years Educators.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
<p>When awarded credit for this unit, a student will:</p> <p>1. Understand professional development.</p>	<p>Assessment of this learning outcome will require a student to demonstrate that they can:</p> <p>1.1. Explain the purpose, scope and features of professional development.</p> <p>1.2. Describe different methods for identifying professional development opportunities</p> <p>1.3. Analyse theoretical perspectives of reflection in relation to professional development.</p>
<p>2. Be able to use reflective practice to contribute to their own professional development.</p>	<p>2.1. Develop a Curriculum Vitae in accordance with best practice</p> <p>2.2. Analyse their own professional development needs in relation to the role of the Early Years practitioner.</p> <p>2.3. Analyse their own learning needs, professional interests and development opportunities</p> <p>2.4. Maintain subject knowledge across curriculum subjects which are of personal interest.</p> <p>2.5. Collaborate with others to agree their own personal development plan.</p> <p>2.6. Use learning opportunities that support their own professional development.</p> <p>2.7. Explain the way in which reflective practice leads to improved ways of working.</p> <p>2.8. Record their progress in relation to personal development.</p>

Suggested Resources

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