



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Qualifi Level 4 Diploma in Early Learning and Childcare

Specification (For Centres)

December 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 qualifications.

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**

This 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 within the qualification has its own RQF code. The QAN for this qualification is:

Qualifi Level 4 Diploma in Early Learning and Childcare 610/0227/6

### **1.4 Awarding Organisation**

QUALIFI LTD

## **2 Qualification Purpose, Rational, Aims Outcomes**

### **2.1 Qualification Purpose**

This qualification has been created to further develop practical teaching skills, assessment and the use of resources in education and teaching. This qualification is suitable for:

- those who work or want to work as teachers/trainers in the further education and skills sector.
- learners who have just started a teaching/training role.
- teachers/trainers who are seeking career progression in their area of work.
- those working with learners on a one-to-one basis.
- learners who teach in industry.
- assessors who wish to achieve a teaching/training qualification.

### **2.2 Rationale for the Diploma**

The rationale of the Diploma is to provide recognition for those who wish to develop their own abilities in the post 16 education and training sector including further education colleges, adult and community education providers, offender education, work-based learning providers, third/voluntary sectors and independent training organisations.

The qualification will enable learners to become independent, self-directed learners with tools and motivation to continue learning, developing and reflecting on practice throughout their careers.

It is also envisaged that all Qualifi centres will consider this qualification to extend their knowledge of teaching and to provide consistent, standardised assessment reports and appropriate feedback to learners.

### **2.3 Overall Aims of the Diploma**

The Diploma provides the essential knowledge and fundamental understanding of the roles and responsibilities that teaching staff need in relation to legislation, equality, diversity, inclusivity and meeting the needs of learners. The Diploma will enable trainee teachers to use initial and diagnostic assessments and plans

to deliver inclusive teaching and learning, assess learning and use appropriate resources to support effective learning. The optional units will prepare trainee teachers to work in a wide range of contexts. This approach gives flexibility and a greater potential to meet the needs of aspiring teachers.

## **2.4 Learning Outcomes**

The overall learning outcomes of the Diploma are to:

1. Enable Learners to apply analytical and evaluative education and teaching principles in private and public places of learning.
2. enhance analytical, practical and evaluative skills relating to teaching and education across all sectors.
3. develop the Learner's ability to recognise and reflect on the process of personal learning and development which facilitates the enhancement of key personal, sociable and other transferable skills.
4. encourage the Learner's self-reflection, analytical, intellectual and transferable skills.
5. identify understanding roles, responsibilities and relationships in education and training.
6. understand how to plan to meet the needs of learners in education and training.
7. deliver education and training.
8. understand how to assess learners in education and training.
9. understand how to use appropriate resources for education and training.

Learners who successfully complete this qualification will have a fundamental understanding of the roles and responsibilities of a teacher/trainer in relation to legislation, equality, diversity, inclusivity and meeting the needs of learners. They will be able to use initial and diagnostic assessments and plan and deliver inclusive teaching and learning. They will also be able to assess learning and use appropriate resources to support effective learning.

These are the overall learning outcomes in line with a level 4 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

## **3. Delivering the Qualifications**

### **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 assessment plans. The suitability of these plans will be agreed with the centre.

For the delivery of this qualification and/or observing and assessing practice, centres should have staff in place with all of the following:

- a teaching or training qualification Level 5 or above
- evidence of relevant teaching experience in an education or training context
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will also apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance.

### **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 Certificate 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**

This qualification is designed for learners who are employed in an early year setting who wish to upskill into an Advanced Practitioner role. Entry is at the discretion of the centre. However, learners should be aged 18 or above to undertake this qualification.

Learners must already hold a full Level 3 early years/childcare qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same Level with the same or a similar title, as duplication of learning may affect funding eligibility.

## 4 Structure of the Qualification

### 4.1 Units, Credits and Total Qualification Time (TQT)

The Qualifi Level 4 Diploma in Early Learning and Childcare is a Level 4 qualification. A minimum of 40 credits is required to achieve the Diploma and a minimum of 30 hours of teaching practice.

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. Examples of activities which 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 pre-recorded 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 which 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 which 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.

## 4.2 Qualification Structure

The **Qualifi Level 4 Diploma in Early Learning and Childcare** has 9 units in total. Learners must complete all mandatory units to achieve 34 credits and then choose a minimum of 6 credits from the optional units. A minimum of 40 credits is required to achieve the Diploma and a minimum of 30 hours of teaching practice.

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
J/650/0974	Child development and enabling children to learn	4	9	55	90
K/650/0975	Physical activity and nutrition co-ordination (PANCo) in early years	4	6	29	60
J/650/0992	Supporting children with additional needs	4	4	30	40
L/650/0976	Partnership working in early years settings	4	6	27	60
M/650/0977	Implementing and evaluating change through a research project	4	6	35	60
R/650/0978	Legal requirements in childcare	4	3	15	30
Unit Reference	Optional Units	Level	Credit	GLH	TQT
T/650/0979	Assessing and planning for children's changing developmental needs	4	6	45	60
D/650/0980	Caring for babies	4	6	45	60
F/650/0981	Caring for children through play out of school	4	6	45	60

For this qualification there are additional assessment requirements which include mandatory

observation of practice. Assessed observations of practice are a vital component of these levels of the Education and Training suite of qualifications. There is a requirement for a minimum of **30** hours of practice

Within some of the optional units there is a requirement for assessed observations of practice. Any observations linked to optional units are **in addition** to the mandatory observations.

Simulation of teaching (micro-teaching) is not permitted for these qualifications. Further details are identified in **7.1 Teaching Practice and Assessed Observations Requirement**.

## 4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **Qualifi Level 4 Diploma in Early Learning and Childcare** can progress to:

- a Qualifi Level 5 qualification;
- Qualifi Level 5 Diploma in Early Learning and Childcare;
- 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.

## 4.5 RPL to the Qualifi Level 5 Diploma in Early Learning and Childcare

Learners who achieve the Level 4 Diploma in Early Learning and Childcare and are progressing to the accredited Qualifi Level 5 Diploma in Early Learning and Childcare ET can have their prior achievement recognised. RPL will apply to the mandatory credit gained from the Level 4 unit: Teaching, learning and assessment.

Learners who have completed the Level 4 Diploma in Early Learning and Childcare may also use the evidence of practice, including observed and assessed practice, towards the overall minimum practice requirements, including observed and assessed practice requirements, for the Level 5 Diploma in Early Learning and Childcare.

Learners can transfer **twenty (20) hours** of practice and **two (2)** hours of observed and assessed practice **towards** the practice requirements of the Level 5 Diploma in Early Learning and Childcare. 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](mailto: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 the knowledge, and critical understanding of theories to practice, which reveals original thought and demonstrates problem solving skills. 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.

An appropriate method of assessment for this qualification is through a portfolio of evidence. Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

## 7.1 Teaching Practice and Assessed Observations Requirement

There is a requirement for a minimum of **30** hours of practice for this qualification with a **minimum** of **3** assessed observations. There is no requirement to evidence working with groups of learners to achieve this qualification unless the units undertaken specify that purpose. However, where trainee teachers are working solely with individuals, a programme may also include support and preparation for working with groups

### Observed and assessed practice

There must be a minimum of three observations totalling a minimum of three hours. This excludes any observed practice completed as part of the **Level 3 Diploma in Teaching and Learning Support in Schools**. Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme and take into account a trainee's progress.

For the **Level 4 Diploma in Early Learning and Childcare** there is a requirement for a minimum of 30 hours of practice.

Ideally, effective teaching practice experience should include:

- different teaching practice locations/settings/contexts;
- teaching across more than one level;
- teaching a variety of learners;
- teaching individuals and groups.

For the Education and Training units, practice must be in a teaching and learning environment. The three observations must be linked to the following mandatory units:

- delivering education and training;
- assessing learners in education and training;
- using resources for education and training.

A holistic approach should be taken to observed and assessed practice so that each observation and assessment of practice enables trainee teachers to provide evidence for all the three units identified above.

Qualifi provides sample observation templates to all centres to meet the assessment criteria.

For further information, please contact Qualifi.

## 8. Course Regulations

### 8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Certificate.

QUALIFI will issue certificates to all successful learners through the registered centres.

## 8.2 Classification of Awards

This qualification is 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 your 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 ongoing 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 on our formal complaints procedure please contact in the first instance or email: [support@QUALIFI-international.com](mailto: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 Qualifi's website.

## 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](mailto:support@QUALIFI-international.com)

Website: [www.QUALIFI.net](http://www.QUALIFI.net) [www.QUALIFI-international.com](http://www.QUALIFI-international.com)

## Appendix 1: Unit Descriptors

### QUALIFI Level 4 Diploma in Early Learning and Childcare

#### Unit ELC401: Child development and enabling children to learn

Unit code: J/650/0974

RQF level: 4

#### Unit Aim

This unit aims to help learners understand different approaches to early years pedagogy that influence babies' and children's holistic learning from birth to five years old. The unit also explores statutory planning and monitoring requirements in their own country. Learners will also explore leadership, mentoring and management skills. Learners will understand the way in which babies and young children learn and how to apply theory to practice.

This unit also aims to explore the differences in children's development, the risk of developmental delay and possible effects of transitions and how children learn in a variety of settings and it provides the learner with the knowledge, understanding and skills to use observation, assessment and planning to promote children's development.

Learners must provide evidence of the application of their new learning to their day-to-day role with children from birth to five years old and report on subsequent changes to practice in their own setting through the development of a portfolio.

#### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria (Practical/Knowledge)</b> Assessment of these outcomes demonstrates the learner can
1. Understand the role of the Advanced Practitioner in enabling children (0-5 years old) to learn in early years.	1.1 Explain the Advanced Practitioner's responsibilities in facilitating babies' and children's learning and development
	1.2 Evaluate the responsibilities of the Advanced Practitioner in relation to their role with staff including leadership and management; mentoring, coaching and motivation; wellbeing
	1.3 Evaluate the quality of partnership-working between other practitioners, parents and carers when enabling babies and children to develop and learn
	1.4 Explain the scope of management duties including the development of policies and procedures; staffing ratios; record-keeping; preparation for and involvement in regulatory inspection

2. Understand the influence of pedagogical approaches on early years practice.	2.1 Evaluate different pedagogical influences/approaches
	2.2 Evaluate the way in which pedagogical influences/approaches have an impact on techniques and strategies that are applied in early years practice
	2.3 Analyse the ways in which enabling environments can be influenced by pedagogical approaches for children under 2; from 2 – 3 years old and 3 – 5 years old
3. Understand monitoring and assessment in early years practice.	3.1 Analyse the use of formative assessment models used in relation to intervention, transition and partnerships with parents/carers.
	3.3 Evaluate their own setting's monitoring and assessment and make recommendations for improvement
4 Understand the expected pattern of development and the factors affecting it.	4.1 Explain the difference between the sequence and rate of development and the importance of this distinction
	4.2 Analyse the ways in which children's development is influenced by a range of factors including personal and external factors
	4.3 Explain the importance of the early identification of delays in development and the potential risks of recognizing it late
	4.4 Analyse theories of development and theoretical perspectives in relation to children's development
	4.5 Analyse the influence on current practice of theories of development and perspectives of children's development
5 Understand the possible effects of transitions and significant events on children's development.	5.1 Analyse the ways in which different types of transitions and significant events can affect children's development
	5.2 Explain the role of the early years practitioner during transitions and significant life events
6 Be able to support the assessment of children's development and provision including activities and resources.	6.1 Evaluate the use of different observation methods (narrative; child checklist; tick list; event and time samples)

	6.2 Make observations in line with relevant framework/curriculum an individual child; a groups of children; indoor and outdoor provision
	6.3 Plan next steps to meet the needs and interests of an individual child; a groups of children in a way that meets their needs
	6.4 Lead the implementation of individualised programmes that support children’s development including children requiring additional support
	6.5 Evaluate the quality of programmes of developmental support including indoor and outdoor provision

**Assessment requirements**

This is a knowledge-based unit and does not require learners to undertake assessment of practice in a teaching environment. It is recommended that learners have the opportunity to access teaching and learning environments, either with groups of students or with individual students to facilitate research enabling principles and theories to draw on workplace experience making theory more relevant to specific subject areas.

There is a need for learners to show evidence of extended research from referenced sources.

**Delivery and Assessment Guidance**

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment of competence will be assessed using methods appropriate for the assessment of skills and competence.

The assessment of knowledge outcomes will be assessed by assignment, oral and written questions.

The knowledge in learning outcome 6 may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality assured by Qualifi.

Written assessment is a necessary part of this unit in order to assess the skills of analysis and academic writing required by a Level 4 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable, the assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements
- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality assured by Qualifi.

All assessment of occupational competence for learning outcome 6 will be conducted in a workplace / training environment. Simulation is not allowed.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Suggested Resources

### Text

- Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010)
- Gravells A - *The Award in Education and Training (Further Education and Skills)* (Learning Matters, 2014)
- Gravells A and Simpson S – *The Certificate in Education and Training* (Learning Matters, 2014)
- Gravells A and Simpson S – *Planning and Enabling Learning in the Lifelong Learning Sector* (Learning Matters, 2010)
- Petty G – *Teaching Today: A Practical Guide* (Oxford University Press, 2014)
- Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS)*, 1st Edition (Learning Matters, 2011)
- Wallace S – *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS)*, 4th Edition (Learning Matters, 2011)
- Wiliam D – *Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning)* (Solution Tree Press, 2017)
- Avis J, Fisher R and Thompson R (eds) – *Teaching in Lifelong Learning: A Guide to Theory and Practice*, 3rd edition (Open University Press, 2018)
- Cohen L, Manion L, and Morrison K – *A Guide to Teaching Practice*, 5th edition (Routledge, 2011)
- Duckworth V, Wood, J, Dickinson J & Bostock J – *Successful Teaching Practice in the Lifelong Learning Sector* (Learning Matters, 2010)
- Gould J – *Learning Theory and Classroom Practice in the Lifelong Learning Sector: Achieving Qtls Series*

(Learning Matters, 2012)

- Gravells A - Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills) (Sage 2007)
- Gravells A and Simpson S – -The Certificate in Education and Training ((Learning Matters, 2014)
- Gravells A and Simpson S – -Equality and Diversity in the Lifelong Learning Sector (Further Education and Skills) 2nd edition (Learning Matters, 2012)
- Griffith A and Burns M – Outstanding Teaching: Engaging Learners (Crown House Publishing, 2012)
- Hattie J – Visible Learning for Teachers: Maximising Impact on Learners (Routledge, 2012)
- Illeris K – Contemporary theories of learning: learning theorists: in their own words (Routledge, 2018)
- Karl A and Riley A - Understanding and Using Educational Theories, 2nd Edition (Sage 2018)
- Keeley-Browne L – Training to Teach in the Learning and Skills Sector (Pearson, 2007)
- Machin I and Hindmarch D - A Complete Guide to The Level 5 Diploma in Early Learning and Childcare (Further Education), 3rd Edition (Critical 2020)
- Petty G – Teaching Today: A Practical Guide (Oxford University Press, 2014)
- Powell S and Tummons J – Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition (Learning Matters, 2011)
- Reece I and Walker S – Teaching, Training and Learning: A Practical Guide (Business Education, 2007)
- Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)
- Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills) by Ann Gravells Feb 2016
- Achieving your Assessment and Quality Assurance Units (TAQA) (Further Education and Skills)- by Ann Gravells Jan 2014
- The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019

### **Journals and/or magazines**

- Education + Training - Emerald Insight
- Journal of Education - SAGE Journals
- Journal of Education and Training - Macrothink Institute
- Journal of Curriculum Studies Taylor and Francis London
- Professional/vocational specific journals
- Times Educational Supplement – FE Focus/Times Higher Education – weekly newspaper

## Websites

- [www.anngravells.com](http://www.anngravells.com) - Ann Gravells, online teaching resources
- [www.beis.gov.uk](http://www.beis.gov.uk) – Department for Business, Energy & Industrial Strategy Innovation and Skills
- [www.crlf.org.uk](http://www.crlf.org.uk) – Centre for Research in Lifelong Learning
- [www.Dylanwiliam.net](http://www.Dylanwiliam.net) – Dylan Wiliam, professional development materials
- [www.excellencegateway.org.uk](http://www.excellencegateway.org.uk) – Learning and Skills Improvement Service (LSIS)
- [www.geoffpetty.com](http://www.geoffpetty.com) – Geoff Petty, online teaching resources
- [www.ifl.ac.uk](http://www.ifl.ac.uk) – Institute for Learning
- [www.infed.org](http://www.infed.org) – informal education
- [www.learningandteaching.info/](http://www.learningandteaching.info/) – approaches to learning and teaching
- [www.niace.org.uk](http://www.niace.org.uk) – The National Institute of Adult Continuing Education
- [www.ofsted.gov.uk](http://www.ofsted.gov.uk) – Office for Standards in Education
- [www.skillsfundingagency.bis.gov.uk](http://www.skillsfundingagency.bis.gov.uk) – Skills Funding Agency (SFA)
- [www.Teacherstoolkit.com](http://www.Teacherstoolkit.com) – sources for teaching resources
- [www.vital.ac.uk](http://www.vital.ac.uk) – Open University and Department for Education professional development programme and resources

## Unit ELC402: Physical activity and nutrition co-ordination (PANCo) in early years

Unit code: K/650/0975

RQF level: 4

### Unit Aim

In this unit, learners will understand the benefits of physical activity and the importance of diet to the health and well-being of babies, children and their families. Learners need to take into account statutory framework requirements, national and local initiatives, advice and guidance and wider international perspectives that are instrumental to their health and well-being.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:
1. Understand current statutory framework requirements for physical development, food and nutrition in early years.	1.1 Analyse the current guidelines for recommended levels of physical activity and nutritional requirements for under 5s
	1.2 Evaluate the ways in which physical activity and positive nutrition contribute to and have an impact on the health and well-being of children under 5 and the consequences of not meeting these requirements
	1.3 Evaluate strategies that support early years practitioners in relation to babies and children with strong food preferences; with food allergies and specific dietary requirements; food from home policies and overcoming barriers when working with families to promote healthy eating
	1.4 Explain the ways in which early years settings meet the nutritional needs of children under 5
	1.5 Assess the provision for physical development and healthy eating in relation to statutory framework requirements and the way in which their own role and that of others promotes physical activity and healthy eating in day-to-day practice
	1.6 Explain the need for a well-being policy that standardizes the approach to physical activity and healthy eating
2 Understand international and UK research for promoting physical activity and healthy eating in early years.	2.1 Analyse international, national and local approaches to promoting physical activity and healthy eating in the early years
	2.2 Explain ways of staying up-to-date with research and the importance of doing so

3. Understand the PANCo programme and the role and responsibilities of a Physical Activity and Nutrition Coordinator (PANCo).	3.1 Explain the PANCo model and how organizational change can be achieved through it
	3.2 Explain the changing role of PANCo champions
	3.3 Analyse the elements needed to develop a sustainable culture of well-being for children and staff and make recommendations for improvement
	3.4 Analyse examples of positive role modelling and social learning between practitioners and children
4. Be able support the introduction and implementation of change in relation to physical activity and healthy eating.	4.1 Identify patterns of behaviour through observation of babies and children when implementing change
	4.2 Help children to understand their own physical health and nutrition needs by working with them in a child-centred way, using evidence that shows that their needs are met and their views respected
	4.3 Identify collaborative strategies that develop and implement changes in accordance with organizational standards and procedures
	4.4 Analyse the ways in which good practice may be implemented in their own setting
	4.5 Analyse the ways in which collaborative teamwork can contribute to a positive, enabling environment for physical development and healthy eating in early years
	4.6 Explain strategies the PANCo can use to support parents/carers in making healthy choices with and for their children including the use of positive role modelling to educate and motivate staff and families to change behaviour

### Assessment requirements

Training centres must ensure that all trainee teachers have the required access to a minimum of 30 hours of teaching practice whilst undertaking this qualification. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve this unit. A journal must be kept to demonstrate that practice has been carried out.

### Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or E-learning through a Learning Management System(LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding, and It is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication and assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

The assessment of knowledge outcomes will be assessed by written assessment.

Written assessment is a necessary part of this unit in order to assess the skills of analysis and academic writing required by a Level 4 qualification. Written assessment may take a variety of forms such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable, the assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements
- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes will be in the form of teaching practice of learners in a teaching / training environment.

Trainee teachers will be observed and assessed during teaching practice in order to achieve the unit. Simulation is not permitted.

### **Evidence and range criteria to be covered for assessment**

Trainee teachers must be able to provide evidence of a minimum of **one (1)** assessed observations of practice that meet the required standard of practice.

Trainee teachers must have access to appropriately qualified and experienced observers, either the programme tutor or a subject specialist from their specialist area. Written reports detailing observation outcomes and competent performance of observation outcomes, must be completed for each observation (of a minimum of **one (1)** -hour sessions or equivalent).

Professional discussion may be used as supplementary evidence for those criteria that do not occur naturally.

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and trainee teacher /learner responses. Observations will be signed and dated by the trainee teacher and assessor. Trainee teacher observation records and evidence and evidence will be retained in trainee teachers' portfolio.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Suggested Resources

### Text

- Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010)
- Gravells A and Simpson S – *Planning and Enabling Learning in the Lifelong Learning Sector* (Learning Matters, 2010)
- Gravells A and Simpson S – *The Certificate in Education and Training* (Learning Matters, 2014)
- Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS)*, 1st Edition (Learning Matters, 2011)
- Petty G – *Teaching Today: A Practical Guide* (Oxford University Press, 2014)
- Roffey-Barentsen J and Malthouse R – *Reflective Practice in Education and Training (Achieving Qtls) (Achieving QTLS Series)* (Learning Matters, 2013)
- Wallace S – *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS)*, 4th Edition (Learning Matters, 2011)

### Journals and/or magazines

- Education + Training - Emerald Insight
- Journal of Education - SAGE Journals
- Journal of Education and Training - Macrothink Institute
- Journal of Curriculum Studies Taylor and Francis London
- Professional/vocational specific journals
- Times Educational Supplement – FE Focus
- Times Higher Education – weekly newspaper

### Websites

- [www.beis.gov.uk](http://www.beis.gov.uk) – Department for Business, Energy & Industrial Strategy Innovation and Skills
- [www.crlf.org.uk](http://www.crlf.org.uk) – Centre for Research in Lifelong Learning
- [www.Dylanwiliam.net](http://www.Dylanwiliam.net) – Dylan Wiliam, professional development materials
- [www.excellencegateway.org.uk](http://www.excellencegateway.org.uk) – Learning and Skills Improvement Service (LSIS)
- [www.geoffpetty.com](http://www.geoffpetty.com) – Geoff Petty, online teaching resources
- [www.iboard.co.uk](http://www.iboard.co.uk) Interactive activities

- [www.ifl.ac.uk](http://www.ifl.ac.uk) – Institute for Learning
- [www.infed.org](http://www.infed.org) – informal education
- [www.learningandteaching.info/](http://www.learningandteaching.info/) – approaches to learning and teaching
- [www.niace.org.uk](http://www.niace.org.uk) – The National Institute of Adult Continuing Education
- [www.teachers-direct.co.uk](http://www.teachers-direct.co.uk) Resources for interactive quizzes
- [www.tes.co.uk](http://www.tes.co.uk) TES teaching resource ideas

## Unit ELC403: Supporting children with additional needs

Unit code: J/650/0992

RQF level: 4

### Unit Aim

The unit aims to support and develop the leadership and management skills of the Special Educational Needs Coordinator (SENCO) in their role of leading best practice for children with Special Educational Needs and disabilities (SEND) and their families.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:
1. Understand provision relating to children's additional needs.	1.1 Analyse the legislation and national frameworks that are relevant to the role of the SENCO
	1.2 Explain early years settings' obligations on the appropriate use of Disability Access and Early Years Pupil Premium allocation
	1.3 Explain ways of improving outcomes for children through effective use of Disability Access and Early Years Pupil Premium funds
	1.4 Evaluate education and care statutory guidance and provision in early years settings for children's additional needs in relation to transition and significant life events; for children and the needs of 'looked after' children in relation to additional needs and the needs of children for whom English is not their first language
2. Understand the role and responsibilities of the Special Educational Needs Coordinator (SENCO) in early years settings.	2.1 Analyse the requirements of statutory guidance and strategies followed by early years practitioners for early intervention and support for education, health and care
	2.2 Explain the role of the Special Educational Needs Coordinator (SENCO) in relation to: <ul style="list-style-type: none"> <li>• early identification and intervention</li> <li>• the impact of strategies used to identify Special Educational Needs and Disabilities (SEND) in early years settings</li> <li>• summative assessment points</li> <li>• the roles of different professionals involved with children who have Special Educational Needs and Disability (SEND)</li> </ul>

	2.4 Evaluate partnership working with early years practitioners and families in the SENCO role in relation to early intervention; the Graduated Approach; information sharing; mentoring, leading and coaching; the role of the SENCO
	2.5 Evaluate the effectiveness of partnership working with families to support children how partnerships and identify ways of overcoming barriers
3. Understand factors which affect families who are caring for children with SEND.	3.1 Explain the typical pressures that families may have to deal with when caring for children with SEND
	3.2 Analyse the role of the SENCO in supporting other practitioners to support the families of children with SEND including the role of advocate for the child and parents/carers
	3.3 Explain the impact and significance of early attachment for holistic development
4. Understand the ways in which organizational policies and procedures support children with SEND.	4.1 Analyse the ways in which organizational policies and procedures reflect local need in line with statutory requirements and national guidance including those for inclusion
	4.2 Explain ways that children are given opportunities to express their views in a way that is appropriate for their stage of development

## Assessment requirements

Training centres must ensure that all trainee teachers have the required access to a minimum of 30 hours of teaching practice whilst undertaking this qualification. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve this unit.

## Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding, and It is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication and assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

The assessment of knowledge outcomes will be assessed by written assessment.

Written assessment is a necessary part of this unit in order to assess the skills of analysis and academic writing required by a Level 4 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable, the assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as :

- observed work
- witness statements
- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality assured by Qualifi.

## Delivery and Assessment Guidance

The assessment of competence outcomes will be in the form of teaching practice of learners in a teaching / training environment.

Trainee teachers will be observed and assessed during teaching practice in order to achieve the unit. Simulation is not permitted.

## Evidence and range criteria to be covered for assessment

Trainee teachers must be able to provide evidence of a minimum of **one (1)** assessed observations of practice that meet the required standard of practice.

Trainee teachers must have access to appropriately qualified and experienced observers, either the programme tutor or a subject specialist from their specialist area. Written reports detailing observation outcomes and competent performance of observation outcomes, must be completed for each observation (of a minimum of **one (1)** -hour sessions or equivalent).

Professional discussion may be used as supplementary evidence for those criteria that do not occur naturally.

Assessment observations will be recorded and will confirm that competence-based assessment criteria have been met. Observation records will include oral questioning and trainee teacher /learner responses. Observations will be signed and dated by the trainee teacher and assessor. Trainee teacher observation records and evidence will be retained in trainee teachers' portfolio.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Suggested Resources

### Texts

- Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010) #
- Eastwood L — *A Toolkit for Creative Teaching in Post-Compulsory Education, 1st Edition* (Open University Press, 2009)
- Gravells A and Simpson S – *The Certificate in Education and Training* (Learning Matters, 2014)
- Petty G – *Teaching Today: A Practical Guide* (Oxford University Press, 2014)
- Rogers J – *Adults Learning, 4th Edition* (Open University Press, 2007)
- Scales P — *Teaching in the Lifelong Learning Sector, 2nd Edition* (Open University Press 2012)

### Journals and/or magazines

- Education + Training - Emerald Insight
- Journal of Education - SAGE Journals
- Journal of Education and Training - Macrothink Institute
- Journal of Curriculum Studies Taylor and Francis London
- Professional/vocational specific journals
- Times Educational Supplement – FE Focus
- Times Higher Education – weekly newspaper

## Websites

- [www.beis.gov.uk](http://www.beis.gov.uk) – Department for Business, Energy & Industrial Strategy Innovation and Skills
- [www.businessballs.com](http://www.businessballs.com) Educational resources
- [www.excellencegateway.org.uk](http://www.excellencegateway.org.uk) – Learning and Skills Improvement Service (LSIS)
- [www.geoffpetty.com](http://www.geoffpetty.com) Geoff Petty online teaching resources
- [www.iboard.co.uk](http://www.iboard.co.uk) Interactive activities
- [www.ifl.ac.uk](http://www.ifl.ac.uk) – Institute for Learning
- [www.niace.org.uk](http://www.niace.org.uk) – The National Institute of Adult Continuing Education
- [www.puzzlemaker.discovery.com](http://www.puzzlemaker.discovery.com) Word-search maker education.com
- [www.readabilityformulas.com](http://www.readabilityformulas.com) Smog readability formula
- [www.skillsfundingagency.bis.gov.uk](http://www.skillsfundingagency.bis.gov.uk) Skills Funding Agency (SFA)
- [www.teachers-direct.co.uk](http://www.teachers-direct.co.uk) Resources for interactive quizzes
- [www.tes.co.uk](http://www.tes.co.uk) TES teaching resource ideas
- [www.vital.ac.uk](http://www.vital.ac.uk) Open University and Department for Education Professional Development

## Unit ELC404: Partnership working in early years settings

Unit code: L/650/0976

RQF level: 4

### Unit Aim

This unit aims to help learners to understand the statutory requirements for working in partnership with families and learn how effective partnership working with other professionals can improve the care and development of babies and children.

Through this unit, learners will explore some of the diverse needs of families and consider how best to overcome barriers to partnership working with families.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria)</b> Assessment of these outcomes demonstrates the learner can:
1. Understand the requirements for partnership working in early years settings.	1.1 Analyse the requirements of the statutory framework in relation to partnership working i
	1.2 Evaluate the roles and responsibilities of other professionals involved in the care and development of babies and children
	1.3 Analyse the barriers and contributory factors in evaluating the effectiveness of partnership working with other professionals
2. Understand the diverse needs of families in early years settings.	2.1 Explain the diverse socio-economic, health and cultural needs of families and the pressures and challenges faced by families
	2.2 Analyse developments in statutory framework requirements designed to support families with babies and children under 5
	2.3. Explain ways in which the needs of families are addressed
3. Understand partnership working with families in early years settings.	3.1 Analyse strategies used to establish and maintain partnership working with families
	3.2 Evaluate their own practice in relation to establishing and maintaining partnerships with families
	3.3 Analyse strategies used to lead, coach, mentor and educate staff in partnerships and evaluate their quality

## Assessment requirements

Training centres must ensure that all trainee teachers have the required access to a minimum of 30 hours of teaching practice whilst undertaking this qualification. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve this unit.

## Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

The assessment of competence outcomes will be assessed using methods appropriate for the assessment of skills and competence and it is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication and assessment.

All knowledge outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding i.e. by written assessment. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

Written assessment is a necessary part of this unit in order to assess the skills of analysis and academic writing required by a Level 4 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable, the assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements
- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes will be in the form of teaching practice of learners in a teaching / training environment.

Trainee teachers will be observed and assessed during teaching practice in order to achieve the unit. Simulation is not permitted.

## Evidence and range criteria to be covered for assessment

Trainee teachers must be able to provide evidence of a minimum of **one (1)** assessed observations of practice that meet the required standard of practice.

Trainee teachers must have access to appropriately qualified and experienced observers, either the

programme tutor or a subject specialist from their specialist area. Written reports detailing observation outcomes and competent performance of observation outcomes, must be completed for each observation (of a minimum of **one (1)** -hour sessions or equivalent).

Professional discussion may be used as supplementary evidence for those criteria that do not occur naturally.

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and trainee teacher /learner responses. Observations will be signed and dated by the trainee teacher and assessor. Trainee teacher observation records and evidence and evidence will be retained in the trainee teacher's portfolio.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Suggested Resources

### Text

- Beere J – *The Perfect (Ofsted) Lesson* (Crown House Publishing, 2010)
- Eastwood L — *A Toolkit for Creative Teaching in Post-Compulsory Education, 1st Edition* (Open University Press, 2009)
- Gravells A and Simpson S – *The Certificate in Education and Training* (Learning Matters, 2014)
- Petty G – *Teaching Today: A Practical Guide* (Oxford University Press, 2014)
- Rogers J – *Adults Learning, 4th Edition* (Open University Press, 2007)
- Scales P — *Teaching in the Lifelong Learning Sector, 2nd Edition* (Open University Press 2012)

### Journals and/or magazines

- Education + Training - Emerald Insight
- Journal of Education - SAGE Journals
- Journal of Education and Training - Macrothink Institute
- Journal of Curriculum Studies Taylor and Francis London
- Professional/vocational specific journals
- Times Educational Supplement – FE Focus
- Times Higher Education – weekly newspaper

## Websites

- [www.beis.gov.uk](http://www.beis.gov.uk) – Department for Business, Energy & Industrial Strategy Innovation and Skills
- [www.businessballs.com](http://www.businessballs.com) Educational resources
- [www.crlf.org.uk](http://www.crlf.org.uk) – Centre for Research in Lifelong Learning
- [www.Dylanwiliam.net](http://www.Dylanwiliam.net) – Dylan Wiliam, professional development materials
- [www.excellencegateway.org.uk](http://www.excellencegateway.org.uk) – Learning and Skills Improvement Service (LSIS)
- [www.geoffpetty.com](http://www.geoffpetty.com) – Geoff Petty, online teaching resources
- [www.iboard.co.uk](http://www.iboard.co.uk) Interactive activities
- [www.ifl.ac.uk](http://www.ifl.ac.uk) – Institute for Learning
- [www.niace.org.uk](http://www.niace.org.uk) – The National Institute of Adult Continuing Education
- [www.puzzlemaker.discovery.com](http://www.puzzlemaker.discovery.com) Word-search maker education.com
- [www.readabilityformulas.com](http://www.readabilityformulas.com) Smog readability formula
- [www.skillsfundingagency.bis.gov.uk](http://www.skillsfundingagency.bis.gov.uk) Skills Funding Agency (SFA)
- [www.teachers-direct.co.uk](http://www.teachers-direct.co.uk) Resources for interactive quizzes
- [www.tes.co.uk](http://www.tes.co.uk) TES teaching resource ideas
- [www.vital.ac.uk](http://www.vital.ac.uk) Open University and Department for Education Professional Development Programme and resources

## Unit ELC405: Implementing and evaluating change in early years through a research project

Unit code M/650/0977

RQF level: 4

### Unit Aim

In this unit requires learners to plan, implement and evaluate change in relation to an identified theme. This will be achieved through a small-scale research project. Learners will understand the role of ethics when undertaking research.

The theme selected (which must be agreed with the assessor) will allow learners to reflect on their own practice, use current research to make recommendations for improvements in their own setting, implement these recommendations and report on their findings.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria (Practical/Knowledge)</b> Assessment of these outcomes demonstrates the learner can:
1. Understand the purpose and uses of research.	1.1 Explain the purpose of research and the ways in which research can be used
	1.2 Explain the uses and limitations of quantitative and qualitative research
	1.3 Analyse the features, benefits and drawbacks of a range of data collection methods
2. Plan and carry out an early years research project.	2.1 Describe factors to be taken into account when planning to carry out research
	2.2 Explain the role and requirements of ethics in research in relation to confidentiality, anonymity, professionalism and validity
	2.3 Specify in the research project plan the research topic, objectives, research methods to be used, timescales, evaluation criteria and the ethical implications of the research
	2.4 Carry out the research project in line with the plan
3 Be able to evaluate and report on early years research findings.	3.1 Evaluate the research project against the agreed objectives and evaluation criteria
	3.2 Analyse the benefits and drawbacks of different methods of presenting research findings

	3.3 Report the findings of the research project using the agreed method
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### Assessment requirements

Training centres must ensure that all trainee teachers have the required access to a minimum of 30 hours of teaching practice whilst undertaking this qualification. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve this unit.

### Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

The assessment of competence outcomes will be assessed using methods appropriate for the assessment of skills and competence and it is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication and assessment.

The assessment of knowledge and understanding outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

The assessment of knowledge outcomes will be assessed by written assessment.

Written assessment is a necessary part of this unit to assess the skills of analysis and academic writing required by a Level 4 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable, the assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements
- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes will be in the form of teaching practice of learners in a teaching / training environment.

Trainee teachers will be observed and assessed during teaching practice in order to achieve the unit.

Simulation is not permitted.

### **Evidence and range criteria to be covered for assessment**

Trainee teachers must be able to provide evidence of a minimum of **two (2)** assessed observations of practice that meet the required standard of practice.

Trainee teachers must have access to appropriately qualified and experienced observers, either the programme tutor or a subject specialist from their specialist area. Written reports detailing observation outcomes and competent performance of observation outcomes, must be completed for each observation (of a minimum of **one (1)** -hour sessions or equivalent).

There must be evidence to cover all the assessment methods listed in the unit. Other forms of evidence and professional discussion may be used as supplementary evidence for those criteria that do not occur naturally and will be acceptable for the remaining assessment methods:

Facilitated all types of groups:

- formal
- informal
- group of 2-3 participants
- group of 4+ participants

Covered all evaluation topics:

- learning
- behaviour
- achievement

Adapted methods to meet the needs of learners in all settings:

- small group
- large group

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and trainee teacher/learner responses. Observations will be signed and dated by the trainee teacher and assessor. Trainee teacher observation records and evidence and evidence will be retained in the trainee teacher's portfolio.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Suggested Reading

### Text

- Avis J, Fisher R and Thompson R (eds) – Teaching in Lifelong Learning: A Guide to Theory and Practice, 3rd edition (Open University Press, 2018)
- Cohen L, Manion L, and Morrison K – A Guide to Teaching Practice, 5th edition (Routledge, 2011)
- Duckworth V, Wood, J, Dickinson J & Bostock J – Successful Teaching Practice in the Lifelong Learning Sector (Learning Matters, 2010)
- Gould J – Learning Theory and Classroom Practice in the Lifelong Learning Sector: Achieving Qtls Series (Learning Matters, 2012)
- Gravells A - Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills) (Sage 2007)
- Gravells A and Simpson S – -The Certificate in Education and Training (Learning Matters, 2014)
- Griffith A and Burns M – Outstanding Teaching: Engaging Learners (Crown House Publishing, 2012)
- Hattie J – Visible Learning for Teachers: Maximising Impact on Learners (Routledge, 2012)
- Illeris K – Contemporary theories of learning: learning theorists: in their own words (Routledge, 2018)
- Karl A and Riley A - Understanding and Using Educational Theories, 2nd Edition (Sage 2018)
- Keeley-Browne L – Training to Teach in the Learning and Skills Sector (Pearson, 2007)
- Machin I and Hindmarch D - A Complete Guide to The Level 5 Diploma in Early Learning and Childcare (Further Education), 3rd Edition (Critical 2020)
- Petty G – Teaching Today: A Practical Guide (Oxford University Press, 2014)
- Powell S and Tummons J – Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition (Learning Matters, 2011)
- Reece I and Walker S – Teaching, Training and Learning: A Practical Guide (Business Education, 2007)
- Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)

### Journals and/or magazines

- Education + Training - Emerald Insight
- Journal of Education - SAGE Journals
- Journal of Education and Training - Macrothink Institute
- Journal of Curriculum Studies Taylor and Francis London
- Professional/vocational specific journals
- Times Educational Supplement – FE Focus
- Times Higher Education – weekly newspaper

## Websites

- [www.anngravells.com](http://www.anngravells.com) - Ann Gravells, online teaching resources
- [www.beis.gov.uk](http://www.beis.gov.uk) – Department for Business, Energy & Industrial Strategy Innovation and Skills
- [www.crlf.org.uk](http://www.crlf.org.uk) – Centre for Research in Lifelong Learning
- [www.Dylanwiliam.net](http://www.Dylanwiliam.net) – Dylan Wiliam, professional development materials
- [www.excellencegateway.org.uk](http://www.excellencegateway.org.uk) – Learning and Skills Improvement Service (LSIS)
- [www.geoffpetty.com](http://www.geoffpetty.com) – Geoff Petty, online teaching resources
- [www.ifl.ac.uk](http://www.ifl.ac.uk) – Institute for Learning
- [www.infed.org](http://www.infed.org) – informal education
- [www.learningandteaching.info/](http://www.learningandteaching.info/) – approaches to learning and teaching
- [www.niace.org.uk](http://www.niace.org.uk) – The National Institute of Adult Continuing Education
- [www.ofsted.gov.uk](http://www.ofsted.gov.uk) – Office for Standards in Education
- [www.skillsfundingagency.bis.gov.uk](http://www.skillsfundingagency.bis.gov.uk) – Skills Funding Agency (SFA)
- [www.Teacherstoolkit.com](http://www.Teacherstoolkit.com) – sources for teaching resources
- [www.vital.ac.uk](http://www.vital.ac.uk) – Open University and Department for Education professional development programme and resources

## Unit ELC406: Legal Requirements in Childcare

Unit code R/650/0978

RQF level: 4

### Unit Aim

This unit concerns the knowledge and understanding required for health and safety, equality and inclusion, the Welfare Requirements of the Early Years Foundation Stage, Employment Rights and Special Education Needs including Looked After Children. It also covers preparation for Ofsted inspections, the development of policies and procedures and using information to monitor the quality of the setting's practice.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:
1 Understand the legislative framework for health and safety, equality, inclusion, diversity, welfare requirements and employment rights.	1.1 Explain the requirements of the legislative framework for health, safety and managing of risk at work
	1.2 Analyse the welfare requirements of the Early Years Foundation Stage
	1.3 Explain the requirements of the legislative framework for equality, diversity and inclusion at work
	1.4 Explain the requirements and entitlements of employment rights for sick leave; maternity and paternity; termination of employment and the Working Time Directive
	1.4 Explain the principles underpinning the Special Education Needs Disability (SEND) Code of Practice
	1.5 Explain the responsibilities and procedures associated with the early education of Looked After Children at work
2 Understand the preparations needed for an Ofsted inspection.	2.1 Identify the requirements of the documents needed for an Ofsted inspection
	2.2 Contribute to completing the Self Evaluation Form (SEF) in accordance with their agreed role

3 Understand workplace policies and procedures.	3.1 Analyse the requirements of workplace policies and procedures and evaluate their clarity
	3.2 Evaluate the extent to which the organization complies with legislative requirements
	3.3 Make recommendations for improvements to policies and procedures
4 Understand how information is used to monitor the work setting's practice.	4.1 Specify the information that is gathered and the storage timescales
	4.2 Explain the purpose(s) of gathering information
	4.3 Explain the ways in which information is used to monitor the work setting's performance and practice

### Assessment requirements

Training centres must ensure that all trainee teachers have the required access to a minimum of 30 hours of teaching practice whilst undertaking this qualification. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve this unit.

### Delivery and Assessment Guidance

The assessment of competence outcomes will be assessed using methods appropriate for the assessment of skills and competence and it is a requirement for learners to be able to analyse and demonstrate their understanding of theories, principles and models of learning, communication and assessment.

The knowledge and understanding outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. It is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

The assessment of knowledge outcomes will be assessed by written assessment.

Written assessment is a necessary part of this unit in order to assess the skills of analysis and academic writing required by a Level 4 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
- assignments
- case studies
- reflective journal

Where applicable, the assessor will integrate knowledge outcomes into practical observations in place of some written work as they form part of the reflective practice. This can be evidenced and recorded through methods such as:

- observed work
- witness statements

- audio-visual media
- evidence of prior learning or attainment
- professional discussion
- oral questions

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes will be in the form of teaching practice of learners in a teaching / training environment.

Trainee teachers will be observed and assessed during teaching practice in order to achieve the unit. Simulation is not permitted.

### **Evidence and range criteria to be covered for assessment**

Trainee teachers must be able to provide evidence of a minimum of **two (2)** assessed observations of practice that meet the required standard of practice.

Trainee teachers must have access to appropriately qualified and experienced observers, either the programme tutor or a subject specialist from their specialist area. Written reports detailing observation outcomes and competent performance of observation outcomes, must be completed for each observation (of a minimum of **one (1)** -hour sessions or equivalent).

Professional discussion may be used as supplementary evidence for those criteria that do not occur naturally.

Assessment observations will be recorded and will confirm that competence-based assessment criteria have been met. Observation records will include oral questioning and trainee teacher /learner responses. Observations will be signed and dated by the trainee teacher and assessor. Trainee teacher observation records and evidence and evidence will be retained in the trainee teacher's portfolio.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

### **Suggested Resources**

#### **Text**

- Avis J, Fisher R and Thompson R (eds) – Teaching in Lifelong Learning: A Guide to Theory and Practice, 3rd edition (Open University Press, 2018)
- Cohen L, Manion L, and Morrison K – A Guide to Teaching Practice, 5th edition (Routledge, 2011)
- Duckworth V, Wood, J, Dickinson J & Bostock J – Successful Teaching Practice in the Lifelong Learning Sector (Learning Matters, 2010)
- Gould J – Learning Theory and Classroom Practice in the Lifelong Learning Sector: Achieving Qtls Series (Learning Matters, 2012)
- Gravells A - Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills) (Sage 2007)

- Gravells A and Simpson S – -The Certificate in Education and Training (Learning Matters, 2014)
- Griffith A and Burns M – Outstanding Teaching: Engaging Learners (Crown House Publishing, 2012)
- Hattie J – Visible Learning for Teachers: Maximising Impact on Learners (Routledge, 2012)
- Illeris K – Contemporary theories of learning: learning theorists: in their own words (Routledge, 2018)
- Karl A and Riley A - Understanding and Using Educational Theories, 2nd Edition (Sage 2018)
- Keeley-Browne L – Training to Teach in the Learning and Skills Sector (Pearson, 2007)
- Machin I and Hindmarch D - A Complete Guide to The Level 5 Diploma in Early Learning and Childcare (Further Education), 3rd Edition (Critical 2020)
- Petty G – Teaching Today: A Practical Guide (Oxford University Press, 2014)
- Powell S and Tummons J – Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition (Learning Matters, 2011)
- Reece I and Walker S – Teaching, Training and Learning: A Practical Guide (Business Education, 2007)
- Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)

### **Journals and/or magazines**

- Education + Training - Emerald Insight
- Journal of Education - SAGE Journals
- Journal of Education and Training - Macrothink Institute
- Journal of Curriculum Studies Taylor and Francis London
- Professional/vocational specific journals
- Times Educational Supplement – FE Focus
- Times Higher Education – weekly newspaper

## Unit ELC407: Assessing and planning for children’s changing developmental needs

Unit code: T/650/0979

RQF level: 4

### Unit Aim

The aim of this unit is to provide learners with the knowledge, understanding and skills to use observations to assess and plan for children’s changing developmental needs over a period of time. This is also known as a longitudinal study. The study must be carried out over a six month period.

### Learning Outcomes, Assessment Criteria, and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria (Practical/Knowledge)</b> Assessment of these outcomes demonstrates the learner can:
1 Understand the purpose and uses of a longitudinal study.	1.1 Explain the purpose and features of a longitudinal study
	1.2 Evaluate the benefits of undertaking a longitudinal study for a child and for an early years practitioner
	1.3 Explain the value of a longitudinal study to other professionals
2 Be able to assess and plan for a child’s development by carrying out a longitudinal study.	2.1 Carry out observations to assess the changing development needs of a child in accordance with the study plan
	2.2 Evaluate observations in relation to a child’s expected stage of development, current frameworks and theoretical perspectives
	2.3 Maintain records of observations, assessments and planning in line with the requirements of their workplace and Data Protection
	2.4 Develop plans that meet the holistic developmental needs and interests of a child
	2.5 Implement plans to meet the identified holistic developmental needs and interests of a child
	2.6 Evaluate the outcomes of a longitudinal study against the study’s objectives

## **Delivery and Assessment Guidance**

This longitudinal study must be carried out over a six month period.

The knowledge in this unit may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features, and plagiarism detection software.

All assessment practice will be conducted in an approved vocational training environment. All assessment competence will be assessed using methods appropriate for the assessment of Vocational skills, knowledge and understanding.

The assessment of knowledge outcomes will be assessed by assignment, oral and written questions.

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes will be in the form of assessment of learners in a vocational training environment.

Trainee assessors will be observed with 2 different learners, one new to learning one more experienced carrying out assessments of observation of performance in the vocational training environment, examining products of work and questioning the learner.

Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and learner responses. Observations will be signed and dated by the trainee assessor and assessor. Trainee assessor observation records and evidence will be retained in the trainee assessor portfolio.

### **Evidence and ranges criteria to be covered for assessment**

There must be evidence of the trainee assessor carrying out at least 2 assessments of 2 learners' occupational competence (4 assessments in total).

There must be evidence to cover all of the assessment methods listed in the unit.

As a minimum, there must be performance evidence for the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning.

Preparation of a minimum of three (3) assessment methods:

- assessments of learners in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

Use a minimum of three (3) assessment methods:

- assessments of learners in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

Learners with a minimum of one (1) specific need:

- physical needs
- literacy difficulties
- language differences

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

### **Suggested Resources**

- Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills) by Ann Gravells Feb 2016
- Achieving your Assessment and Quality Assurance Units (TAQA) (Further Education and Skills)- by Ann Gravells Jan 2014
- The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019

## Unit ECL408: Caring for Babies

Unit code: D/650/0980

RQF level: 4

### Unit Aim

The aim of this unit is to develop the knowledge, understanding and skills to care for babies that are 0-18 months old.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria (Practical/Knowledge)</b> Assessment of these outcomes demonstrates the learner can:
1 Understand a baby's development from birth to 18 months old.	1.1 Explain the expected pattern of development of babies aged birth to 18 months (physical; communication; social/emotional and behavioural development)
	1.2 Explain the rest and sleep needs of different babies aged weeks old, months, old 12 months old and 18 months old
	1.3 Explain current theories on early brain development
2 Understand the feeding and care needs of skin and teeth of babies 0-18 months.	2.1 Describe the correct methods of preparing and storing formula milk and breast milk
	2.2 Explain the requirements of government guidance in relation to the nutritional needs of babies until they are fully weaned
	2.3 Explain how to care for the teeth and gums of babies up to 18 months
	2.4 Explain how to prevent nappy rash and how to care for babies if they develop it
3 Understand illness and common ailments of babies 0-18 months old.	3.1 Explain the reasons for immunization and the immunization schedule
	3.2 Describe the causes, signs and symptoms of illness and common ailments in babies (croup; colic; diarrhoea; cradle cap; eczema and meningitis)
	3.3 Describe the features of Sudden Infant Death Syndrome and the current advice on minimizing this

4 Be able to lead and support play opportunities for babies 0-18 months old.	4.1 Plan activities that encourage play and development (physical; sensory and communication)
	4.2 Lead planned play opportunities in the work setting that foster development
	4.3 Evaluate planned play opportunities in terms of the extent to which they meet the play learning and development needs of babies and how they relates to current frameworks
5 Be able to encourage parents/carers to take an active role in their baby's learning and development.	5.1 Describe the benefits and sensitivities of working in partnership with parents / carers
	5.2 Make use of a range of opportunities that encourage parents / carers to take an active role in their baby's play, learning and development
	5.3 Evaluate the effectiveness of the partnership with parents and carers
	5.4 Make practicable recommendations for future partnership working

### Delivery and Assessment Guidance

The knowledge in this unit will may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence will be conducted in a workplace / training environment simulation is not allowed. All assessment of competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding. All learning outcomes in this unit must be assessed using methods appropriate to the IQA's performance. These must include:

- observation of performance;
- examining products of work;
- questioning.

The assessment of the knowledge outcomes will be assessed by assignment, oral and written questions.

The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of the competence outcomes will be in the form of assessment of learners in a workplace / training environment.

Trainee Internal Quality Assurers will be observed monitoring a minimum of two (2) assessors, one new to verification one used to verification.

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and learner/ trainee IQA responses. Observations will be Qualifi Level 4 Diploma in Early Learning and Childcare Centre Specification November 2021

signed and dated by the trainee IQA and assessor. Trainee IQA observation records and evidence will be retained in the trainee IQA portfolio.

### **Evidence and range criteria to be covered for assessment**

There must be evidence of the IQA monitoring a minimum of two (2) assessors each with a minimum of two (2) learners of their own through components of a qualification.

There must be evidence to cover all of the assessment methods listed in the unit. Other forms of evidence will be acceptable for the remaining assessment methods:

Internal verification process:

- organisation of assessment
- qualifications
- practical assessments
- Evidence portfolios
- staff CPD logs
- assessment papers

Assessment methods:

- observation of performance
- examining products of work
- questioning of learners
- questioning of assessors
- recognising prior learning

Records:

- verifier records
- assessment book
- centre tracking records
- awarding organisation documentation

Assessors working with a minimum of one (1) specific need:

- physical needs
- literacy difficulties
- language differences

Assessors working with a minimum of one (1) specific need: Verification:

- internal verification
- external verification
- sampling by verifiers

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged, and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Suggested Reading

- Principles and Practices of Quality Assurance: A guide for internal and external quality assurers in the FE and Skills Sector - Ann Gravells
- Achieving your Assessment and Quality Assurance Units (Taqa) (Further Education and Skills) - Ann Gravells
- The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019

## Unit ECL409: Caring for Children Through Play Out of School

Unit code: F/650/0981

RQF level: 4

### Unit Aim

The aim of this unit is to develop the knowledge, understanding and skills to care for children and young people out of school and during school holidays.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria (Practical/Knowledge)</b> Assessment of these outcomes demonstrates the learner can:
1 Understand the role and value of play.	1.1 Explain the meaning and significance of the terms 'freely chosen' 'self-directed' and 'intrinsically'
	1.2 Explain the need for children and young people to participate in self- motivated, freely chosen, self-directed play
	1.3 Evaluate the long-term and short-term benefits of play for children and young people
2 Be able to plan for different types of play.	2.1 Describe the features of different types of play: <ul style="list-style-type: none"> <li>• communication</li> <li>• creative</li> <li>• dramatic</li> <li>• deep</li> <li>• exploratory</li> <li>• fantasy and imaginative</li> <li>• locomotor</li> <li>• mastery</li> <li>• object</li> <li>• recapitulative</li> <li>• role</li> <li>• rough and tumble</li> <li>• social</li> <li>• socio-dramatic</li> <li>• symbolic</li> </ul>
	2.2 Explain the theory behind 'Loose Parts Play' and 'Risky Play'
	2.3 Create practicable plans of how to support different types of play including 'Loose Parts' and 'Risky play'
	2.4 Implement the plans in accordance with their requirements
	2.5 Evaluate the effectiveness of the plans and make practicable recommendations for future play

3 Understand the importance of online safety.	3.1 Explain the risks and possible consequences of being online and of using a mobile 'phone
	3.2 Describe ways of reducing risk to children and young people from social networking; using the internet; buying things online and using a mobile 'phone
4 Understand types of bullying, its effects of and the support available.	4.1 Explain the different types of bullying and the potential effects on children and young people
	4.2 Describe the organizational policies and procedures to be followed in response to concerns or evidence of bullying
	4.3 Explain the reasons for the existence of bullying policies and procedures and the extent to which organizational policies and procedures meet the requirements of local and national guidance
	4.4 Explain how to support a child or young person and his or her family/carers when bullying is suspected or alleged
5 Be able to support communication and develop relationships at work.	5.1 Encourage children and young people to express their feelings, views, hopes and wishes
	5.2 Evaluate the benefits and drawbacks of a range of communication methods, their purposes and uses

### Delivery and Assessment Guidance

Learners must create three plans for how to support three different types of play including 'Loose Parts' and 'Risky Play'.

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

Assessment of competence outcomes will be assessed using methods appropriate for the assessment of skills and competence.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

The assessment of knowledge outcomes will be assessed by assignment, oral and written questions.

The assignments and oral and written questions will be internally set, internally marked against a mark scheme, verified internally and externally quality assured by Qualifi.

## Suggested Reading

- Principles and Practices of Quality Assurance: A guide for internal and external quality assurers in the FE and Skills Sector - Ann Gravells
- Achieving your Assessment and Quality Assurance Units (Taqa) (Further Education and Skills) - Ann Gravells
- The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019