



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Qualifi Level 5 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 5 Diploma in Early learning and Childcare 610/0226/4

### 1.4 Awarding Organisation

QUALIFI LTD

## 2 Qualification Purpose, Aims and Learning Outcomes

### 2.1 Qualification Purpose

The purpose of the Diploma is to provide recognition for those who wish to develop their own abilities in teaching and assessing learners competently in a regulated environment. It is envisaged that all Qualifi centres will provide learners to further their knowledge of assessing to provide consistent, standardised assessment reports and appropriate feedback to learners.

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.

Learners who successfully complete this qualification will take an analytical and practical approach to all aspects of planning, delivering and assessing inclusive teaching and learning. Whilst doing this, candidates will embed theories and principles in Early learning and Childcare and demonstrate them in their practice.

The qualification looks to develop the skills of learners who:

- work, or want to work as teachers/trainers in the further education and skills sector;
- have just started a teaching/training role;
- are pre-service and in-service learners who need a teaching qualification to confirm occupational competence for their role as a teacher, trainer or tutor within an FE college, Adult and Community Learning Centre or training provider;
- are teachers/trainers who are seeking career progression in their area of work;
- are learners who teach in industry;
- are learners who have already achieved some Learning and Development units that can be counted in this qualification;
- are assessors who wish to achieve a teaching/training qualification.

## 2.2 Aims of the Diploma

The Diploma aims to provide the essential knowledge and understanding that teachers and assessors need within the early learning and Childcare sectors. The overall aims of the **Level 5 Diploma in Early learning and Childcare** are that it is a qualification that:

- indicates an individual can undertake a specific role in the workplace and that may be relied upon by employers
- is taken by learners for their own growth as a progression route to teaching.

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.

## 2.3 Learning Outcomes

The overall learning outcomes of the Diploma are to provide the knowledge and skills required by teachers/trainers in the Early learning and Childcare skills sector so that they can apply:

- theories, principles and models in Early learning and Childcare, such as in relation to learning, communication, assessment, curriculum development and evaluation, and how to apply them to own practice.
- teaching, learning and assessment techniques in Early learning and Childcare, such as roles, responsibilities and relationships, using initial and diagnostic assessment to agree individual learning goals with learners, planning and delivering inclusive teaching, creating and maintaining a safe, inclusive teaching and learning environment and assessing learning.
- An understanding of professionalism and the influence of professional values in Early learning and Childcare, the policy context of Early learning and Childcare, the impact of accountability to stakeholders and external bodies on Early learning and Childcare, the organisational context of Early learning and Childcare and how to contribute to the quality improvement and quality assurance arrangements of an organisation.

These are the overall learning outcomes in line with a level 5 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

## 3. Delivering the Qualification

### 3.1 Quality Assurance Arrangements

All centres go through an application and approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's 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 qualification equivalent to Level 5 or above;
- evidence of teaching experience in an Early learning and Childcare context;
- access to appropriate guidance and support;
- on-going participation in related programme quality assurance processes and are ideally engaged in further studies at Level 7.

Observational practice should be carried out by the teacher educator delivering the programme or shared with a nominated mentor or subject specialist working with the trainee.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will 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**

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be assessed on an individual basis.

This qualification is designed for learners aged 19 and above. There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 4 Certificate in Education and Teaching. Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. Applicants need to demonstrate the potential to study at minimum academic Level 5 – the same level of study as the second year of a degree course. There is also requirement for a minimum of 100 hours of teaching practice which must include working with groups and different practice requirements for each unit in this qualification

## 4 Structure of the Qualification

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

The Qualifi Level 5 Diploma in Early learning and Childcare is a Level 5 qualification requiring 120 credits in total for learners to achieve the qualification.

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 5 Diploma in Early learning and Childcare** has 10 units in total. Learners must complete all mandatory units to achieve 96 credits and then choose a minimum of 24 credits from the optional units. A minimum of 120 credits must be achieved and 100 hours of teaching practice.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
H/650/0982	Management of children's care	5	200	20	60
J/650/0983	Children's well-being and resilience	5	260	26	90
K/650/0984	Positive behaviour in early years	5	200	20	65
L/650/0985	Child development and communication skills in early years	5	300	30	100
Optional Units					
M/650/0986	Managing children's holistic development in early years	5	160	16	80
R/650/0987	Developing children's literacy skills	5	160	16	80
T/650/0988	Developing children's mathematical skills	5	80	8	40
Y/650/0989	Safeguarding in early years	5	160	16	80
F/650/0990	Health and safety in early years	5	80	8	40
H/650/0991	Special Educational Needs and Disability (SEND) in early years	5	80	8	40

### Notes:

1: Achievement of the unit theories, principles and models in education is a pre-requisite for the unit Developing Teaching, Learning and Assessment in Early learning and Childcare

2: There is a requirement for a minimum of 100 hours teaching/training practice for this qualification.

There is also a requirement for a minimum of eight teaching/training practice observations, which must reach the required standard of practice. 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 5 Diploma in Early learning and Childcare** can progress to:

- a Qualifi Level 6 qualification;
- directly into employment in an associated profession.

### 4.4 Recognition of Prior Learning

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

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

### 4.5 Recognition of Prior Learning (RPL) from the Qualifi Level 4 Certificate in Earlylearning and Childcare

Individuals who have the Qualifi Level 4 Certificate in Education and Teaching can have their prior achievement recognised. RPL will apply to the mandatory credit gained from the Level 4 unit: Teaching, learning and assessment.

Individuals who have completed the Level 4 Certificate 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

Teaching practice, together with observation and assessment of that practice, is a vital component of the Level 5 Diploma in Early Learning and Childcare. There is a requirement for a minimum of **100 hours** of practice for the DET which ideally will include teaching a variety of learners at more than one level in different learning environments.

The term 'teaching practice' refers to the teaching and learning sessions that are planned for specific learners and that take place in a learning environment. These sessions will include aspects of planning, delivery and assessment, including differentiation, and other factors that contribute to successful teaching and learning. Contact hours where teachers are supervising students for other purposes cannot be included as part of the required teaching practice hours.

Teaching practice group sizes may vary, ideally with a minimum of 12 learners, but the majority of the teaching practice must be to groups of 5 or more learners. It would not be possible to acquire, develop and demonstrate the full range of teaching skills through individual or small group teaching. Teachers need to be able to manage larger groups of learners and to deploy a variety of teaching techniques and facilitate a wide spectrum of learning activities

#### Observed and assessed practice requirements

For the Level 5 Diploma in Early learning and Childcare, there must be a **minimum** of **8** observations totalling a **minimum** of **8** hours.

Observations should be appropriately spaced throughout the whole programme and take into account a teacher's progress. Qualifi will provide guidance to enable providers to make a judgement about whether a trainee teacher has met the required standard of practice in an observation.

Course providers should ensure that the outcomes of assessments of observational practice are valid and reliable. These should provide developmental feedback to trainees to enable them to identify what they are doing well and to highlight what improvements could be made in future delivery.

Effective practice demands that the majority of observations are conducted “live” so that the observer can make rounded judgements not just about delivery but also on learners’ responses and outcomes and how the dynamics of teaching and learning evolve.

Those training providers that use remote observation for assessment purposes should note that a balance of in-person and remote observation is recommended, and only then if Qualifi are satisfied that the remote observation is robust. Remote observation can be helpful when it is utilised as part of a professional discussion, but the sole use of remote observation techniques involving video or digital recording, does not provide sufficient scope and should be avoided

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 Diploma. 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 our website or by making contact with QUALIFI.

## 10. Further Professional Development and Training

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

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

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

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

Our customer service number: +44 (0) 1158882323

Or email: [support@QUALIFI-international.com](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 5 Diploma in Early Learning and Childcare

#### Unit EY501: Management of children's care

Unit code: H/650/0982

RQF Level: 5

#### Unit Aims

This unit aims to provide learners with the knowledge and understanding of theories, principles and models that relate to early learning and childcare. Learners will also apply them and develop their understanding the role of communication and assessment in early learning and childcare.

The unit will also cover the application of theories and models of curriculum development within an area of specialism and the application of theories and models of reflection.

#### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: To achieve this unit, the learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates that the learner can:</b>
1. Understand children's care needs.	1.1 Evaluate the role of the early years practitioner during care routines including nappy changing, toilet training, washing, care of the skin, teeth and hair, mealtimes, rest and sleep.
	1.2 Explain safety precautions that reduce the risk of Sudden Infant Death Syndrome (SIDS).
	1.3 Analyse the benefits of working in partnership with parents/carers in relation to children's physical care.
2. Be able to manage care routines in early years.	2.1 Apply hygienic practice to minimize the spread of infection (hand washing, food hygiene, formula feed, dealing with spillages, safe disposal of waste, using personal protective equipment (PPE) correctly, cleaning and sterilization processes).
	2.2 Evaluate the quality of policies and procedures relating to care routines and the extent to which they meet the individual needs of infants and children.

2.3 Support best practice in children’s care by working in partnership with parents/carers.
2.4 Analyse the requirements of the immunisation schedule.

## Assessment and Delivery 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.

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

The assessment of all knowledge and understanding outcomes in this unit must be assessed using methods that are 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 all 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 5 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 contribute to 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

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

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)
- 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 Early learning and Childcare - 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 EY502: Children’s well-being and resilience

Unit code: J/650/0983

RQF Level: 5

### Unit Aims

The aim of this unit is to provide learners with the knowledge, understanding and skills that relate to understanding and fostering children’s well-being and resilience. This involves valuing each individual child and treating them inclusively.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: To achieve this unit, the learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates that the learner can:</b>
1. Understand diversity, equality and inclusion in their own area of responsibility.	1.1 Explain models of practice that underpin equality, diversity and inclusion.
	1.2 Analyse the potential effects of barriers to equality and inclusion.
	1.3 Evaluate the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion
2. Understand the way in which different approaches to promoting positive well-being and resilience in children influence early years practice.	2.1 Analyse the role and significance of well-being for children.
	2.2 Analyse the role and significance of resilience for children.
	2.3 Analyse different approaches to improving the well-being and resilience of children.
3. Be able to lead the development of practice with children to promote their well-being and resilience.	3.1. Evaluate their own practice in promoting children’s well-being and resilience
	3.2. Develop organizational policies and procedures for enhancing children’s well-being and resilience.
	3.3 Evaluate organizational practice in promoting children’s well-being and resilience.
	3.4. Lead others in promoting children’s well-being and resilience.
	3.5 Work in a way that supports others to engage with children to

	<p>build their self- esteem.</p> <p>3.6 . Support others to work with children in a manner that is open, trustworthy, respectful and reliable.</p> <p>3.7 Encourage and support children to express their feelings, views and hopes.</p> <p>3.8 Challenge practices that act as barriers to children’s well-being and resilience.</p>
4. Be able to lead practice in working with colleagues, parents/carers and others who are supporting children.	<p>4.1 Monitor the degree and quality of the involvement of others in supporting children’s well-being and resilience.</p> <p>4.2 Evaluate the quality of strategies that are used to engage with others who are supporting a child.</p> <p>4.3 Evaluate the quality of strategies that promote healthy lifestyles.</p>
5. Be able to support children’s well-being and resilience through collaboration with the ‘Key Person’, colleagues, parents/carers and other professionals.	<p>5.1 Implement strategies that support children to make positive choices about their health needs</p> <p>5.2 Lead colleagues to work collaboratively with others to meet the needs of children and enable them to progress</p> <p>5.3 Work in partnership with parents and/or carers to help them recognize and value the significant contributions they make to the child’s health, well-being, learning and development</p> <p>5.4 Take action to address concerns identified about the health of children that is appropriate to the nature of the concern</p>

## Assessment and Delivery Guidance

Centres must ensure that all trainee teachers have the required access to a minimum of 20 hours of teaching practice whilst undertaking this unit. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed to achieve the unit. Detailed assessment criteria can be found in delivery 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.

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

The assessment of all knowledge and understanding outcomes in this unit must be assessed using methods that are 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 all 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 5 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 contribute to 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

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

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.

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

The trainee teacher 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 naturally occur.

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

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- Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)

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- Journal of Education - SAGE Journals
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- [www.vital.ac.uk](http://www.vital.ac.uk) – Open University and Department for Education professional development programme and resources

## Unit EY503: Positive behaviour in early years

Unit code: K/650/0984

RQF Level: 5

### Unit Aims

This unit aims to provide learners with the knowledge, understanding and skills needed to develop and implement a strategy and policies designed to encourage children's positive behaviour.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: To achieve this unit, the learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates that the learner can:</b>
1. Be able to develop a strategy and policies for children's behaviour.	1.1 Analyse theories underpinning behaviour in early years.
	1.2 Develop a strategy and policies that are designed to support children's positive behaviour.
	1.3 Review the extent to which organizational processes and procedures reflect the requirements of the strategy and policies and make recommendations for improvement.
2. Be able to implement the strategy and policies for children's behaviour.	2.1 Lead others by modelling and promoting the positive behaviours expected of children.
	2.2 Engage with parents/carers and others to recognise when a child is in need of support.
	2.3 Lead intervention strategies for person-centred practice.
	2.4 Support children to manage their own behaviour in relation to others
	2.5 Evaluate the quality of the behaviour strategy and policies
	2.6 Make recommendations for improvement to the behaviour strategy and policies

## Assessment and Delivery 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.

The assessment of all competence outcomes will be assessed using methods that are appropriate for the assessment of competence i.e. in the form of teaching practice of learners in a teaching / training environment.

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

It is a requirement that learners are able to analyse and demonstrate their understanding of theories, principles and models of learning, communication and assessment.

The assessment of all knowledge and understanding outcomes in this unit must be assessed using methods that are 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 all 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 5 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 contribute to 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

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

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.

## Evidence and range criteria to be covered for assessment

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 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

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- 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 Early learning and Childcare - 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 EY504: Child development and communication skills in early years

Unit code: L/650/0985

RQF Level: 5

### Unit Aims

This unit aims to develop learners' understanding of the expected pattern of children's development and the influences on their development. In particular, it aims to develop learners' understanding of the development of children's communication skills from birth to 7 years old.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: To achieve this unit, the learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates that the learner can:</b>
1. Understand the expected pattern of development for children from birth to 7 years.	1.1 Explain the sequence and rate of each aspect of development that would normally be expected i.e. cognitive; speech, language and communication; literacy and numeracy; physical; emotional; social; neurological and brain development.
	1.2 Analyse the difference between the sequence and rate of development and why the distinction is important.
2. Understand the factors that influence children's development.	2.1 Analyse the importance to children's holistic development of speech, language and communication personal, social and emotional development and physical development.
	2.2 Analyse the ways in which children's development is influenced by a range of personal and external factors.
	2.3 Analyse the importance of early identification of developmental delays
3. Understand the speech, language and communication developmental needs of infants and children.	3.1 Differentiate between speech, language and communication (Speech, Language and Communication Needs (SLCN))

	3.2 Explain the way in which speech, language and communication skills develop from birth to 7 years old.
	3.3 Evaluate the role of speech, language and communication for holistic development.
	3.4 Analyse the features of effective intervention strategies in response to SLCN.
	3.5 Evaluate the extent and quality of partnership working for children's SLCN.
4. Be able to evaluate the quality of provision for developing infants' and children's communication and language.	4.1 Analyse the benefits and limitations of methods of monitoring children's communication, speech and language development.
	4.2 Analyse the effectiveness of procedures for recording children's speech, language and communication stage.
	4.3 Evaluate the quality of activities, experiences and learning opportunities for the development of speech, language and communication.
	4.4 Analyse the ways in which day-to-day activities within the setting can be used to encourage speech, language and communication development.

## Assessment and Delivery Guidance

Centres must ensure that all trainee teachers have the required access to a minimum of 20 hours of teaching practice whilst undertaking this unit. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed to achieve the unit. Detailed assessment criteria can be found in delivery 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.

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

The assessment of all knowledge and understanding outcomes in this unit must be assessed using methods that are 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.

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necessary part of this unit in order to assess the skills of analysis and academic writing required by a Level 5 qualification. Written assessment may take a variety of forms, such as:

- projects
- written questions
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- case studies
- reflective journal

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- observed work
- witness statements
- audio-visual media
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- professional discussion
- oral questions

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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.

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## Unit EY505: Managing children’s holistic development in early years

Unit code: M/650/0986

RQF Level: 5

### Unit Aims

The aim of this unit is for learners to be able to plan and manage children’s holistic development to meet their individual needs; evaluate approaches to developing their literacy and numeracy and apply theoretical approaches to their own professional practice.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: To achieve this unit, the learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates that the learner can:</b>
<p>1. Be able to manage planning for the holistic development of children in early years.</p>	<p>1.1 Analyse the way in which children’s educational development can be affected by their personal stage of development and circumstances.</p>
	<p>1.2 Plan play opportunities and educational programmes that are designed to meet children’s individual needs for development in: communication and language skills; physical; personal, social and emotional; literacy and numeracy; world view and the arts.</p>
	<p>1.3 Manage play opportunities and educational programmes in accordance with the plan.</p>
	<p>1.4 Strike a practical balance between child-led activities and adult-led activities.</p>
<p>2. Be able to monitor and evaluate enabling approaches to foster children’s literacy and numeracy.</p>	<p>2.1 Develop and implement practicable strategies for encouraging literacy and mathematics through exploration.</p>
	<p>2.2 Monitor the effectiveness of strategies for encouraging literacy and mathematics using formative and summative assessments.</p>
	<p>2.3 Make recommendations for improvement to strategies for encouraging literacy and mathematics.</p>

	2.4 Adapt individual children's development plans the better to meet their individual needs.
3. Be able to apply philosophical and theoretical perspectives to professional practice in early years education.	3.1 Analyse a range of philosophical and theoretical perspectives on child development.
	3.2 Evaluate the impact of philosophical and theoretical perspectives on children's development.
	3.3 Evaluate the way in which philosophical and theoretical perspectives influence their own professional practice.

### Assessment and Delivery Guidance

Centres must ensure that all trainee teachers have the required access to a minimum of 20 hours of teaching practice whilst undertaking this unit. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed to achieve the unit. Detailed assessment criteria can be found in delivery 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.

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- [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 EY506: Developing children's literacy skills

Unit code: R/650/0987

RQF Level: 5

### Unit Aims

This unit aims to help learners to be able to develop children's literacy.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: To achieve this unit, the learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates that the learner can:</b>
1. Be able to support children's language and communications needs.	1.1 Analyse children's individual language and communications needs.
	1.2 Evaluate the effectiveness of the resources used to develop children's communication abilities.
	1.3 Develop and make use of a language-rich environment.
2. Be able to develop and implement strategies that support children's literacy.	2.1 Develop strategies that support individual children's literacy.
	2.2 Implement strategies that develop individual children's literacy in accordance with the plan.
	2.3 Analyse the effectiveness of the use of systematic synthetic phonics in the teaching of reading.
	2.4 Interact with children in a way that fosters the development of their literacy skills.
	2.5 Evaluate the effectiveness of strategies to develop individual children's literacy needs and make recommendations for improvement.

## Assessment and Delivery Guidance

Centres must ensure that all trainee teachers have the required access to a minimum of 20 hours of teaching practice whilst undertaking this unit. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed to achieve the unit. Detailed assessment criteria can be found in delivery 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.

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

The assessment of all knowledge and understanding outcomes in this unit must be assessed using methods that are 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 all 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 5 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 contribute to 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

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

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)
- 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), 4<sup>th</sup> Edition (Learning Matters, 2011)

### Journals and/or magazines

- Education + Training - Emerald Insight
- Journal of Education - SAGE Journals
- Journal of Early learning and Childcare - 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 EY507: Developing children’s mathematical skills

Unit code: T/650/0988

RQF Level: 5

### Unit Aims

This unit aims to help learners to be able to develop children’s mathematical skills.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: To achieve this unit, the learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates that the learner can:</b>
1. Be able to support children’s needs for mathematical skills.	1.1 Analyse children’s individual mathematical skills needs.
	1.2 Evaluate the effectiveness of the resources used to develop children’s mathematical abilities.
	1.3 Analyse ways in which mathematics relates to children’s everyday lives.
	1.4 Analyse the factors that affect children’s learning of mathematical concepts.
2. Be able to develop and implement strategies that support children’s numeracy.	2.1 Develop strategies that support individual children’s numeracy.
	2.2 Implement strategies that develop individual children’s numeracy in accordance with the plan.
	2.3 Explain the reasons for scaffolding children’s mathematical development.
	2.4 Interact with children in a way that fosters the development of their numeracy skills
	2.5 Analyse the reasons for valuing children’s individual interests when supporting children’s mathematical development.
	2.6 Evaluate the effectiveness of strategies to develop individual children’s numeracy needs and make recommendations for improvement.

## Assessment and Delivery Guidance

Centres must ensure that all trainee teachers have the required access to a minimum of 20 hours of teaching practice whilst undertaking this unit. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed to achieve the unit. Detailed assessment criteria can be found in delivery 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.

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

The assessment of all knowledge and understanding outcomes in this unit must be assessed using methods that are 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 all 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 5 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 contribute to 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

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

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.

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- 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
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- Journal of Curriculum Studies Taylor and Francis London
- Professional/vocational specific journals
- Times Educational Supplement – FE Focus/Times Higher Education – weekly newspaper

## Unit EY508: Safeguarding in early years

Unit code: Y/650/0989

RQF Level: 5

### Unit Aims

This unit aims to develop learners' understanding of the role and scope of safeguarding in early years education and policies and procedures for implementing safeguarding processes.

### Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates that the learner can:
1. Understand the role of safeguarding in early years.	1.1 Analyse the purpose and scope of safeguarding (practical; welfare; confidentiality; emotional/psychological safety; trust and respect).
	1.2 Analyse the impact of safeguarding- and child protection-related legislation.
	1.3 Analyse the role of early years practitioners in safeguarding.
2. Be able to implement safeguarding policies and procedures.	2.1 Analyse the reasons for investigations and serious case reviews are needed.
	2.2 Evaluate the effectiveness of safeguarding policies and procedures.
	2.3 Identify loopholes and inconsistencies in safeguarding policies and procedures and make recommendations for improvement.
3. Be able to support children's well-being and resilience.	3.1 Analyse the ways in which children's well-being and resilience supports the safeguarding of children
	3.2 Evaluate the extent to which organizational policies and practices support children's well-being and resilience
	3.3 Evaluate strategies for effective liaison between different professional in relation to children's well-being, resilience and safeguarding

## Assessment and Delivery Guidance

Centres must ensure that all trainee teachers have the required access to a minimum of 20 hours of teaching practice whilst undertaking this unit. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed to achieve the unit. Detailed assessment criteria can be found in delivery 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.

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

The assessment of all knowledge and understanding outcomes in this unit must be assessed using methods that are 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.

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- written questions
- assignments
- case studies
- reflective journal

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

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- Professional/vocational specific journals
- Times Educational Supplement – FE Focus
- Times Higher Education – weekly new

## Unit EY509: Health and safety in early years

Unit code: F/650/0990

RQF Level: 5

### Unit Aims

This unit aims to develop learners' knowledge and understanding of the health and safety requirements that are relevant to early years education and to be able to implement health and safety-related policies and processes.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: To achieve this unit, the learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates that the learner can:</b>
1. Understand the legislative framework for health and safety relevant to early years education.	1.1 Analyse the scope and requirements of relevant legislation.
	1.2 Analyse the requirements of organisational policies and practices and the way in which these relate to legislation.
2. Be able to implement health and safety policies and processes that are relevant to early years education.	2.1 Implement health and safety policies and processes in accordance with their requirements within agreed timescales.
	2.2 Monitor and report on the extent of compliance with organizational policies and procedures.
	2.3 Explain the actions to be taken in the event of non-compliance.
	2.4 Evaluate the effectiveness of organizational policies and processes for health, safety and risk management and make recommendations for improvement.

### Assessment and Delivery Guidance

Centres must ensure that all trainee teachers have the required access to a minimum of 20 hours of teaching practice whilst undertaking this unit. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed to achieve the unit. Detailed assessment criteria can be found in delivery 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.

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- written questions
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- case studies
- reflective journal

Where applicable, the assessor will integrate knowledge outcomes into practical observations in place of some written work as they contribute to 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

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

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.

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- 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 Qualifi Level 5 Diploma in Early learning and Childcare Centre Specification November 2021

and skills sector (Further Education and Skills) (Sage 2007)

- Griffith A and Burns M – Outstanding Teaching: Engaging Learners (Crown House Publishing, 2012)
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- Reece I and Walker S – Teaching, Training and Learning: A Practical Guide (Business Education, 2007)
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### **Journals and/or magazines**

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### **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 EY510: Special Educational Needs and Disability (SEND) in early years

Unit code: H/650/0991

RQF Level: 5

### Unit Aims

This unit aims to develop the learner's knowledge and understanding of the legislation relevant to children with Special Educational Needs and Disability (SEND) and the provision for meeting children's additional needs in early years education.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: To achieve this unit, the learner must be able to:</b>	<b>Assessment Criteria: Assessment of these outcomes demonstrates that the learner can:</b>
<p>1. Understand the legislation and national guidance for inclusive practice in early years.</p>	<p>1.1 Analyse the scope, requirements and implications of legislation, national guidance and Code of Practice for inclusive practice and Special Educational Needs and Disability (SEND) pathfinder information.</p>
	<p>1.2 Analyse the role of local authorities in relation to inclusive practice and meeting the needs of children with Special Educational Needs and Disability (SEND).</p>
	<p>1.3 Evaluate integrated plans for Education, Health and Care in England (EHCP).</p>
	<p>1.4 Analyse organizational obligations in relation to the allocation and use of Disability Access Fund (DAF) Early Years Pupil Premium (EYPP).</p>
<p>2. Understand the provision for meeting the additional needs of children in early years.</p>	<p>2.1 Analyse the role and responsibilities of early years practitioners in relation to inclusive practice and meeting the needs of children with Special Educational Needs and Disability (SEND) including quality assurance.</p>
	<p>2.2 Evaluate the quality of education provision for children's additional needs in relation to significant life events and transition.</p>
	<p>2.3 Evaluate staff training provision in relation to children's additional needs.</p>

2.4 Evaluate the effectiveness of strategies to identify SEND children.
2.5 Evaluate the effectiveness of partnership working in the Special Educational Needs Co-ordinator (SENCo) and the scope of the SENCo role.

## Assessment and Delivery Guidance

Centres must ensure that all trainee teachers have the required access to a minimum of 20 hours of teaching practice whilst undertaking this unit. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed to achieve the unit. Detailed assessment criteria can be found in delivery 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.

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

The assessment of all knowledge and understanding outcomes in this unit must be assessed using methods that are 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.

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- projects
- written questions
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- case studies
- reflective journal

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- observed work
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- professional discussion
- oral questions

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