



Handbook

EYD3 – VTCT (Skillsfirst) Level 3 Diploma for the
Children & Young People’s Workforce (Early Years
Educator)

601/8151/5

Version 8

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 3 Diploma for the Children & Young People's Workforce (Early Years Educator)
Qualification number	601/8151/5
Product code	EYD3
Age range	This Level 3 Diploma is not approved for the use of those who are under 16 years of age, and Skillsfirst cannot accept any registrations for learners in this age group. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. These too should be clarified with the appropriate regulator in their home nation where there is uncertainty about such restrictions.
Credits	61
Total Qualification Time (TQT)	613
Guided Learning (GL) hours	402
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"> • Portfolio of evidence • Skills-based assessment (if applicable)
Entry requirements	Centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place. Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold
Legal considerations	Learners entering the children and young people workforce may be legally required to undergo formal record check relevant to their home nation prior to taking up any employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular work area are fully met. As the requirements vary between sectors and countries checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

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

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

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

2.2 Progression opportunities

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

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

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

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

or similar higher level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 3 Diploma for the Children & Young People's Workforce (Early Years Educator) learners must achieve all mandatory units. All **61** credits must be achieved.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 61 credits				
EYE1	Support numeracy and literacy development in children	3	5	L/507/5030
EYE2	Understand and promote child development	3	6	Y/507/5032
EYE3	Understand how to safeguard the wellbeing of children and practitioners	3	5	F/507/9396
EYE4	Promote the health and safety of children	3	5	J/507/9397
EYE5	Partnership working with key person, colleagues and other professionals	3	4	T/507/5037
EYE6	Be able to support organisational processes and procedures for recording, storing and sharing information	3	2	A/507/5038
EYE7	Promote the health and well-being of children	3	5	D/507/5041
EYE8	Promote learning and development in the early years	3	5	L/507/5044
EYE9	Promote diversity, equality and inclusion within the early years sector	3	2	D/507/5047
EYE10	Engage in personal development in an early years setting	3	5	R/507/9399
EYE11	Context and principles for early years provision	3	7	L/507/9398
EYE12	Lead and manage a community based early years setting	4	6	H/507/9276
EYE13	Promote the well being and resilience of children and young people	3	4	T/507/9279

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Skills for Care and Development

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

2nd Floor
City Exchange
11 Albion Street
Leeds
LS1 5ES
Phone: 01133907666

Email: sscinfo@skillsforcareanddevelopment.org.uk

This handbook provides details from Skills for Care and Development assessment strategy, which centres will need to apply in order to assess and quality assure the Skillsfirst Level 3 Diploma for the Children & Young People's Workforce (Early Years Educator) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

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

4.3 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

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

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

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

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

Assessor requirements

The Assessors of competence based units must:

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

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

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

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

Teachers/Trainers/Tutors

All teachers/trainers/tutors must:

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

Expert witness

An expert witness must:

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

Internal verifiers/Internal quality assurance

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

Suitable alternatives include:

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

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

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

4.4 Employer direct model

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

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

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

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

4.5 Guidance on providing evidence for the extended age ranges

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

4.6 Competence based units

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

4.7 Knowledge based units

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

4.8 Confidentiality, and images of minors being used as evidence

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

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

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

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

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

4.9 Continuous professional development (CPD)

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

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

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

4.10 Total Qualification Time (TQT)

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

5 Assessment

5.1 Summary of assessment methods

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

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

6 Units

Unit Handbook

EYE1 – Support numeracy and literacy development in children

Unit reference number: L/507/5030

Level: 3

Credit value: 5

Guided Learning (GL) hours: 39

Unit aim

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

Learning outcomes

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

LO1 Understand how to support the development of children’s speech, language and communication skills

LO2 Understand how to support the development of children’s mathematical skills

LO3 Understand how to create an enabling environment for children which promotes communication, language, literacy and mathematics

LO4 Be able to plan, deliver and assess numeracy and literacy activities for children

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to:

CCLD0345 - Promote literacy, numeracy and language development for children's early learning

Support of the unit by a sector or other appropriate body

This unit is endorsed by NCTL.

Assessment

Simulation is not allowed.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to support the development of children's speech, language and communication skills	1.1 Explain each of the terms <ul style="list-style-type: none"> • Speech • Language • Communication • Speech, language and communication needs
	1.2 Explain how speech, language and communication skills support the development of other areas
	1.3 Explain how systematic synthetic phonics supports the teaching of reading
	1.4 Analyse ways of supporting the development of children's speech, language and communication skills in relation to national and local policies and legislation
	1.5 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition

Learning Outcome	Assessment Criteria
LO2 Understand how to support the development of children's mathematical skills	2.1 Explain the concepts of mathematical skills
	2.2 Explain how mathematics supports the development of other areas
	2.3 Explain how mathematics in the early years prepares children to participate successfully in society
	2.4 Analyse ways of supporting the development of mathematical skills in relation to national and local policies and legislation

Learning Outcome	Assessment Criteria
LO3 Understand how to create an enabling environment for children which promotes communication, language, literacy and mathematics	3.1 Describe the features of an enabling environment which promotes the development of children's communication, language, literacy and mathematical skills
	3.2 Explain strategies that the practitioner can use to effectively support the development of children's mathematical and speech, language and communication skills

Learning Outcome	Assessment Criteria
LO4 Be able to plan, deliver and assess numeracy and literacy activities for children	4.1 Plan activities that support the development of children’s numeracy and literacy skills which demonstrate different support strategies to promote learning and development
	4.2 Demonstrate that the child’s individual needs, interests and stage of development have been taken into consideration when planning the activities
	4.3 Explain how each activity relates to other areas of learning and development
	4.4 Explain the different ways that children learn using the characteristics of effective teaching and learning
	4.5 Deliver activities that support the development of children’s numeracy and literacy skills in line with the plans
	4.6 Carry out an observed assessment of the activities to identify the level of achievement, interest and learning styles of one child
	4.7 Explain how the outcome of the assessment will inform the next steps for the child’s development

EYE1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

EYE2 – Understand and promote child development

Unit reference number: Y/507/5032

Level: 3

Credit value: 6

Guided Learning (GL) hours: 49

Unit aim

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

Learning outcomes

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

LO1 Understand the expected pattern of development for children from birth to 7 years

LO2 Understand the factors that influence children's development and how these could affect practice

LO3 Understand how to monitor children's progress and recognise when expected progress is not being made

LO4 Understand how to support children through transitions and significant events

LO5 Be able to support children experiencing transitions and other significant events

LO6 Be able to support children's positive behaviour

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to:

SCDCCLD0303 - Promote the development of children and young people

Support of the unit by a sector or other appropriate body

This unit is endorsed by NCTL.

Assessment

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the expected pattern of development for children from birth to 7 years	1.1 Explain the holistic development of children covering all developmental aspects from birth - 07
	1.2 Explain the difference between sequence of development and rate of development and why the difference is important

Additional guidance

Developmental aspects are:

- Pre and post- natal neurological and brain development
- Physical
- **Communication**
- **Intellectual/ cognitive**
- Personal, social, emotional and behavioural

Communication

- Extending vocabulary
- Language structure
- Dialogue
- Literacy

Intellectual/ cognitive

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

Learning Outcome	Assessment Criteria
LO2 Understand the factors that influence children's development and how these could affect practice	2.1 Explain how children's development is influenced by a range of personal factors both pre and post-natal
	2.2 Explain how children's development is influenced by a range of external factors
	2.3 Explain how theories of development have influenced current legislation

Additional guidance

Personal factors may include:

- health status
- disability
- sensory impairment
- learning difficulties
- immunisation

External factors may include:

- poverty and deprivation
- family environment and background
- family circumstances
- lifestyle choices

Theories of development may include:

- cognitive (eg Piaget)
- psychoanalytic (eg Freud)
- humanist (eg Maslow)
- social learning (eg Bandura)
- operant conditioning (eg Skinner)
- behaviourist (eg Watson)

Learning Outcome	Assessment Criteria
LO3 Understand how to monitor children's progress and recognise when expected progress is not being made	3.1 Explain how to use different types of observation and assessments to identify children's progress, understand their needs and to plan activities and support
	3.2 Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances
	3.3 Explain how different types of support available can promote positive outcomes for children where development is not at the expected rate

Learning Outcome	Assessment Criteria
LO4 Understand how to support children through transitions and significant events	4.1 Identify different transitions and significant events and explain their effects on the child
	4.2 Explain strategies to help minimise the effects of transitions on the child, including partnership working with others
	4.3 Evaluate the effect on children of having positive relationships during periods of transition

Additional guidance

Transitions and significant events;

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

Others may include;

- children
- parents/carers
- key person, colleagues
- other professionals

Positive relationships may include;

- children
- parents
- key person

Learning Outcome	Assessment Criteria
LO5 Be able to support children experiencing transitions and other significant events	5.1 Explain how to prepare children experiencing different types of transitions and significant events
	5.2 Support children in preparing for different types of transitions and significant events
	5.3 Manage the transitions in partnership with others

Additional guidance

Transitions and significant events;

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

Others may include:

- children
- parents/carers
- key person, colleagues
- other professionals

Learning Outcome	Assessment Criteria
LO6 Be able to support children's positive behaviour	6.1 Explain the national and local policies and legislation relating to promoting positive behaviour
	6.2 Demonstrate different strategies when working with children to encourage positive behaviour
	6.3 Evaluate different approaches to supporting positive behaviour

Additional guidance

Supporting positive behaviour may include:

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

EYE2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

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

Unit reference number: D/507/5033

Level: 3

Credit value: 5

Guided Learning (GL) hours: 36

Unit aim

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

Learning outcomes

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

LO1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and practitioners

LO2 Understand the importance of working in partnership with other organisations to safeguard children

LO3 Understand how to recognise and respond to evidence or concerns that a child has been abused or harmed

LO4 Understand how to respond to evidence or concerns that a child has been bullied

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to:

SCDLSS2 - Safeguard and protect the well-being of children and young people

Support of the unit by a sector or other appropriate body

This unit is endorsed by NCTL.

Assessment

Simulation is not allowed.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and practitioners	1.1 Outline national policies and legislation relevant to safeguarding of children and practitioners
	1.2 Explain the importance of safeguarding children within an early years setting
	1.3 Describe child protection within the wider concept of safeguarding children
	1.4 Analyse how national and local policies and legislation surrounding safeguarding affect day to day practice when working with children
	1.5 Describe ways in which concerns about poor practice can be reported whilst ensuring that whistle-blowers and those whose practice or behaviour is being questioned are protected

Additional guidance

Wider concept may include:

- Health and safety
- risk assessments
- child exploitation
- online safety

Day to day practice may include:

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

Learning Outcome	Assessment Criteria
LO2 Understand the importance of working in partnership with other organisations to safeguard children	2.1 Explain the importance of a child centred approach when working as part of a multi-agency team
	2.2 Examine how previous serious case reviews have influenced current policy, legislation and practices
	2.3 Explain what is meant by multiagency working in the context of safeguarding
	2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child has been abused or harmed

Additional guidance

Different organisations may include:

- Social services
- NSPCC
- Health visiting
- GP
- Probation
- Police
- School
- Psychology service

Learning Outcome	Assessment Criteria
LO3 Understand how to recognise and respond to evidence or concerns that a child has been abused or harmed	3.1 Identify factors which may put a child at a higher risk form harm or abuse
	3.2 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	3.3 Explain own role and responsibilities if a child discloses harm or abuse or if you suspect abuse in line with policies and procedures of own setting
	3.4 Explain the rights that children and their parents/carers have in situations where harm or abuse is suspected or alleged

Additional guidance

Possible signs, symptoms, indicators and behaviours should include:

- domestic abuse
- neglect abuse
- physical abuse
- emotional abuse
- sexual abuse

Learning Outcome	Assessment Criteria
LO4 Understand how to respond to evidence or concerns that a child has been bullied	4.1 Explain different types of bullying and the potential effects on children
	4.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
	4.3 Explain how to support a child and or their family when bullying is suspected or alleged

Additional guidance

Bullying may include:

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

EYE3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

EYE4 – Promote the health and safety of children

Unit reference number: K/507/5035

Level: 3

Credit value: 5

Guided Learning (GL) hours: 38

Unit aim

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

Learning outcomes

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

LO1 Understand how to plan and provide environments and services that support children and young people's health and safety

LO2 Be able to recognise and manage risks to the health, safety and wellbeing of children

LO3 Understand and enable children to assess and manage risk for themselves

LO4 Understand appropriate responses to accidents and incidents, emergencies and illness in an early years setting and off site visits

LO5 Be able to follow infection control procedures within an early years setting

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to:

SCDCCLD0307 - Promote the health and physical development of children

SCDLSS2 - Safeguard and protect the well-being of children and young people

Support of the unit by a sector or other appropriate body

This unit is endorsed by NCTL.

Assessment

Simulation is not allowed.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to plan and provide environments and services that support children and young people's health and safety	1.1 Explain how current health and safety legislation, policies and procedures are implemented in your setting
	1.2 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments
	1.3 Explain how health and safety is monitored and maintained in an early years setting
	1.4 Identify sources of current guidance for planning healthy and safe environments

Additional guidance

Factors may include:

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

Learning Outcome	Assessment Criteria
LO2 Be able to recognise and manage risks to the health, safety and wellbeing of children	2.1 Demonstrate how to identify potential hazards to the health, safety and security of children, their families and other visitors and colleagues
	2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits
	2.3 Carry out health and safety risk assessments for both activities and the environment illustrating how its implementation will reduce risk
	2.4 Explain how health and safety risk assessments are monitored and reviewed

Additional guidance

Potential hazards may include:

- physical
- security
- fire
- food safety
- personal safety

Learning Outcome	Assessment Criteria
LO3 Understand and enable children to assess and manage risk for themselves	3.1 Explain why it is important to take a balanced approach to risk management
	3.2 Explain the dilemma between the rights and choices of children and health and safety requirement
	3.3 Give example from own practice of supporting children to assess and manage risk

Additional guidance

Balanced approach to risk management may include:

- taking into account the child's age, needs and abilities
- avoiding excessive risk taking
- not being excessively risk averse
- recognising the importance of risk and challenge to a child's development

Learning Outcome	Assessment Criteria
LO4 Understand appropriate responses to accidents and incidents, emergencies and illness in an early years setting and off site visits	4.1 Explain the policies and procedures of the setting or service in response to accidents, incidents, missing child, emergencies and illness
	4.2 Produce accurate and legible reports in response to accidents, incidents, injuries, signs of illness and other emergencies

Additional guidance

Accidents, incidents, missing child, emergencies and illness may include:

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

Learning Outcome	Assessment Criteria
LO5 Be able to follow infection control procedures within an early years setting	5.1 Outline current legislation and regulatory body standards relevant to the prevention and control of infection
	5.2 Explain own roles and responsibilities in relation to the prevention and control of infection, including the use of personal protective clothing
	5.3 Demonstrate effective hygiene practices when <ul style="list-style-type: none"> • hand washing • using personal protective equipment • disposing of waste

EYE4 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

EYE5 – Partnership working with key person, colleagues and other professionals

Unit reference number: T/507/5037

Level: 3

Credit value: 4

Guided Learning (GL) hours: 31

Unit aim

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

Learning outcomes

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

LO1 Understand the importance of working in partnership with key person, colleagues and other professionals

LO2 Understand how to recognise and arrange additional support for individual children

LO3 Respond to a child's individual support needs

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to:

SCDCCLD0321 - Promote the care, learning and development of children with additional requirements in partnership with their families

Support of the unit by a sector or other appropriate body

This unit is endorsed by NCTL.

Assessment

Simulation is not allowed.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of working in partnership with key person, colleagues and other professionals	1.1 Explain the local and national policies and legislation surrounding equality of opportunity and anti-discriminatory practice to ensure all children are included and supported
	1.2 Explain the importance of working with parents, colleagues and other professionals to secure better outcomes for children
	1.3 Identify the people that practitioners work in partnership with and explain the support that each provides to both the child and their family and the setting
	1.4 Identify common barriers to partnership working and how these can be overcome to ensure the best outcomes for children

Learning Outcome	Assessment Criteria
LO2 Understand how to recognise and arrange additional support for individual children	2.1 Describe the term SEND and the range of needs that a child may display
	2.2 Explain the legislation surrounding the identification of children with SEN or disability
	2.3 Describe the arrangements within your setting to identify emerging difficulties in a child ensuring that the practitioner responds early
	2.4 Explain the dilemmas a practitioner may face when identifying emerging difficulties in a child

Learning Outcome	Assessment Criteria
LO3 Respond to a child's individual support needs	3.1 Demonstrate how observations and assessments are used to identify children who require additional support
	3.2 Use appropriate communication strategies suitable for the situation to ensure effective partnership working with key person, colleagues and other professionals
	3.3 Contribute to the completion of reports to ensure that the needs of the child are met in line with local and national policies and legislation and settings guidelines

Additional guidance

Appropriate communication may include:

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

EYE5 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

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

Unit reference number: A/507/5038

Level: 3

Credit value: 2

Guided Learning (GL) hours: 9

Unit aim

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

Learning outcomes

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

LO1 Understand the legislation and company guidelines for recording, storing and sharing information

LO2 Use information to secure the best outcomes for children

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to:

SCDHSC0434 - Lead practice for managing and disseminating records and reports

Support of the unit by a sector or other appropriate body

This unit is endorsed by NCTL.

Assessment

Simulation is not allowed.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the legislation and company guidelines for recording, storing and sharing information	1.1 Explain national and local legislation and polices surrounding recording, storing and sharing both verbal and written information
	1.2 Describe possible situations where you would have to consider maintaining confidentiality and the need to disclose information for the welfare of the child

Additional guidance

Information may include;

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

Learning Outcome	Assessment Criteria
LO2 Use information to secure the best outcomes for children	2.1 Ensure all information is accurate and coherent and updated in line with company guidelines
	2.2 Demonstrate the handling of recording, storing and sharing information in line with company guidelines

Additional guidance

Information may include;

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

EYE6 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

EYE7 – Promote the health and well-being of children

Unit reference number: A/507/5041

Level: 3

Credit value: 5

Guided Learning (GL) hours: 24

Unit aim

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

Learning outcomes

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

LO1 Understand the importance of promoting positive health and well-being of children

LO2 Be able to respond to the health needs of children

LO3 Be able to provide physical care for children

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to:

SCDCCLD0308 - Promote children's well-being and resilience

Support of the unit by a sector or other appropriate body

This unit is endorsed by NCTL.

Assessment

Simulation is not allowed.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of promoting positive health and well-being of children	1.1 Explain the factors that influence health and well-being of children
	1.2 Identify the signs and symptoms of common childhood illnesses and any recommended exclusion periods
	1.3 Explain the childhood immunisation programme as a preventative measure towards potential childhood illnesses
	1.4 Understand and Identify effective ways of promoting health and well-being and healthy lifestyles in an early years setting

Additional guidance

Factors that influence health and well-being may include:

- attachment
- relationships
- emotional security
- health
- self esteem
- diet
- exercise
- rest and sleep
- prompt medical/dental attention when needed
- preventive health programmes

Learning Outcome	Assessment Criteria
LO2 Be able to respond to the health needs of children	2.1 Support children to recognise, value and meet their health needs as appropriate to their age and level of understanding
	2.2 Encourage children to make positive choices about all of their health needs
	2.3 Assess any risks or concerns to the health and well-being of children and take appropriate action
	2.4 Explain the importance of informing relevant people when there are concerns about an individual child's health or well-being
	2.5 Record concerns about an individual child's health or well-being following recognised procedures

Additional guidance

Health needs may include:

- Physical
- Mental
- Sexual

Concerns may include:

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

Relevant people may include:

- parents and Carers
- colleagues / line manager
- other professionals

Learning Outcome	Assessment Criteria
LO3 Be able to provide physical care for children	3.1 Demonstrate how to support children's physical care routines , showing respect to the child
	3.2 Use personal care routines to promote children's learning and development
	3.3 Demonstrate how equipment and each area of the setting is kept clean and hygienic during personal care routines
	3.4 Demonstrate and evaluate measures take in the setting to prevent cross infection

Additional guidance

Care routines may include:

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

Prevent cross infection may include:

- hand washing
- food hygiene
- dealing with spillage's safely
- safe disposal of waste
- using correct personal protective equipment

EYE7 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

EYE8 – Promote learning and development in the early years

Unit reference number: L/507/5044

Level: 3

Credit value: 5

Guided Learning (GL) hours: 35

Unit aim

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

Learning outcomes

There are **seven** outcomes to this unit. The learner will:

LO1 Understand observation and assessment in the early years

LO2 Be able to carry out observations on children as they act and interact in their play and everyday activities and planned activities

LO3 Understand the importance of planning for children in the early years

LO4 Be able to plan activities in line with current early years frameworks

LO5 Be able to implement activities in line with relevant early years frameworks

LO6 Be able to work in partnership with others when undertaking observation and assessment

LO7 Be able to reflect on own practice in supporting the learning and development of children in their early years

Version 1.0

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by NCTL.

Assessment

Simulation is not allowed.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand observation and assessment in the early years	1.1 Explain the local and national policies and legislation and current frameworks surrounding observation and assessment of children in the early years
	1.2 Explain the importance of carrying out observations and assessments of children
	1.3 Describe occasions when each type of assessment may be used
	1.4 Explain the link between formative and summative assessment to ensure that the teaching and learning is challenging

Additional guidance

Assessments must include formative and summative

Learning Outcome	Assessment Criteria
LO2 Be able to carry out observations on children as they act and interact in their play and everyday activities and planned activities	2.1 Explain the factors that need to be taken into account when observing a child's development
	2.2 Observe and record a child's development in the following areas: <ul style="list-style-type: none"> • physical • communication • intellectual/cognitive • social, emotional and behavioural • moral
	2.3 Demonstrate the types of observation methods used and how these inform the planning for the individual child

Additional guidance

Factors may include:

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

Methods may include:

- different types of observations
 - snapshot
 - narrative
 - visual
- Information from parent, carers, children other professionals and colleagues

Learning Outcome	Assessment Criteria
LO3 Understand the importance of planning for children in the early years	3.1 Explain the local and national policies and legislation and current frameworks surrounding planning for children in the early years
	3.2 Explain the importance of carrying out planning within the early years to support the child's learning
	3.3 Describe the considerations that can be used as part of the planning process to support children to strengthen and deepen their current learning and development

Additional guidance

Considerations may include:

- role of the practitioner
- environment
- child's interests
- child led/ adult initiated activity

Learning Outcome	Assessment Criteria
LO4 Be able to plan activities in line with current early years frameworks	4.1 Use ongoing assessment and other sources to inform planning in the areas of; <ul style="list-style-type: none"> • communication and language • physical development • personal, social, emotional development • literacy • mathematics • understanding the world • expressive arts and design
	4.2 Engage effectively with children and their parents and carers and others to discuss progress and the child's next steps
	4.3 Develop holistic planning which supports the child to strengthen and deepen their current learning and development for the following areas; <ul style="list-style-type: none"> • communication and language • physical development • personal, social, emotional development • literacy • mathematics • understanding the world • expressive arts and design

Additional guidance

Other sources may include:

- children’s interest and preferences
- parents and carers
- colleagues
- other professionals

Others may include;

- child
- key person
- colleagues
- other professionals

Learning Outcome	Assessment Criteria
LO5 Be able to implement activities in line with relevant early years frameworks	5.1 Implement activities which are challenging and playful to promote learning and development in the following areas; <ul style="list-style-type: none"> • communication and language • physical development • personal, social, emotional development • literacy • mathematics • understanding the world • expressive arts and design
	5.2 Use a variety of strategies to engage with children through planned and purposeful play to promote children’s learning and development in regards to; <ul style="list-style-type: none"> • communication and language • physical development • personal, social, emotional development • literacy • mathematics • understanding the world • expressive arts and design
	5.3 Use effective language to develop and extend children’s learning and thinking
	5.4 Engage with children through both adult lead and child initiated activity

Additional guidance

Language may include:

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

How practitioners **promote children’s learning** may include:

- effective organisation and management
- sensitive intervention
- following child’s interest and stage of development
- supporting and facilitating
- modelling
- coaching
- sustained shared thinking
- providing balance of child-initiated and adult-initiated play and activity
- group learning and socialisation

Learning Outcome	Assessment Criteria
LO6 Be able to work in partnership with others when undertaking observation and assessment	6.1 Explain how observations can be used by others as part of a referral process
	6.2 Maintain accurate and coherent records and reports as part of the observation, assessment and referral process

Additional guidance

Others may include:

- key person
- colleagues
- parents
- other professionals

Referral process may include:

- SEN/ CAF
- Safeguarding
- During transitions
- Legislation

Learning Outcome	Assessment Criteria
LO7 Be able to reflect on own practice in supporting the learning and development of children in their early years	7.1 Reflect on practice in supporting the learning and development of children in their early years
	7.2 Demonstrate how to use reflection to make changes in own practice to meet the needs of the individual child

Additional guidance

Practice may include;

- self- reflection
- relevance
- meeting the child’s individual needs

EYE8 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

EYE9 – Promote diversity, equality and inclusion within the early years sector

Unit reference number: D/507/5047

Level: 3

Credit value: 2

Guided Learning (GL) hours: 19

Unit aim

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

Learning outcomes

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

LO1 Understand equality, diversity and inclusion in the early years sector

LO2 Be able to work in an inclusive way

Version 1.0

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by NCTL.

Assessment

Simulation is not allowed.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand equality, diversity and inclusion in the early years sector	1.1 Explain what is meant by Diversity, Equality, Discrimination and Inclusion
	1.2 Describe the national policies and legislation relating to equality, diversity and inclusion
	1.3 Describe the various types of discrimination and its potential effects
	1.4 Describe how you would challenge discrimination
	1.5 Explain how equality, diversity and inclusion is integrated into the day to day practice within an early years setting

Additional guidance

Effects may include affects on:

- the individual
- families or friends of the individual
- those who inflict discrimination
- wider society

Learning Outcome	Assessment Criteria
LO2 Be able to work in an inclusive way	2.1 Show interaction with individuals that respects their beliefs, culture, values and preferences
	2.2 Demonstrate actions that model inclusive practice
	2.3 Demonstrate how to support others to promote equality and rights

EYE9 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

EYE10 – Engage in personal development in an early years setting

Unit reference number: R/507/9399

Level: 3

Credit value: 5

Guided Learning (GL) hours: 19

Unit aim

The purpose of this unit is for learners to understand and recognise the importance of continuing professional development and how to recognise opportunities which will support and expand their professional development. This unit will highlight the importance of planning for and reviewing professional development.

Learning outcomes

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

LO1 Understand the importance of reflective practice

LO2 Be able to reflect on practice

LO3 Be able to evaluate own performance

LO4 Be able to agree a personal development plan

LO5 Be able to use learning opportunities and reflective practice to contribute to personal development

Version 2.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to:

SCDLSS6 - Reflect on, develop and maintain your practice

Support of the unit by a sector or other appropriate body

This unit is endorsed by NCTL.

Assessment

Simulation is not allowed.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of reflective practice	1.1 Explain the relationship between all the components of a learning cycle
	1.2 Explain the importance of reflective practice in continuously improving the quality of learning and development experiences for children
	1.3 Describe a method of reflective practice
	1.4 Explain the challenges which may hinder reflective practice

Additional guidance

Learning cycle may include:

- Kolb's learning cycle
- CPD cycle

Method of reflective practice may include:

- Gibbs reflective cycle
- Johns' model for structured reflection
- Rolfe's framework for reflective practice

Learning Outcome	Assessment Criteria
LO2 Be able to reflect on practice	2.1 Identify opportunities to reflect upon own practice
	2.2 Demonstrate the ability to reflect on own practice
	2.3 Describe how own values, belief systems and experiences may affect working practice

Learning Outcome	Assessment Criteria
LO3 Be able to evaluate own performance	3.1 Evaluate own practice and knowledge and understanding against own job role
	3.2 Demonstrate the use of feedback to evaluate own performance and inform practice

Learning Outcome	Assessment Criteria
LO4 Be able to agree a personal development plan	4.1 Identify sources of support for planning and reviewing own development
	4.2 Demonstrate how to work with others to review and prioritise own learning needs in line with company priorities, professional interests and development opportunities
	4.3 Demonstrate how to work with others to agree own personal development plan

Additional guidance

Sources of support may include:

- support from colleagues
- supervision
- appraisal
- within the organisation
- beyond the organisation

Others may include:

- the individual
- colleagues
- sector experts
- supervisor, line manager or employer
- other professionals

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

Learning Outcome	Assessment Criteria
LO5 Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning activities have affected practice
	5.2 Demonstrate how reflective practice has led to improved ways of working
	5.3 Record progress in relation to personal development

Additional guidance

Personal development may include;

- English
- mathematics
- music
- history
- modern foreign languages

EYE10 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

EYE11 – Context and principles for early years provision

Unit reference number: R/507/5059

Level: 3

Credit value: 7

Guided Learning (GL) hours: 38

Unit aim

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

Learning outcomes

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

LO1 Understand the purposes and principles of early years frameworks

LO2 Be able to provide enabling environments within an early years setting that support and extend children's development and learning in their early years

LO3 Understand and be able to how to work in partnership with parents and carers

Version 1.0

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by NCTL.

Assessment

Simulation is not allowed.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the purposes and principles of early years frameworks	1.1 Explain the legal status and principles of the relevant early years frameworks, and how national and local guidance materials are used within early years settings
	1.2 Explain how early years pedagogy has influenced current practice
	1.3 Explain the overarching principles of current early years frameworks that shape the practice in early years settings

Additional guidance

Early years pedagogy may include:

- Reggio Emilia
- High/Scope
- Montessori
- Steiner
- Te Whariki
- Bronfenbrenner

Learning Outcome	Assessment Criteria
LO2 Be able to provide enabling environments within an early years setting that support and extend children's development and learning in their early years	2.1 Prepare an enabling environment explaining how the area supports and extends children's learning and development
	2.2 Evaluate how effective the environment has been in extending children's learning and development
	2.3 Explain the effects child engagement in the environment has on encouraging high expectations of their achievement
	2.4 Explain how the environment meets the needs of individual children

Learning Outcome	Assessment Criteria
LO3 Understand and be able to how to work in partnership with parents and carers	3.1 Explain the local and national policies and legislation surrounding working in partnership with parents to secure the best outcomes for children
	3.2 Explain the importance of building positive relationships and working in partnership with parents and carers to provide an enabling environment for the child
	3.3 Identify barriers to both parents and the practitioner when working in partnership and identify ways in which these barriers can be overcome
	3.4 Explain strategies to support parents and carers where it is difficult to overcome these barriers

EYE11 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

EYE12 – Lead and manage a community based early years setting

Unit reference number: H/507/9276

Level: 4

Credit value: 6

Guided Learning (GL) hours: 45

Unit aim

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

Learning outcomes

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

LO1 Understand the purposes, benefits and key features of community based early years provision

LO2 Be able to lead the team in a community based early years setting

LO3 Be able to engage parents as partners in the community based early years setting

LO4 Be able to engage parents in the management/decision making processes of an early years setting

LO5 Be able to provide learning opportunities to support parents' participation in a community based early years setting

LO6 Be able to manage the resource, regulatory and financial requirements for a community base early years setting

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD:

311 – Provide leadership for your team

317 – Work with families to enhance children’s learning and development

324 – Support the delivery of community based services to children and families

329 – Work with a management committee

338 – Develop productive working relationships with colleagues

Support of the unit by a sector or other appropriate body

This unit is endorsed by NCTL.

Assessment

Simulation is not allowed.

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

Learning Outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the purposes, benefits and key features of community based early years provision	1.1 Explain the purpose and features of community based setting
	1.2 Explain how a community based early years setting can be an agent of community development
	1.3 Describe the benefits arising from community based early years provision for: <ul style="list-style-type: none"> • children • parents/carers • the early years setting • the local community

Learning Outcome	Assessment Criteria
LO2 Be able to lead the team in a community based early years setting	2.1 Demonstrate leadership skills in own practice
	2.2 Implement activities with the setting's staff team to share and promote their understanding of good practice
	2.3 Implement strategies to create and maintain a team culture among all of the staff and parents in a community based early years setting
	2.4 Examine the effectiveness of own practice in implementing the principles of community based early years provision

Additional guidance

Leadership skills may include:

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

Learning Outcome	Assessment Criteria
LO3 Be able to engage parents as partners in the community based early years setting	3.1 Establish and maintain a relationship of partners with the parents of an early years setting
	3.2 Exchange information with parents about the progress of their child's learning and development
	3.3 Involve parents in decisions about plans and activities to progress their child's learning and development
	3.4 Involve parents in the activities of the early years setting

Additional guidance

Involve parents in activities may include:

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

Learning Outcome	Assessment Criteria
LO4 Be able to engage parents in the management/ decision making processes of an early years setting	4.1 Explain the role of the parent management committee/support group in a community based early years setting
	4.2 Demonstrate support to parents' involvement in the parent management committee/support group of a community based early years setting

Learning Outcome	Assessment Criteria
LO5 Be able to provide learning opportunities to support parents' participation in a community based early years setting	5.1 Utilise the informal learning opportunities arising from parents' participation in activities to promote the learning and development of their own child and the setting's children
	5.2 Give a detailed account of a learning activity provided by the setting for its parents to develop their understanding of its early years curriculum, to include: <ul style="list-style-type: none"> • why the activity was appropriate for the setting's parents • how the setting encouraged parents to participate in the activity
	5.3 Provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting

Learning Outcome	Assessment Criteria
LO6 Be able to manage the resource, regulatory and financial requirements for a community based early years setting	6.1 Explain the regulatory requirements of the work setting and the lines of responsibility and reporting
	6.2 Explain how human resources are managed within the setting
	6.3 Demonstrate how systems of resource management operate in the work setting
	6.4 Demonstrate how financial systems in the setting are operated and accountability maintained according to appropriate standards

EYE12 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

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

Unit reference number: T/507/9279

Level: 3

Credit value: 4

Guided Learning (GL) hours: 30

Unit aim

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

Learning outcomes

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

LO1 Understand the importance of promoting positive well-being and resilience of children and young people

LO2 Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding

LO3 Be able to provide children and young people with a positive outlook on their lives

LO4 Be able to respond to the health needs of children and young people

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to:

HSC NOS Units 34 and 313

CCLD NOS Units 307 and 308

Professional practice in residential child care: Standards 1.5, 2.2, 2.3 and 4.3

Training support and development standards for foster care: 3.3 and 5.2

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

Simulation is not allowed.

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

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of promoting positive well-being and resilience of children and young people	1.1 Explain the factors that influence the well-being of children and young people
	1.2 Explain the importance of resilience for children and young people
	1.3 Analyse effective ways of promoting well being and resilience in the work setting
	1.4 Describe ways of working with carers to promote well being and resilience in children and young people

Additional guidance

Factors that influence well-being may include:

- Attachment
- Relationships
- Emotional security
- Health
- Self esteem
- Diet
- Exercise
- Rest and sleep
- Prompt medical/dental attention when needed
- Preventive health programmes

Learning Outcome	Assessment Criteria
LO2 Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding	2.1 Explain why social and emotional identity are important to the well being and resilience of children and young people
	2.2 Explain how to support children and young people to identify with their own self image and identity
	2.3 Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
	2.4 Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
	2.5 Explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people

Additional guidance

How to support children and young people to identify with their own self image and identity may include:

- Positive role models
- Cultural/ethnic networks
- Life story work

Learning Outcome	Assessment Criteria
LO3 Be able to provide children and young people with a positive outlook on their lives	3.1 Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
	3.2 Explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives
	3.3 Support and encourage children and young people to respond positively to challenges and disappointments
	3.4 Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
	3.5 Support children and young people to reflect on the impact of their own actions and behaviour

Learning Outcome	Assessment Criteria
LO4 Be able to respond to the health needs of children and young people	4.1 Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
	4.2 Encourage children and young people to make positive choices about all of their health needs
	4.3 Assess any risks or concerns to the health and well being of children and young people and take appropriate action
	4.4 Explain the importance of informing relevant people when there are concerns about a child or young person's health or well being
	4.5 Record concerns about a child or young person's health or well being following recognised procedures

Additional guidance

Health needs may include:

- Physical
- Mental
- Sexual

Concerns may include:

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

Relevant people may include:

- Carers
- Social worker
- Lead professional
- Residential workers

EYE13 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

EYD3 Document History

Version	Issue Date	Changes	Role
v7	31/01/2023	Formatting and re-branding. No content amendment.	Qualifications Administrator
v8	22/06/2023	EYE10 unit aim and unit reference number updated	Qualification Administrator