

BTEC Nationals

IVA – LEARNER INSTRUCTIONS

Edexcel Level 3 BTEC National Certificate/Diploma

Early Years

Unit 1: Equality, Diversity and Rights in Early Years Work
Unit 2: Communication and Interpersonal Skills

Issued June 2004

For use during the remainder of the duration of operation
of the specifications issued June 2002 & October 2003



INSTRUCTIONS FOR LEARNERS COMPLETING IVAs

1. The Integrated Vocational Assignment (IVA) is a compulsory part of your qualification. If you do not complete the IVA you may not receive your certificate.
2. Your tutor(s) will tell you how long you have to complete the IVA and the access you may have to resources.
3. Read the IVA carefully and make sure that you understand the work you should hand in and what is required of you. If you are uncertain, discuss it with your tutor(s).
4. The IVA requires you to work by yourself and to produce original work. You should not share your work with any other learners. For example, if you produce an illustration or diagram electronically, you should not give it to another learner. Similarly, you should not accept and use such information from others. You are required to sign that the work submitted is your own.
5. If you work in a group at any stage, you must present your own responses to each task for assessment.
6. Information taken from sources for research, e.g. internet and textbooks, must be identified and not presented as your own work. You should list the sources used.
7. Some tasks may require Observation Records/Witness Statements. Your tutor(s) will organise for these to be completed and you must attach these to your submitted work.
8. In presenting your final work, you should not include draft work or reference materials such as handouts, notes and leaflets, unless the tasks specifically ask you to do so.
9. Presentation of your work:
 - Check that you have completed all tasks.
 - Label work with the appropriate task/sub task number.
 - Present tasks in the correct order.
 - Label each page with your name and page number.
 - Submit all electronic materials in paper format
 - Clearly label video or audio tapes submitted as part of your assignment.
 - All papers should be securely bound.
 - The completed IVA should NOT be presented in plastic envelopes, a box file or a lever arch file.

YOUR ASSIGNMENT TASKS

Scenario

Information gained from your work placements will provide you with practical examples of communications and the application of the principles of equality, diversity and rights. Using the experiences you have gained from your work placements you should collect information and write a report to demonstrate your knowledge of communication, equality, diversity and rights. Ensure that your report includes information to demonstrate evidence to meet the grading criteria for the outcomes of both units 1 and 2. Ensure that your report addresses the following points:

TASK 1 PROFESSIONAL PRACTICE

Based on evidence from your professional practice placements,

- 1.1 You should explain **five** potential effects of inequality, discrimination and lack of rights on early years service users. **1p3**
- 1.2 Describe **in each case** how a Nursery can develop or use (i) policies, (ii) codes of practice and (iii) legislation, to promote equality, diversity and rights for children. **1p4**
- 1.3 Identify how legislation can be used to either promote or overrule the rights of an individual user of childcare services. Provide **four** different examples. **1p5**
- 1.4 Analyse the way in which legislation, a policy or code of conduct, has effectively promoted or overridden equality, diversity or rights for a particular individual, in a specific early years setting. **1m2**

The users of early years and childcare settings might require the use of advocates, interpreters and translators to improve or ensure the best service is offered to children and their carers.

- 1.5 Describe the role of each of these services and explain the factors that need to be taken into account when using advocates, interpreters and translators. **2p5, 2m5**
- 1.6 Based on evidence from one of your professional practice placements, for a specific interaction discuss the advantages and disadvantages of using an advocate, translator or interpreter for that interaction. **2d3**

TASK 2 EQUALITY, DIVERSITY AND RIGHTS IN EARLY YEARS WORK

- 2.1 Explain how individual workers can promote equality, diversity and rights in their own practice. Include an evaluation of the extent to which current legislation is effective in the promotion of equality, diversity and rights.
- 1p6, 1d2**
- 2.2 Using reports from your placements you should produce an action plan, which will help you improve your own practice in respect of equality, diversity and rights. Provide an analysis of how this action plan will improve your own practice.
- 1p7, 1m4**
- 2.3 On the basis of your placement experience, propose a code of practice for the staff in early years settings to ensure that equality, diversity and rights are promoted for users of early years services.
- 1m3**
- 2.4 Produce a set of criteria that can be used to evaluate the effectiveness of your practice action plan **OR** a set that can evaluate the effectiveness of your code of practice.
- 1d3**

TASK 3 RIGHTS AND COMMUNICATION

Communication and Interpersonal Skills are important underpinning elements in the promotion of equality, diversity and rights in childcare settings.

- 3.1 In your report explain the value of diversity in society and describe the importance of equality, diversity and rights in childcare settings.
- 1p1, 1p2**
- 3.2 Analyse the way in which the understanding of equality, diversity and rights has influenced the way in which childcare services are provided. You should evaluate the effects of positive approaches to the promotion of equality, diversity and rights on the childcare setting. You may draw on your professional practice placements.
- 1m1, 1d1**
- 3.3 Provide a description of the major factors that have positive and negative effects on communication. Explain the factors that can create barriers to effective communication and give examples of ways in which barriers to communication between staff, children and their parents may be overcome.
- 2p3, 2p4, 2p7**
- 3.4 Consider the implications of positive communication skills in childcare settings and explain the ways in which verbal and non-verbal communication affect the communication cycle.
- 2m7, 2m1**

TASK 4 COMMUNICATION AND SUPPORTIVE SKILLS FOR EARLY YEARS WORK

- 4.1 Identify in your report different types of interpersonal interaction and communication. **2p1**
- 4.2 Using examples from your placements, demonstrate how you have used communication skills effectively and appropriately with children and adults. Using placement examples, explain how use of communication skills can support a distressed child or their parent, or manage challenging behaviour. **2p6, 2p8**
- 4.3 Provide an analysis of how listening and using positive communication skills can contribute to a child's self-esteem. **2m3**
- 4.4 Review how you communicate with others and analyse the potential effects of your own communication style on barriers to communication. You should also provide an evaluation of your own skills in respect of different types of interaction and make plans for improvement. **2p2, 2m2, 2d1**
- 4.5 Analyse the factors that affected one example of a particular interaction from one of your placements or a case study. Judge the extent to which the interaction was influenced by the identified factors. **2m4, 2d2**
- 4.6 Use an example from your placement to analyse the communication skills used to minimise barriers for a specific interaction. Develop a set of criteria for judging the effectiveness of communication skills. **2m6, 2d4**
- 4.7 Evaluate the ways in which workers in childcare settings use communication skills. **2d5**

ASSESSMENT CRITERIA

For ease of reference, the assessment criteria from the unit specifications that are relevant to assessing and grading this IVA are repeated below. You should refer to the full unit specification for information on unit content.

Assessment Evidence Unit

Unit 1: Equality, Diversity and Rights in Early Years Work		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
<ul style="list-style-type: none"> describe the importance of equality, diversity and rights in health, care or early years settings explain the value of diversity in society explain the potential effects of inequality, discrimination and lack of rights on those who use early years services describe how organisations develop or use policies, codes of practice and legislation to promote equality, diversity and rights identify in detail how legislation can be used to either promote or override the rights of individual users of health, care or early years services explain how individual workers in health, care or early years settings can promote equality, diversity and rights develop a basic action plan for improving your own practice in respect of equality, diversity and rights. 	<ul style="list-style-type: none"> analyse the ways in which understanding of equality, diversity and rights has influenced the provision of health, care or early years services provide a detailed analysis of how legislation, a policy or code of practice has effectively promoted or overridden equality, diversity or rights for a particular individual in a specific early years setting propose a detailed code of practice for workers in health, care or early years settings to ensure that equality, diversity and rights are promoted for users of services analyse the potential effects of your action plan on your practice. 	<ul style="list-style-type: none"> evaluate the effects on health, care or early years organisations of positive approaches to the promotion of equality, diversity and rights evaluate the extent to which current legislation is effective in promoting equality, diversity and rights develop a set of criteria which can be used to evaluate the effectiveness of your code of practice or a set which can evaluate the effectiveness your practice action plan.

ASSESSMENT CRITERIA

For ease of reference, the assessment criteria from the unit specifications that are relevant to assessing and grading this IVA are repeated below. You should refer to the full unit specification for information on unit content.

Assessment Evidence Unit

Unit 2: Communication and Interpersonal Skills		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
<ul style="list-style-type: none"> • correctly identify different types of interpersonal interaction and communication • review their own personal communication methods • explain the factors which can create barriers to effective communication • describe the major factors which have positive and negative effects on communication • describe the roles of advocates, interpreters and translators • use examples to demonstrate how they have used communication skills effectively and appropriately with children and adults • demonstrate, with examples, ways of overcoming/minimising barriers to communication • using examples from placement or a case study, explain how communication skills can support a distressed child or manage challenging behaviour. 	<ul style="list-style-type: none"> • explain the ways in which verbal and non-verbal communication affects the communication cycle • analyse the potential effects of their communication style on communication barriers • analyse ways in which listening and positive communication skills can contribute to self esteem • using a placement example or case study, analyse the factors which affected a particular interaction • explain the factors to be taken into account when using advocates, interpreters and translators in early years settings • using a placement example, analyse the communication skills and minimising of barriers for a specific interaction • consider the implications of good communication skills for early years settings. 	<ul style="list-style-type: none"> • evaluate their own skills with respect to different types of interaction and make plans for improvement • judge the extent to which the interaction was influenced by the identified factors • determine the advantages and disadvantages of using an advocate, translator or interpreter in a specific interaction • develop a set of criteria which could be used to judge the effectiveness of communication skills • evaluate the ways in which early years settings use communication skills.