

BTEC Short Courses

Edexcel Level 3

BTEC Certificate in Children's Care,
Learning and Development

February 2006

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Guidance and units

Edexcel Level 3 BTEC Certificate in
Children's Care, Learning and Development

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Qualification titles covered by this specification

Edexcel Level 3 BTEC Certificate in Children's Care, Learning and Development

This qualification has been accredited to the National Qualifications Framework (NQF) and is eligible for public funding as determined by the DfES under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfES and the regularly updated website www.dfes.gov.uk/. The NQF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. The QAN for this qualification is listed in *Annexe A*.

This qualification title is as it will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Technical Certificates

This qualification has been approved as a Technical Certificate for the Children's Care, Learning and Development Apprenticeship/Modern Apprenticeship framework. Please refer to page 6 for further details.

Introduction

This document contains the units and associated guidance for the National Qualifications Framework (NQF) Edexcel Level 3 BTEC Certificate in Children's Care, Learning and Development. Each unit sets out the required outcomes and content and includes advice regarding appropriate delivery and assessment strategies. This guidance contains further details of the assessment and quality assurance of these qualifications. It includes advice about Edexcel's policy regarding access to its qualifications, the design of programmes of study and delivery modes.

BTEC Short Courses are designed to meet a range of different needs. BTEC Short Courses at Levels 1-3 offer:

- maximum flexibility with programmes of usually 90, 180 or 300 hours available across all levels of the NQF
- the opportunity to certificate smaller blocks of learning which are designed to motivate learners and encourage widening participation in education and training
- courses that relate to the particular training and employment patterns in a sector
- courses that may offer preparation for specific jobs and subsequent achievement of NVQs or Apprenticeship Diplomas when in employment
- the opportunity to use a range of delivery methods
- opportunities for learners to develop skills that support career and professional development
- underpinning knowledge, skills and understanding linked, where appropriate, to named NVQs
- programmes that can enable progression either to higher levels of study or to other courses at the same level of study.

BTEC Short Courses at Levels 1-3

NQF level

3

Edexcel Level 3 BTEC Award... Edexcel Level 3 BTEC Certificate... Edexcel Level 3 BTEC Diploma...

2

Edexcel Level 2 BTEC Award... Edexcel Level 2 BTEC Certificate... Edexcel Level 2 BTEC Diploma...

1

Edexcel Level 1 BTEC Award... Edexcel Level 1 BTEC Certificate... Edexcel Level 1 BTEC Diploma...

Guided learning hours

Normally up to 90 hours Normally up to 180 hours Normally up to 300 hours

Structure of the qualification

The Edexcel Level 3 BTEC Certificate in Children's Care, Learning and Development is a 300-hour qualification consisting of five units of 60 guided learning hours each.

To achieve the whole qualification, a learner must successfully complete all five units.

Structure of the Level 3 BTEC Certificate in Children's Care, Learning and Development	
Unit 1	Principles and Values Underpinning Work With Children and the Protection and Promotion of Children's Rights
Unit 2	The Provision of Healthy, Safe and Secure Environments for Children
Unit 3	The Provision of Effective, High Quality Childcare Environments
Unit 4	Promoting Child and Young Person Development
Unit 5	Promoting Learning Within Early Education Frameworks

Key features

BTEC Short Course Awards, Certificates and Diplomas are designed to provide focused and specialist work-related qualifications in a range of sectors. The qualifications can provide a specialist emphasis for learners following a general vocational programme of study. BTEC Short Courses offer focused qualifications for learners, particularly more mature learners, who wish to follow a short programme of study directly related to their work experience or to an aspect of employment that they wish to move into.

On successful completion of these qualifications, learners may progress into or within employment and/or continue their study in the vocational area.

National Occupational Standards

Where appropriate, BTEC Short Courses are designed to relate to the National Occupational Standards in the relevant sector which, in turn, form the basis of National Vocational Qualifications (NVQs). They do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications can provide areas of underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

This Level 3 BTEC Certificate in Children's Care, Learning and Development relates to the National Occupational Standards for Children's Care, Learning and Development.

Level 3 BTEC Certificate in Children's Care, Learning and Development

The Level 3 BTEC Certificate in Children's Care, Learning and Development is designed to provide:

- a framework of education and training for those in the children's care, learning and development sector with a responsibility to support the care of children and young people
- opportunities for individuals within the children's workforce to achieve a nationally recognised Level 3 vocationally specific qualification
- opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enter employment in the field of children's care, learning and development or progress to further vocational qualifications such as the BTEC Higher National in Advanced Practice in Work with Children and Families or the Level 4 NVQ in Children's Care, Learning and Development
- the knowledge, understanding and skills learners need to work with children and young people in a variety of settings, in a supervisory role
- opportunities for learners to focus on the development of the major key skills and the wider key skills in a children's care, learning and development context, such as improving own learning and performance, working with others and problem solving
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

The Level 3 BTEC Certificate in Children's Care, Learning and Development has been approved as a Technical Certificate for the Children's Care, Learning and Development Advanced Apprenticeship/Modern Apprenticeship framework. A mapping of the links between this qualification and related NVQs, where aspects of the underpinning knowledge are covered in full, is provided at *Annexe B* on page 97. **For candidates who are also registered with Edexcel for their NVQ**, successful completion of this qualification will therefore provide sufficient evidence for the related underpinning knowledge of the appropriate NVQ units.

The mapping also indicates where partial coverage of underpinning knowledge is possible. Assessments will vary between centres, but can be designed to link clearly to this partial coverage and provide evidence for underpinning knowledge in related NVQ units. Centres are advised to confirm this source of evidence for the NVQs with their **NVQ external verifier**.

Unit format

All units in BTEC Short Courses have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit is set out in the following way.

Unit title

The unit title is accredited by QCA and this form of words will appear on the learner's Notification of Performance (NOP). Each unit consists of 30, 60, 90 or 120 guided learning hours

NQF level

This is the level of study of the qualification as determined by the National Qualifications Framework (NQF).

Guided learning hours

Guided learning hours is 'a notional measure of the substance of a unit'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Unit abstract

The unit abstract is designed to give the reader an appreciation of the value of the unit in the vocational setting of the qualification as well as highlighting the focus of the unit. It provides the reader with a snapshot of the aims of the unit and the key knowledge, skills and understanding developed while studying the unit. The unit abstract also emphasises links to the sector by describing what the unit offers the sector.

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content identifies the depth and breadth of knowledge, skills and understanding needed to design and deliver a programme of learning sufficient to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS). The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass grading criteria.

Each learning outcome is stated in full and then the prescribed key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The unit content section will often have lists of topics that provide the range of the subject material required to be covered in order to meet the grading criteria. Subject material maybe further detailed by lists enclosed within brackets or an elongated dash which provide the defined elements of the specific topic item. Where the subject material list includes an 'eg', it should be noted that this provides an indicative range of material to support the specific topic item.

Grading grid

Each *Grading grid* contains statements of the criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria refer to a qualitative improvement in the learner's evidence.

Essential guidance for tutors

This section is designed to give tutors additional guidance and amplification on the unit in order to provide for a coherence of understanding and a consistency of delivery and assessment. It is divided into the following sections:

- *Delivery* – explains the content and its relationship with the learning outcomes and offers guidance about possible approaches to delivery. This advice is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – provides amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These could be used to ensure that learners can relate different aspects within the qualification and offer opportunities for integration of learning, delivery and assessment. Links to the Occupational Standards will be highlighted here.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative reading for learners* – provides a short list of learner resource material that benchmark the level of study.

Key skills

This section identifies where there may be opportunities within the unit for the generation of evidence to meet the requirements of key skills units. Assessors should take care to become familiar with the key skills specifications and evidence requirements and not to rely on the contents of this section when presenting key skills evidence for moderation. Centres should refer to the QCA website (www.qca.org.uk) for the latest version of the key skills standards.

Assessment and grading

The assessment for the Edexcel Level 3 BTEC Certificate in Children's Care, Learning and Development is criterion referenced, based on the achievement of specified criteria. Each unit contains contextualised pass, merit and distinction criteria for unit assessment and grading.

In the Edexcel Level 3 BTEC Certificate in Children's Care, Learning and Development all units are internally assessed. Centre assessment will be verified through the National Standards Sampling process.

The overall grading for the Level 3 BTEC Certificate in Children's Care, Learning and Development is a pass, based upon the successful completion of all units. **Learners must pass all five units to achieve the Level 3 BTEC Certificate in Children's Care, Learning and Development.**

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

Centres are encouraged to use a variety of assessment methods, including assignments, case studies and work-based assessments, along with projects, performance observation and time-constrained assessments. Practical application of the assessment criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Assignments constructed for assessment by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Care must be taken to ensure that assignments used for assessment of a unit cover all the criteria for that unit as set out in the *Grading grid* section of that unit. It is advised that the criteria which an assignment is designed to cover should be clearly indicated in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal standardisation processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria.

The creation of assignments that are fit for purpose is vital to achievement by learners and their importance cannot be over emphasised.

When applying the *Grading grid* and designing assessment instruments, centres should note that learners must not be required to undertake additional tasks to achieve a merit or distinction grade but must provide evidence that differs in quality.

Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experience through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should assess this evidence against the national standards in the specifications in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance about Edexcel's policy on APL is provided on our website: www.edexcel.org.uk.

Quality assurance

Edexcel's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is given in the statement of outcomes and assessment criteria in each unit. Further guidance on assessment is given in the *Essential information for tutors* section of each unit.

Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

Internal verification

Centres are required to have processes in place that ensure that each assessor's decisions are reviewed so that they are correctly interpreting and applying the standards set out in the specifications. Choice and application of an appropriate system is a matter for individual centres. Edexcel fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation. Centres should refer to the *NQF BTEC Levels 2/3 (including Short Courses Levels 1-3) Handbook* (updated annually).

External verification

Edexcel will sample assessors' decisions using subject-specialist external verifiers. This process will follow the National Standards Sampling (NSS) protocol as set out in the *NQF BTEC Levels 2/3 (including Short Courses Levels 1-3) Handbook* (updated annually).

The external verifier assigned to the centre will identify, through negotiation with the programme coordinator, the unit (or units) which will be subject to NSS. Centres will be required to make available work produced by four learners which provides evidence for the assessment (in whole or in part) of the identified unit (or units). The assignment brief (or briefs) on which the work is based must have been internally verified. The learner work **must** have been internally assessed, and at least 50 per cent of it **must** have been internally verified.

Centres should refer to the *NQF BTEC Levels 2/3 (including Short Courses Levels 1-3) Handbook* (updated annually).

Risk assessment

Edexcel has an approval process which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile contributes to the determination of the nature of external verification activity for each programme and will also be used to initiate other quality control measures by Edexcel.

Approval

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme. Other centres wishing to offer a vocational area for the first time will need to apply for approval to offer the programme.

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer them.

When a centre applies for approval to offer a BTEC qualification they will be required to enter into an approvals contract.

The approvals contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations. Sanctions and tariffs will be applied if centres do not comply with the contract. This could ultimately result in the suspension of certification or withdrawal of approval.

Programme design and delivery

The qualification consists of five core units (which are mandatory), which are designed to provide a specific focus to the qualification.

In the Level 3 BTEC Certificate in Children's Care, Learning and Development, each unit consists of 60 guided learning hours. The definition of guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Edexcel does not define the mode of study for BTEC qualifications. Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specifications and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment instruments based on the learner's work environment should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC qualifications by:

- liaising with employers to ensure a course relevant to the specific needs of the learners
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC qualifications are designed to prepare learners for employment in specific sectors. Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and therefore should normally be of industry standard. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the sector concerned. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Resources for the Level 3 BTEC Certificate in Children's Care, Learning and Development should include research facilities such as the internet and relevant publications such as Nursery World and relevant early years journals.

Visiting guest speakers, cassette recorders, radio and video recordings, video for role play, leaflets, forms, letters, notices, instructions, and extracts from books and journals and handouts should also be available to add currency and vocational relevance.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the Level 3 BTEC Certificate in Children's Care, Learning and Development. The specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practise and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

As the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship/Modern Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for this BTEC Certificate and the NVQs and key skills that also contribute to the scheme.

Centres should note that the qualification set out in this specification has been developed in consultation with centres and employers, particularly the Early Years NTO and latterly the Children's Workforce Development Council, the emerging SSC. The units are designed to meet the skill needs of the sector and to lead to or support employment within the sector. Centres should make use of the choice available to them within the specialist units in these specifications to meet the needs of their learners, and the local skills and training needs identified by organisations such as the Regional Development Agency and the Local Learning and Skills Council.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- the qualifications should be available to everyone who is capable of reaching the required standards
- the qualifications should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- an Intermediate GNVQ in Health and Social Care, or a related subject
- a BTEC First in Caring, Health and Social Care or Early Years
- a BTEC Certificate in Early Years Care and Education
- four GCSEs at grade C or above. Learners who are intending to progress to teaching are likely to benefit from having English, Maths and Science as GCSE passes
- related work experience
- other related Level 2 qualifications.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

This qualification is accredited in the NQF for learners aged 16 and over.

In the Children's Care, Learning and Development sector the restrictions on learner entry might also relate to any physical or legal barriers, for example age restrictions for people working with children. Those working with children are likely to be subject to police checks.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications, which is on the Edexcel website (www.edexcel.org.uk). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Key skills

All BTEC Short Courses include signposting of key skills. These are transferable skills which play an essential role in developing personal effectiveness for adult and working life and in the application of specific vocational skills.

In each unit, the opportunities for the generation of evidence for key skills are signposted. These are indicative links only. Staff will need to become familiar with key skills specifications and their evidence requirements and they are advised not to rely on the signposting in the units when presenting key skills evidence for moderation. Centres should refer to the QCA website (www.qca.org.uk) for the latest key skills standards.

Key skills provide a foundation for continual learning. They enable and empower individuals who inevitably face a series of choices in work, education and training throughout their lives. Current and future initiatives such as learndirect, lifelong learning, and widening participation all require a more flexible population in the workplace and key skills play a role in setting the framework.

Learners need the chance to show current and future employers that they can:

- communicate effectively, in a variety of situations, using a wide range of techniques
- work well with others – individuals or teams – so that work can be properly planned and targets met
- manage their own development, so that they are always ready to take on the challenges of change and diversification

- use numeracy, not just within routine tasks and functions but to help them be more effective and efficient in all they do
- use ICT in a range of applications to support all aspects of their role
- solve problems in a variety of circumstances.

The wider curriculum

The study of the Level 3 BTEC Certificate in Children's Care, Learning and Development provides opportunities for the learner to develop an understanding of spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations, and European developments. These wider curriculum opportunities are indicated in the units as appropriate.

Spiritual, moral, ethical, social and cultural issues

The specification gives learners opportunities to develop an understanding of:

- **spiritual issues** through an appreciation of the spiritual dimension of all work with children, particularly in the ways in which children's development can be supported and enhanced
- **moral and ethical issues** through working with children and adults in a thoughtful, respectful and decent manner
- **social and cultural issues** through all aspects of working with children, by respecting diversity, equality and rights of children and adults.

Environmental and health and safety issues and European developments

The specification provides opportunities for learners to develop an understanding of:

- **environmental issues:** through engaging with children in activities relating to the world around them
- **health and safety issues:** specifically through the study of Unit 2, and more generally through experience of working in a children's care, learning and development environment
- **European developments:** much of the content of the BTEC Certificate in Children's Care, Learning and Development is applicable in Europe owing to its nature, although the delivery is within the UK.

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: publications@linneydirect.com

Related publications include:

- the current Edexcel publications catalogue and update catalogue
- key skills publications – specifications, tutor support materials and question papers
- *Accreditation of Prior Learning* – available on our website: www.edexcel.org.uk
- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland* – (QCA, 2004).

Edexcel publications on the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

National Occupational Standards for Children's Care, Learning and Development are available from:

Children's Workforce Development Council

Albion Court

5 Albion Place

Leeds LS1 6JL

Telephone: 0113 244 6311

Website: www.cwdcouncil.org.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

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

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

The national programme of training we offer can be viewed on the Edexcel website (www.edexcel.org.uk). You can request customised training through the website or by contacting one of our advisers in the Professional Development and Training team on telephone number 0870 240 9800 to discuss your training needs.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training will also underpin many areas of the FENTO standards for teachers working towards them.

Further information

Edexcel produces regular policy statements on Edexcel qualifications and accompanying procedures. Please check our website for current information.

For further information please call Customer Services on 0870 240 9800 (calls may be recorded for training purposes) or visit our website at www.edexcel.org.uk

Units

Unit 1: Principles and Values Underpinning Work With Children and the Protection and Promotion of Children's Rights

NQF Level 3

Guided learning hours: 60

Unit abstract

This unit is concerned with the principles and values underpinning work with children and the promotion of children's rights. It covers the underpinning knowledge requirements for CCLD unit 305.

Learners are enabled to know and understand the values and principles of the sector and how these are interpreted and implemented in everyday work with children, parents and families.

The unit then addresses the protection and promotion of children's rights for equality and inclusion in the context of relevant legislation, policy and practice.

Finally, the unit enables learners to know and understand how to protect and safeguard children from abuse.

The unit also provides the opportunity for key skills development.

This is an internally assessed unit.

Learning outcomes

On completion of this unit a learner should:

- 1 Know and understand the values and principles of the sector
- 2 Know and understand how the principles and values of the sector are interpreted in everyday work
- 3 Recognise how to protect and promote children's rights for equality and inclusion in the context of relevant legislation, policy and practice
- 4 Know and understand how to protect and safeguard children from abuse.

Unit content

1 Know and understand the values and principles of the sector

Values of the sector: the welfare of the child is paramount; practitioners contribute to children's care, learning and development and this is reflected in every aspect of practice and service provision; practitioners work with parents and families who are partners in the care, learning and development of their children and are the child's first and most enduring educators; the necessity to consider the values through all work with children, the need to evidence the values in everyday work

Principles of the sector: the needs, rights and views of the child are at the centre of all practice and provision; individuality, difference and diversity are valued and celebrated; equality of opportunity and anti-discriminatory practice are actively promoted; children's health and well-being are actively promoted; children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child; self-esteem, resilience and a positive self-image are recognised as essential to every child's development; confidentiality and agreements about confidential information

Meeting children's needs: responding to children's needs in a manner appropriate to age and ability; placing the child's needs, right and views at the centre of practice

Equality, diversity and rights: how respect for equality, diversity and rights are inherent within practice that exemplifies the values and principles of the sector

2 Know and understand how the principles and values of the sector are interpreted in everyday work

Work practices: responding to children's needs in a manner appropriate to age and ability; placing the child's needs, rights and views at the centre of practice ensuring accessibility and inclusivity for all children with particular reference to the use of space, need to adapt the environment, play and learning activities; valuing of different cultures in displays, activities, resource provision; challenging of anti-discriminatory practice; ensuring that all health and safety regulations are met; working according to the policies and procedures of the setting with respect to all aspects of safety and protection of children

Partnership with parents: working with parents and families, involving parents and families in the play and activities of children, valuing adults' values and opinions, importance of reassuring adults of the confidentiality of shared information and the limits of this

Working with children: reflection of the values and principles of the sector in the environment, ensuring the physical environment meets the children's physical, social, emotional and intellectual needs, taking into account their different genders, needs and abilities including additional or special needs; use of the environment to promote positive images of people who can be discriminated against

Welfare of the child: preparation and maintenance of safe and healthy environments, follow procedures for accidents, emergencies and illness, support the safeguarding of children from abuse, allowing children to take risks and challenges within appropriate reason; supporting the development of self-esteem and resilience in children through physical, social, emotional, communication and intellectual stimulation and support

Meeting children's needs: responding to children's needs in a manner appropriate to age and ability; placing the child's needs, right and views at the centre of practice

Working as a member of a team: principles underpinning effective team working; treating all team members equally and inclusively, as individuals, with respect for their rights, privacy, dignity, culture, backgrounds and values, respecting confidentiality and the sharing of information according to the policy of the setting; being trustworthy, reliable, honest and straightforward; being able to challenge comments, actions and practice that are discriminatory; communicating with team members in a way that puts team members at the centre of interactions and without being patronising or rushed; dealing with conflicts and complaints; awareness of interactive styles of others

Relationships within the team: differences between work and personal relationships; barriers and problems in developing relationships and how to overcome these; effects of work priorities on team members eg. stress and overwork and others not being able evaluate own performance; awareness of own strengths and weaknesses as a worker and team member; use of sources of support and advice

Meeting values in the job role: legal and organisational requirements on equality, diversity, discrimination, confidentiality, protection from danger and harm; relevant codes of practice and conduct, standards and guidance; recording, reporting and sharing information; own role, responsibilities and accountabilities, arrangements for own supervision and appraisal; informing others of own activities

3 Recognise how to protect and promote children's rights for equality and inclusion in the context of relevant legislation, policy and practice

Legislation: legislation covering children's equality and inclusion in the Home country; working within the context of the UN convention on the Rights of the Child, confidentiality

Discrimination: various forms; groups most likely to experience discrimination; possible effects on children and families

Inequalities: how inequality is embedded in our society in all geographical areas; negative effects of inequalities on all children including those not directly experiencing inequality themselves; difficulties in accessing provision and services by children and families; procedures and practices to overcome these barriers and how to improve services; possible barriers to participation eg attitude, language, mobility, lack of knowledge of services for children, environmental barriers, discrimination; how to ensure that such barriers are recognised and removed

Information: sources of information for children and families; availability of community resources and support, opportunities for referral

Provision: children's right to high quality provision that meets their individual needs; ensuring provision meets current guidance for implementing inclusion and anti-discriminatory practice; assessing and planning to meet children's needs; using available resources and support services; ensuring organisational strategies and practice ensure equal access and compliance with legislation for children with disabilities or special educational needs; techniques of monitoring – data collection, analysis and evaluation – to assess the effectiveness of provision in implementing inclusive and anti-discriminatory practice

4 Know and understand how to protect and safeguard children from abuse

Legislation: requirements of legislation, regulation and codes of practice for children's protection in the relevant home country eg Children Act, 1989, Bichard Enquiry and Act, 2004; policies, procedures and lines of reporting concerning suspected child abuse; sources of information and support for children, workers and settings; child's right to protection; safe working practices that protect children and adults who work with them

Indicators of child abuse: definitions, types eg physical, emotional, sexual, neglect, bullying, harassment; indicators; importance of recognition and following procedures without forming premature judgements

Practices: recognising abuse in babies and children who cannot communicate verbally; importance of promoting children's assertiveness, self confidence and self esteem to enable them to protect themselves; adaptation of practices for different ages, needs and abilities; providing information to children according to their age, needs and abilities about potentially abusive situations, how to respect their bodies and keep them safe and the transmission of disease eg HIV, hepatitis

Disclosure: principles of response taking into account the child's understanding and stage of development; listening carefully and attentively, taking the child seriously; communicating at the child's own pace without undue pressure; reassuring and supporting the child; informing the child that the information cannot remain confidential; promptly following procedures

Grading grid

This unit is internally assessed

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
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:
<p>P1 outline the values and principles of the sector</p> <p>P2 describe how these values and principles are interpreted in everyday work with children, parents and families</p> <p>P3 outline the relevant legal and organisational requirements with respect to equality, discrimination, inclusion, confidentiality and abuse</p>	<p>M1 explain how the values and principles of the sector are interpreted in everyday work with children, parents and families</p> <p>M2 explain how relevant legal and organisational requirements promote equality, anti-discriminatory practice, inclusion, confidentiality and protection from abuse</p>	<p>D1 evaluate the ways in which the values and principles of the sector affect everyday work with children, parents and families</p>

Grading criteria		
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:
<p>P4 describe the main features of discrimination and inequality in our society and the possible effects on children and families</p> <p>P5 describe the important features of high quality provision and information in protecting against discrimination and inequality</p> <p>P6 outline the indicators of child abuse and the relevant principles and practices concerning protection and disclosure.</p>	<p>M3 explain how high quality provision for children and families promotes equality and inclusion</p> <p>M4 explain how relevant principles and practices concerning different types of child abuse help to protect and support children.</p>	<p>D2 evaluate the role of high quality provision for children and families in protecting against discrimination, inequality and abuse.</p>

Essential information for tutors

Delivery

There are four learning outcomes for this unit and learners are likely to need a significant amount of support in order to meet these outcomes. Input will need to be followed by discussion by learners to give them the opportunity for consideration and reflection.

The values of the sector include the welfare of the child being paramount and that practitioners' contribution to children's care, learning and development is reflected in every aspect of practice and service provision including work with parents and families who are partners in this process as the child's first and most enduring educators.

Similarly, learners need to know and understand that the principles of the sector are, firstly, that the needs, rights and views of the child are at the centre of all practice and provision. They must also understand that individuality, difference and diversity are valued and celebrated with the active promotion of equality of opportunity and anti-discriminatory practice as well as children's health and well-being and the safeguarding of children's personal and physical safety while allowing for risk and challenge as appropriate to the capabilities of the child. Also learners need to understand the importance of self esteem, resilience and a positive self image as essential to every child's development. They must know, too, about confidentiality and agreements about confidential information.

Further input and discussion will be needed to enable learners to know and understand that they must respond to children's needs in a manner appropriate to the age and ability of each child with the child's needs, rights and views at the centre of practice, while respecting equality, diversity and rights as inherent within practice that exemplifies the values and principles of the sector.

Knowing and understanding how the values and principles of the sector are interpreted in everyday work will need further tutor input and it is suggested that practitioners from work placements are also invited to be involved in delivery. Learners will also need to discuss how they interpret the principles and values in their everyday work.

Learners need to know how to respond appropriately to children's needs, placing the child at the centre of practice, ensuring accessibility and inclusivity for all children, using space appropriately, adapting the environment, play and activities, valuing different cultures in displays, activities and resource provision, challenging discriminatory practice, ensuring that all health and safety regulations are met and working according to the policies and procedures of the setting with respect to all aspects of the safety and protection of children.

As well as working practices with children learners need to know how to work with parents and families, involving them in play and activities, valuing their opinions and values and knowing how to reassure adults of the confidentiality of shared information and the limits of this. Role play may be useful here in order to deepen learners' understanding.

In their work with children, learners need to know that they must reflect the values and principles of the sector in the environment ensuring children's all round needs are met, including gender, abilities and additional requirements as well as the positive promotion of people who may be discriminated against. All of this needs discussion to promote understanding in learners.

Similar delivery is needed with respect to the welfare of the child, ensuring safe and healthy environments, which require the following of procedures for accidents, emergencies and illness, supporting safeguards from abuse, enabling the taking of appropriate risks and challenges as well as supporting the development of self esteem and resilience through all round stimulation and support and meeting children's needs by responding in a manner appropriate to age and ability.

With respect to working as a member of a team, relationships within the team and the meeting of values within the job role, input from a practitioner from a work place setting would be very useful for learners' understanding. Again role play would be useful here. Learners need to know about the principles underpinning effective team working such as treating all team members equally and inclusively, with respect for individual rights, privacy, dignity, culture, background and values and respecting confidentiality and the sharing of information according to the policy of the setting. Also learners need to discuss what is meant by being trustworthy, reliable, honest and straightforward, being able to challenge actions, comments and practice that is discriminatory, dealing with conflicts and complaints and being aware of the interactive styles of others.

Relationships within the team also require discussion and exploration using role play. Learners need to be aware of and discuss the differences between work and personal relationships, barriers and problems in developing relationships and how to overcome these. They also need to be aware of the effects of work priorities on team members such as being stressed or overworked and others not being able to evaluate their own performance. In addition, in groups, learners can draw up a list of their own personal strengths and weaknesses and they should be guided in how to use sources of help and advice.

There will need to be tutor input and investigation by learners with respect to legal and organisational requirements on equality, diversity, discrimination, confidentiality, protection from danger and harm, relevant codes of practice and conduct, standards and guidance, recording, reporting and sharing information, their own roles, responsibilities and accountabilities, arrangements for their own supervision and appraisal and informing others of their own activities.

The third outcome in this unit is to recognise how to protect and promote children's rights for equality and inclusion in the context of relevant legislation, policy and practice. This will require tutor input coupled with learner investigation. Legislation covering children's equality and inclusion in the home country will need to be addressed as well as the UN convention on the Rights of the Child, and confidentiality. Learners will also need to be aware of the various forms of discrimination, the groups most likely to be discriminated against and the possible effects on children and families.

Learners will need to investigate and discuss inequalities in our society, the negative effects of this on children, difficulties in accessing provision and services by children and families, procedures, practices and ways to improve services and practices. Learners will need to investigate and discuss possible barriers such as attitude, language, mobility, lack of knowledge and discrimination and how to recognise and remove such barriers.

There needs to be investigation by learners into sources of information for children and families, the availability of resources and support and opportunities for referral.

Learners need to be aware of children's right to high quality provision that meets their individual needs. This needs tutor input and learner consideration and discussion. They need to ensure that provision meets current guidelines for implementing inclusion and anti-discriminatory practice. Learners need to discuss, with tutor guidance, assessment and planning to meet children's needs, the use of available resources and support services ensuring that organisational strategies and practice are met as well as compliance with legislation for children with disabilities or special educational needs.

There also needs to be tutor input with respect to techniques of monitoring such as data collection, analysis and evaluation in order to assess the effectiveness of the implementation of inclusive and anti-discriminatory practice.

The fourth outcome requiring knowledge and understanding of how to protect and safeguard children from abuse will need tutor input and input from somebody specifically trained in this area of work. Input from a specially trained social worker or early years worker is advised.

It should be recognised that some learners may have many sensitivities in this area. Centres should ensure that they have access to resources to support learners should this be the case.

Legislation in the home country should be covered to include the Children Act 1989, the Bichard enquiry and the 2004 Act. Policies, procedures and lines of reporting concerning suspected child abuse need to be investigated by learners in their own settings as well as sources of information and support for children, workers and settings, the child's rights to protection and safe working practices that protect children and adults who work with them.

There should be sensitive and careful input with respect to the indicators of child abuse, the different types of abuse including bullying and harassment and the importance of recognition and the following of procedures without forming premature judgements.

Again, careful input is needed concerning recognising abuse in babies and children who cannot communicate verbally, the importance of promoting children's assertiveness, self confidence and self esteem to enable them to be more able to protect themselves with adaptations for children's different ages and abilities. Learners need to be helped to know how to provide information appropriate to children's ages, needs and abilities about potentially abusive situations, how to respect their bodies, and keep them safe as well as about the transmission of diseases such as hepatitis and HIV.

Disclosure, too, needs sensitive handling by a tutor or other worker. Learners need to know about the principles of response taking into account the child's understanding and stage of development. They need to know to listen carefully and attentively, taking the child seriously, communicating at the child's own pace without undue pressure, reassuring and supporting the child, informing the child that the information cannot remain confidential and promptly following procedures.

Assessment

A number of assignments or tasks can be used to assess the learners' meeting of the outcomes of this unit. They will need to do this by meeting the assessment and grading criteria.

It is suggested that the first assignment should cover P1, P2, M1 and D1.

Here learners need to outline the values and principles of the sector for P1 and to describe how these values and principles are interpreted in everyday work with children, parents and families for P2.

These are then built on for M1, which requires learners to explain how the values and principles of the sector are interpreted in everyday work with children, parents and families. This is then further developed in D1 where learners are required to evaluate the ways in which the values and principles of the sector affect everyday work with children, parents and families.

The second assignment can cover P3 and M2. For P3 learners must outline the relevant legal and organisational requirements with respect to equality, discrimination, inclusion, confidentiality and abuse. This is then developed in M2 where learners must explain how relevant legal and organisational requirements promote equality, anti-discriminatory practice, inclusion, confidentiality and protection from abuse.

The third assignment covers P4 and P5, M3 and D2.

P4 requires learners to describe the main features of discrimination and inequality in our society and the possible effects on children and families. For P5 learners must describe the important features of high quality provision and information in protecting against discrimination and inequality. These criteria are developed in M3 where learners must explain how high quality provision for children and families promotes equality and inclusion. For D2 this is further developed in D2 where learners must evaluate the role of high quality provision for children and families in protecting against discrimination, inequality and abuse.

The final and fourth assignment covers P6 and M4. For P6 learners are required to outline the indicators of child abuse and the relevant principles and practices concerning protection and disclosure. This is developed in M4 where learners must explain how relevant principles and practices concerning different types of child abuse help to protect and support children.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

DfES Common Core links:

- Child and Young Person Development
- Safeguarding and Promoting the Welfare of the Child
- Multi-agency Working
- Sharing Information.

Employment Responsibilities and Rights links:

- Target 1 (1.1g) Legal Frameworks in the sector
- Target 2 (2.2) Anti-discrimination provisions
- Target 3 Information and advice
- Target 4 (4.1) The Sector
- Target 4 (4.2) Occupational roles and organisational structure
- Target 7 The Organisation's Principles and Codes of Practice.

This unit links to *Unit 305: Protect and promote children's rights* within the Level 3 NVQ in Children's Care, Learning and Development.

This unit also provides opportunities for gaining key skills in application of number, communication, improving own learning and performance, problem solving and working with others.

Indicative reading for learners

Materials that illustrate the level of learning required and that are particularly relevant.

Books

Bruce T – *Early Childhood Education, Third Edition* (Hodder Arnold, 2005)
ISBN 100340889721

Jones P – *Inclusion in the Early Years* (David Fulton publishers, 2005)
ISBN 1883121212

Siraj-Blatchford I – *Supporting Identity, Diversity and Language in the Early Years*
(Open University Press, 2000) ISBN 0335204341

Thompson N – *Anti-discriminatory Practice, Third Edition* (Palgrave Macmillan, 2001)
ISBN 0333963911

Magazines

Nursery World

www.bbcmagazines.com

Other publications

Community Care

Websites

www.child-care.guides-and-gear.com

www.direct.gov.uk

www.eWoss.co.uk

www.questia.com

www.unhchr.ch/html/menu3/b/k2crc.htm

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> investigating techniques of monitoring eg data collection, analysis and evaluation. 	<p>N2.1 Interpret information from a suitable source</p> <p>2.1.1 choose how to get the information you need to meet the purpose of your activity</p> <p>2.1.2 obtain relevant information</p> <p>2.1.3 choose appropriate methods to get the results you need</p> <p>N2.2 Use your information to carry out calculations to do with:</p> <p>a amounts or sizes</p> <p>b scales or proportion</p> <p>c handling statistics</p> <p>d using formulae</p> <p>2.2.1 carry out calculations, clearly showing your methods and levels of accuracy</p> <p>2.2.2 check your methods to identify and correct any errors and make sure your results make sense</p> <p>N2.3 Interpret the results of your calculations and present your findings</p> <p>2.3.1 select effective ways to present your findings</p> <p>2.3.2 present your findings clearly using a chart, graph or diagram and describe our methods</p> <p>2.3.3 use more than one way of presenting your findings</p> <p>2.3.4 decide what your results tell you and how they meet your purpose</p>

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing how the principles and values of the sector are interpreted in everyday work investigating legislation and organisational requirements on equality, diversity, discrimination and protection from harm and danger. 	<p>C3.1a Take part in a group discussion</p> <p>3.1a.1 make clear and relevant contributions in a way that suits your purpose and situation</p> <p>3.1a.2 respond sensitively to others and develop points and ideas</p> <p>3.1a.3 encourage others to contribute</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject</p> <p>Each document must be a minimum of 100 words long.</p> <p>3.2.1 select and read relevant documents</p> <p>3.2.2 identify accurately, and compare the main points, ideas and line of reasoning</p> <p>3.2.3 present your own interpretation of the subject in a way that is coherent and brings together information from different documents to suit your purpose</p>
Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> drawing up a list of own strengths and weaknesses and knowing how to use sources of help and advice. 	<p>LP3.3 Review progress and establish evidence of your achievements</p> <p>3.3.1 provide information on the ways you have used your learning to meet new demands and on factors affecting the quality of your outcome</p> <p>3.3.2 identify targets you have met and gather evidence of your achievements</p> <p>3.3.3 consult appropriate people to agree ways to further improve your performance</p>

Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing how to work with parents. 	<p>PS3.1 Explore a problem and identify different ways of tackling it</p> <p>3.1.1 identify, analyse and accurately describe the problem and agree with others how you will know it has been solved</p> <p>3.1.2 select and use a variety of methods to come up with different ways of tackling the problem</p> <p>3.1.3 compare the main features and risks of each approach and justify the method you decide to use</p> <p>PS3.2 Plan and implement at least one way of solving the problem</p> <p>3.2.1 plan your chosen way of solving the problem and get the go-ahead from an appropriate person</p> <p>3.2.2 put your plan into action, effectively using support and feedback from others to help tackle the problem</p> <p>3.2.3 check regularly progress towards solving the problem, revising your approach as necessary</p> <p>PS3.3 Check if the problem has been solved and review your approach to problem solving</p> <p>3.3.1 apply systematically methods agreed with an appropriate person to check if the problem has been solved</p> <p>3.3.2 describe fully the results and draw conclusions on how successful you were in solving the problem</p> <p>3.3.3 review your approach to problem solving, including whether other approaches might have proved more effective</p>

Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing and role playing working as a member of a team. 	<p>WO3.1 Plan work with others</p> <p>3.1.1 agree realistic objectives for working together and what needs to be done to achieve them</p> <p>3.1.2 share relevant information to help agree roles and responsibilities</p> <p>3.1.3 agree suitable working arrangements with those involved</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives</p> <p>3.2.1 organise and carry out tasks efficiently to meet your responsibilities</p> <p>3.2.2 seek effective ways to develop co-operation including ways to resolve any conflict</p> <p>3.2.3 share accurate information on progress agreeing changes where necessary to achieve objectives</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future</p> <p>3.3.1 agree the extent to which work with others has been successful and the objectives have been met</p> <p>3.3.2 identify factors, including your own role, in influencing the outcome</p> <p>3.3.3 agree ways of improving your work with others in the future, including interpersonal skills</p>

Unit 2: The Provision of Healthy, Safe and Secure Environments for Children

NQF Level 3

Guided learning hours: 60

Unit abstract

This unit is about the provision of healthy, safe and secure environments for children. The unit provides the underpinning knowledge for CCLD unit 302.

The unit enables learners to achieve the knowledge and understanding of how to provide and promote a healthy, safe and secure environment for children.

The unit also enable learners to understand the concepts and methods of risk assessment as appropriate to the childcare environment.

Finally, learners are enabled to identify the correct responses to emergency situations, accidents, injuries or illness to children.

<p>This is an internally assessed unit.</p>
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Learning outcomes

On completion of this unit a learner should:

- 1 Know and understand how to provide and promote a healthy, safe and secure environment for children
- 2 Understand the concepts and methods of risk assessment as appropriate to the childcare environment
- 3 Can identify the correct responses to emergency situations, accidents, injuries or illness to children.

Unit content

1 Know and understand how to provide and promote a healthy, safe and secure environment for children

Laws governing safety: eg Health and Safety at Work Act, 1974, standards for each type of setting, requirements of regulatory authorities of Home Country; up-to-date information; specified adult: child ratio; authorised access to premises; children's arrival and departure; COSHH regulations and the safe storage of hazardous materials, food hygiene, safe moving and handling

Basic principles: importance of well thought-out, planned and organised environment; adaptation of the environment according to children's ages, needs and abilities within age ranges 0-3, 4-7, 8-12, 13-16 years

Preparation and monitoring of the physical environment: effective use of space to provide activities and play environments for children both indoors and outdoors; set out furniture, equipment and resources safely; ensure entrances, exits and fire exits are not obstructed; monitor the use of space before, during and after a days' session; monitor the movement and activity of children

Layout and organisation: furniture and fixtures, size, position and adaptation to ensure children's safety according to their needs, age and abilities

Safe use of equipment and materials: conformity to manufacturers' instructions and policies of setting; checking to ensure hygiene and safety at the start, middle and end of the day; recording faults; checking safety gates, socket covers, window and door catches, cooker guards, safety harnesses; ensuring safety with animals, plants, sand pits, water and outdoor spaces, in toilets and washing areas; ensure that children and adults follow health, safety and security procedures

Supervision: safe supervision according to children's age, needs and abilities, balancing safety, risk, challenge and protection

Personal safety and safety of others: own and children's, safety on outings

2 Understand the concepts and methods of risk assessment as appropriate to the childcare environment

Risk assessment: concept of risk assessment; methods of risk assessment; severity and likelihood; implementation in childcare settings eg checklists, audits

Hazards: check all areas of setting; identify and record hazards; remove hazards where possible; assess levels of risk for all other hazards; establish procedures for managing risks to an acceptable level

Health, safety and security procedures: ensure all children and adults have information about relevant health, safety and security procedures; review and revise procedures in line with changes in circumstances and requirements and to make improvements

Risk management: encourage children to manage risk for themselves according to their age, needs and abilities; why this is important and why this should be done; indoors, outdoors and on outings

3 Can identify the correct responses to emergency situations, accidents, injuries or illness to children

Good hygiene practice: principles of cross-infection, disposal of waste, food handling, handling body fluids, issues concerning the spread of HIV and hepatitis, encouraging good hygiene practice in children

Accidents, emergencies and illness: basic first aid knowledge and provision according to the correct procedures; recognition, prompt identification and correct response to choking, unconsciousness, breathing difficulties, bleeding, anaphylactic shock, electric shock, burns, scalds, suspected fractures, head, neck and back injuries, poisoning, bites and stings, effects of extreme cold and heat, emergency needs of children with epilepsy, asthma, sickle cell, diabetes, suspect meningitis and other serious illness, minor injuries eg bumps, grazes; ability to carry out resuscitation, knowing why, how and in what circumstances; ensuring that self and others are not put at unnecessary risk; provide comfort and reassurance; paediatric first aid knowledge for those working with children under eight years to include foreign bodies in eyes, ears and nose, choking, febrile convulsions

First aid box: location and contents

Illness: policies and procedures, recognition of illness and allergies eg fever, rashes, headache, crying, breathlessness, pallor, implications for diet and development

Policies and procedures: follow the correct policies and procedures for safety, accidents, evacuation and emergencies eg fire, security, missing children, instructions about children's diets and allergies, maintaining the safety of others, providing reassurance and comfort, reporting and recording procedures; storage and administration of medicines; outings

Grading grid

This unit is internally assessed

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
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:
<p>P1 outline the legislation relating to safety, the standards for each type of setting, and the requirements of the regulatory authorities</p> <p>P2 describe the principles and practices of providing and promoting a healthy, safe and secure environment for children</p> <p>P3 outline the concepts and methods of risk assessment</p> <p>P4 describe the application of risk assessment in childcare settings</p>	<p>M1 explain how to provide and promote a healthy, safe and secure environment for children</p> <p>M2 explain how risk assessment can be used in childcare settings</p>	<p>D1 evaluate the principles and practices involved in providing and promoting a healthy, safe and secure environment for children</p>

Grading criteria		
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:
<p>P5 outline the correct responses to emergencies, accidents, injuries and illness in children</p> <p>P6 describe the policies and procedures to be followed with respect to emergencies, evacuation, accidents, injuries, illness and handling of medicines as well as good hygiene practice.</p>	<p>M3 explain how to respond correctly to emergencies, accidents, injuries and illness in children</p> <p>M4 explain the policies and procedures to be followed with respect to emergencies, evacuation, accidents, injuries, illness, handling of medicines and good hygiene practice.</p>	<p>D2 evaluate policies and procedures relating to emergencies, evacuation, accidents, injuries, illness, handling of medicines and good hygiene practice.</p>

Essential information for tutors

Delivery

There are different ways of approaching the delivery of this unit. Some centres may wish to start with learning outcome 3 where learners must identify the correct responses to emergency situations, accidents, injuries or illness to children.

Here the first outcome will be dealt with first.

In order to meet learning outcome 1 learners have to know and understand how to provide and promote a healthy, safe and secure environment for children.

This section will need input from the tutor supplemented with some investigation by learners both in their work placement and on the internet. There is a lot of regulatory material here and some eg safe moving and handling may need specialist input.

Firstly, learners have to know the laws governing safety such as the Health and Safety at Work Act, 1974, the standards for each type of setting, the requirements of the regulatory authorities of the Home country, up-to-date information, specified adult-child ratio, authorised access to premises, children's arrival and departure, COSHH regulations and the safe storage of hazardous materials, food hygiene, safe moving and handling.

With respect to the environment itself learners need to be aware of basic principles eg the importance of well-thought-out, planned and organised environments. Learners themselves will be able to use their experience here and design, in small groups, appropriately set-out environments. This will need to include furniture and fixtures, size and position according to children's needs, ages and abilities. They will also need to discuss how to adapt the environment to meet the ages, needs and abilities of children 0-3 years, 4-7 years, 8-12 years and 13-16 years.

There will also need to be discussion relating to the preparation and monitoring of the environment. Discussion needs to be based upon learners own work experience and guided by the tutor. The discussion should cover the effective use of space to provide activities and play environments for children both indoors and outdoors, how to set out furniture, equipment and resources safely while ensuring that exits and fire exits are not obstructed. In addition, there should be discussion of the monitoring of the use of space before, during and after a day's session as well as the activity and movement of children.

The safe use of equipment and materials also must be covered. Some of this will need tutor input but should also incorporate the learners' own experience in the work setting. Conformity to manufacturers' instructions and to the policies of the setting should be considered with checks made to ensure hygiene and safety at the start, middle and end of the day; faults must be recorded, safety gates, safety covers, window and door catches, cooker guards and safety harnesses should be checked. They also need to consider how to ensure safety with animals, plants, sand pits, water and outdoor spaces, and safety in toilets and washing areas while ensuring that children themselves as well as other adults follow health, safety and security procedures.

Supervision equally needs consideration ensuring there is safe supervision according to children's age, needs and abilities; balancing safety, risk, challenge and protection. Personal safety and the safety of others and safety on outings also need consideration.

Learning outcome 2 requires learners to understand the concepts and methods of risk assessment as appropriate to the childcare environment.

Learners will need some input here as the concept of risk assessment may be new to them. Learners can take an active role here however.

In the first place the concept of risk assessment needs to be explained as well as the methods of risk including severity and likelihood. An Early Years worker may be invited to explain how he or she implements this in the childcare setting eg using checklists or audits.

The need to check all areas of a setting for hazards must be understood and learners may be invited to carry this out for themselves. Hazards need to be identified and recorded as well as removed where possible, the levels of risk must be assessed for all other hazards. Learners need to know how to establish procedures for managing risks to an acceptable level.

The importance of health, safety and security procedures will need to be stressed with learners. All children and adults must have information about relevant health, safety and security procedures and these procedures need to be reviewed and revised in line with changes in circumstances and requirements and improvements made.

Finally, learners should understand the concept of risk management, encouraging children to manage risk for themselves according to their age, needs and abilities. They should know why this is important and why it should be done with respect to indoors, outdoors and on outings.

The third outcome relates to identifying the correct responses to emergency situations, accidents, injuries or illness.

Input is required here, firstly with respect to good hygiene practice. Learners must know the principles of cross infection, the disposal of waste, dealing with body fluids, issues concerning the spread of hepatitis and HIV, handling of food and encouraging good hygiene practice in children.

An appropriately qualified and trained person is needed with respect to input regarding basic first aid knowledge and provision according to the correct procedures. Learners need to have input with respect to the recognition, prompt identification and correct response to choking, unconsciousness, breathing difficulties, bleeding, anaphylactic shock, electric shock, burns, scalds, suspected fractures, head, neck and back injuries, poisoning, bites and stings, effects of extreme cold and heat, emergency needs of children with epilepsy, asthma, sickle cell, diabetes, suspect meningitis and other serious illness, minor injuries eg bumps and grazes.

Not only do learners need to have input but also the opportunity for simulated practice of all these situations.

Learners also need input and simulation opportunities to enable them to have the ability to carry out resuscitation, knowing how and why and in what circumstances while ensuring that neither themselves nor others are not put at unnecessary risk.

They need, too, to know how to provide comfort and reassurance and to have paediatric first aid knowledge to include foreign bodies in the eye, ear and nose, choking and febrile convulsions.

The location and content of the first aid box should be known by all learners in their work setting.

Further input and investigation is needed by learners with respect to children's illness. They must know the policies and procedures found in their own and other settings and be able to recognise the symptoms of a range of illnesses and allergies eg fever, rashes, headache, crying, breathlessness, pallor and also know the implications for diet and development.

Input and investigation is also needed with respect to a range of policies and procedures in Early Years work settings. Learners need to know how to follow the correct policies and procedures for safety accidents, evacuation and emergencies eg fire, security, missing children, instructions about children's diets and allergies, maintaining the safety of others, providing reassurance and comfort, reporting and recording procedures, storage and administration of medicines and outings.

Assessment

Assessment can be carried out by a number of assignments or assignment tasks, concepts and methods of risk assessment

A first assignment, it is suggested, can be a very short one to cover P1.

This requires learners to outline the legislation relating to safety, the standards for each type of setting and the requirements of the regulatory authorities.

A second assignment can cover P2, M1 and D1.

This requires learners to describe the principles and practices of providing and promoting a healthy, safe and secure environment for children. This is further developed for M1 where learners must explain how to provide and promote a healthy, safe and secure environment for children and for D1 learners are required to evaluate the principles and practices involved in providing and promoting a healthy, safe and secure environment for children.

A third assignment concerns risk assessment and covers P3, P4 and M2.

Learners are required to outline the concepts and methods of risk assessment for P3 and to describe the application of risk assessment in childcare settings for P4. This is developed further in M2, which requires learners to explain how risk assessment can be used in childcare settings.

These could be followed by one or two more assignments but here just one is set out.

This covers P5, P6, M3, M4 and D2.

For P5 learners are required to outline the correct responses to emergencies, accidents, injuries and illness in children and for P6 they are required to describe the policies and procedures to be followed with respect to emergencies, evacuation, accidents, injuries, illness and handling of medicines as well as good hygiene practice.

For merit 3 learners must explain how to respond correctly to emergencies, accidents, injuries and illness in children and for M4 to explain the policies and procedures to be followed with respect to emergencies, evacuation, accidents, injuries, illness, handling of medicines and good hygiene practice.

These need to be developed by learners for D2 which requires them to evaluate policies and procedures relating to emergencies, evacuation, accidents, injuries, illness, handling of medicines and good hygiene practice.

Some aspects of P5 and P6 may be covered in the Level 2 BTEC Award in Paediatric First Aid.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with the Level 2 BTEC Award in Paediatric First Aid.

DfES Common Core links:

- Child and Young Person Development
- Safeguarding and Promoting the Welfare of the Child.

Employment Responsibilities and Rights links:

- Target 1 (1.1e and 2.6) Health and Safety
- Target 1 (1.1g) Legal Frameworks in the sector
- Target 1 (1.1f) Data protection
- Target 3 Information and advice
- Target 4 (4.1) The Sector
- Target 8 Issues of public concern.

This unit links with the Level 3 NVQ in Children's Care, Learning and Development, *Unit 302: Develop and maintain a healthy, safe and secure environment for children.*

This unit also provides opportunities for gaining key skills in application of number, communication, problem solving and working with others.

Essential resources

Access to relevant policies and procedures, resuscitation equipment.

Indicative reading for learners

Books

American Academy of Paediatrics – *Pedfacts: Paediatric First Aid for Caregivers and Teachers* (American Academy of Paediatrics – Medical, 2005) ISBN 0763730904

Bruce T and Meggitt P – *Childcare and Education, Third Edition* (Hodder and Stoughton, 2002) ISBN 0340846283

Cherniakov A G et al – *Childmate: A Guide to Appraising Quality Childcare* (Thomson DelmarLearning, 2003) ISBN 1401816223

Marotz L and Rush J – *Health, Safety and Nutrition for the Young Child* (Thomson Delmar Learning, 2004) ISBN 140183700X

Minett P – *Childcare and Development, Fifth Edition* (John Murray, 2005)
ISBN 100340889152

Nilsen B and Albertalli G – *Introduction to Learning and Teaching: Infants Through Elementary Age Children* (Thomson Delmar Learning, 2001) ISBN 0766815390

Magazines

Early Years Educator

Nursery World

Websites

www.bbc.co.uk

www.boots.com

www.childrenwebmag.com

www.redcross.org.uk

www.safetots.co.uk

www.searchy.co.uk

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> undertaking risk assessment. 	<p>N2.1 Interpret information from a suitable source</p> <p>2.1.1 choose how to get the information you need to meet the purpose of your activity</p> <p>2.1.2 obtain relevant information</p> <p>2.1.3 choose appropriate methods to get the results you need</p> <p>N2.2 Use your information to carry out calculations to do with:</p> <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae <p>2.2.1 carry out calculations, clearly showing your methods and levels of accuracy</p> <p>2.2.2 check your methods to identify and correct any errors and make sure your results make sense</p> <p>N2.3 Interpret the results of your calculations and present your findings</p> <p>2.3.1 select effective ways to present your findings</p> <p>2.3.2 present your findings clearly using a chart, graph or diagram and describe our methods</p> <p>2.3.3 use more than one way of presenting your findings</p> <p>2.3.4 decide what your results tell you and how they meet your purpose</p>

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing how to adapt the environment to meet the ages, needs and abilities of children 0-3, 4-7, 8-12 and 13-16 years investigating children's illnesses writing about children's illnesses. 	<p>C3.1a Take part in a group discussion</p> <p>3.1a.1 make clear and relevant contributions in a way that suits your purpose and situation</p> <p>3.1a.2 respond sensitively to others and develop points and ideas</p> <p>3.1a.3 encourage others to contribute</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long</p> <p>3.2.1 select and read relevant documents</p> <p>3.2.2 identify accurately, and compare the main points, ideas and line of reasoning</p> <p>3.2.3 present your own interpretation of the subject in a way that is coherent and brings together information from different documents to suit your purpose</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects</p> <p>3.3.1 select and use a format and style of writing that is appropriate to your purpose and complexity of the subject matter</p> <p>3.3.2 organise material coherently to suit the length, complexity and purpose of your document</p> <p>3.3.3 spell, punctuate and use grammar correctly</p> <p>3.3.4 make your meaning clear</p>

Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> planning and organising a well-thought-out environment for children. 	<p>PS3.1 Explore a problem and identify different ways of tackling it</p> <p>3.1.1 identify, analyse and accurately describe the problem and agree with others how you will know it has been solved</p> <p>3.1.2 select and use a variety of methods to come up with different ways of tackling the problem</p> <p>3.1.3 compare the main features and risks of each approach and justify the method you decide to use</p> <p>PS3.2 Plan and implement at least one way of solving the problem</p> <p>3.2.1 plan your chosen way of solving the problem and get the go-ahead from an appropriate person</p> <p>3.2.2 put your plan into action, effectively using support and feedback from others to help tackle the problem</p> <p>3.2.3 check regularly progress towards solving the problem, revising your approach as necessary</p> <p>PS3.3 Check if the problem has been solved and review your approach to problem solving</p> <p>3.3.1 apply systematically methods agreed with an appropriate person to check if the problem has been solved</p> <p>3.3.2 describe fully the results and draw conclusions on how successful you were in solving the problem</p> <p>3.3.3 review your approach to problem solving, including whether other approaches might have proved more effective</p>

Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> simulating correct procedures for first aid. 	<p>WO3.1 Plan work with others</p> <p>3.1.1 agree realistic objectives for working together and what needs to be done to achieve them</p> <p>3.1.2 share relevant information to help agree roles and responsibilities</p> <p>3.1.3 agree suitable working arrangements with those involved</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives</p> <p>3.2.1 organise and carry out tasks efficiently to meet your responsibilities</p> <p>3.2.2 seek effective ways to develop co-operation including ways to resolve any conflict</p> <p>3.2.3 share accurate information on progress agreeing changes where necessary to achieve objectives</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future</p> <p>3.3.1 agree the extent to which work with others has been successful and the objectives have been met</p> <p>3.3.2 identify factors, including your own role, in influencing the outcome</p> <p>3.3.3 agree ways of improving your work with others in the future, including interpersonal skills</p>

Unit 3: The Provision of Effective, High Quality Childcare Environments

NQF Level 3

Guided learning hours: 60

Unit abstract

This unit is concerned with the provision of effective, high quality childcare environments that meet the needs of children of all ages and abilities. The age groups are 0-3 years, 4-7 years, 8-12 years and 13-16 years. Children with disabilities or special educational needs are also included in this unit. Access, inclusivity, flexibility and the valuing of the cultural backgrounds of families are important in this unit.

The main areas of study in the unit are the features of a planned and effective childcare environment that is safe, stimulating and nurturing for children according to children's ages, needs and abilities.

The unit also enables learners to know and understand how to plan for, provide and promote appropriate physical care that meets the needs of children. All aspects of care routines for children from 0-3 years as well as older children are covered by the unit.

The unit prepares learners to work at level three in childcare and underpins the knowledge requirements for CCLD unit 306.

This is an internally assessed unit.

Learning outcomes

On completion of this unit a learner should:

- 1 Recognise the key features of a planned and effective childcare environment
- 2 Know and understand how to plan for, provide and promote and appropriate physical care that meet the needs of children.

Unit content

1 Recognise the key features of a planned and effective childcare environment

Physical environment: regulatory and health and safety requirements eg Health and Safety at Work Act, 1974, Children Act, 1989, standards for the setting, requirements of the regulatory authorities in the Home Country; develop and maintain systems and procedures for risk assessment eg checklists and consideration of severity and likelihood; planning of environment to ensure effective use of space to provide activities and play environments both indoors and outdoors; monitoring before, during and after sessions; plan and organise appropriate furniture, equipment, materials and lay-out for the setting; use of equipment and materials according to manufacturer's instructions; safety standards for equipment; safety equipment eg gates, socket covers, window and drawer catches, cooker guards, safety harnesses; concern for safety with animals, plants, sandpits, water and outdoor areas; safe storage of hazardous materials eg COSHH regulations; ensure the curriculum, play and learning are supported with opportunity for exercise and physical play; comfortable, quiet areas for privacy

Stimulating environment: ensure appropriateness of the environment, including the play and equipment to the ages, developmental stages and any special or additional needs of the children; ensure accessibility and inclusivity for all children; adapt the environment as necessary; setting up of visual and tactile displays with participation of the children encouraging creativity and self esteem; use of sensory experiences, wet and dry areas, messy areas for creativity and imagination, areas for books and stories; organisation of resources to enable access, choice and independence; involvement of children in decision making about the environment; use of ICT to support play and learning

Nurturing environment: recognition, praise and acknowledgement of children's efforts and achievements; respect and value of culture, language and backgrounds of all children and families; encourage children to be positive about their cultural background; encourage positive behaviour; consistency and fairness in dealing with children's behaviour; provision of stability, consistent care and use of key-workers according to children's ages, need and abilities; give reassurance, comfort and explanations when required; being flexible, available and communicative; deal positively with any conflict that arises; allow children to take more responsibility and have more independence according to their age and abilities

2 Know and understand how to plan for, provide and promote and appropriate physical care that meet the needs of children

Personal care routines: skin, teeth and hair care, sun protection, sensitivity to different cultural needs; toilet needs eg changing, toilet training, need for sensitivity, discussion with families; encouragement of self-care according to age, needs and abilities; support for children's protection and for adults caring for children; suitability of adults caring for children; use of routines to support learning and development; need for quiet periods and privacy; incorporation of physical exercise into everyday routines; bathing, washing, changing and feeding routines of babies and children under three years

Good hygiene practice: hand-washing, principles of cross infection, disposal of different types of waste, dealing with body fluids, issues concerning HIV and hepatitis

Dealing with medicines: procedures for medicines, inhalers and drugs; storage of medicines; recording systems

Meeting nutritional needs: feeding of babies and children under three years; nutritional needs of children, nutritionally balanced meals and snacks, encouragement of healthy eating, provision of drinking water; requirements of special diets according to needs of children and families; food allergies and importance of acting on information from families concerning food allergies; regulations for safe food handling and storage, including babies milk and expressed breast milk

Grading grid

This unit is internally assessed

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
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:
<p>P1 describe the legislation and regulatory health and safety requirements of the physical environment, including risk assessment</p> <p>P2 outline the safety considerations required in planning and monitoring the environment</p> <p>P3 describe the important features of a stimulating and nurturing environment</p> <p>P4 describe personal care routines for children of all ages and abilities</p>	<p>M1 explain how and why safety considerations are required when planning and monitoring the environment</p> <p>M2 explain how to ensure that the environment is stimulating, accessible and inclusive for children of all ages and abilities</p>	<p>D1 evaluate the ways in which the childcare environment can be both safe and stimulating</p>

Grading criteria		
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:
<p>P5 describe the main features of good hygiene practice and the administration of medicines</p> <p>P6 describe the meeting of the nutritional needs of children of all ages.</p>	<p>M3 explain how to ensure that the environment can encourage confidence and resilience in children of all ages and abilities</p> <p>M4 explain how all aspects of personal routines can be met for all children according to their age and ability, including babies and children under three years.</p>	<p>D2 evaluate the ways in which children's confidence and resilience can be encouraged in child care settings for all age groups.</p>

Essential information for tutors

Delivery

This unit is concerned with the provision of effective, high quality environments.

Some of this knowledge and understanding may first be met in child-care settings and this will then need to be discussed with tutor input in the classroom and input from outside speakers.

Learners should be involved in simulating environments for children in the classroom and should learn to plan and promote environments that are safe, stimulating and nurturing, involving families and ensuring the valuing of different cultures as well as inclusivity for children of all ages and abilities.

Discussion, group work, simulation, the drawing up of plans and learner research can all be used.

In considering the environment for children the following need attention:

- *use of space*: effective use of space to provide activities and play environments for children both indoors and outdoors; setting out furniture, equipment and resources safely; ensuring entrances, exits and fire exits are not obstructed; monitoring the use of space before, during and after a day's session
- *ensure health and safety*: learners will need to research and follow risk assessments and health and safety procedures as well as regulations that apply to the environment, policies and procedures of the setting before and during the children's presence; learners need to check appropriate heating and ventilation
- *children's needs*: ensure appropriateness of the environment, including the play materials and equipment to the ages, developmental stages and any special or additional needs of the children; ensure that the environment is accessible and inclusive for all children.

Care routines can be drawn up by learners following input from the tutor.

Care routines should also be simulated with appropriate equipment and materials in the classroom eg the steps and considerations required in making up a feed for a baby.

Assessment

The assessment strategies for the unit need to reflect the evidence required in the grid of assessment criteria.

All of the criteria at all levels will need considerable input from the tutor as indicated in the delivery strategies

A number of assignments or assessment tasks are recommended for the assessment of this unit.

P1, 2 and 3 could form an assignment leading to M1, 2, 3 and D1 and 2 and then P4, 5 and 6 could form a second assignment leading to M4.

For learning outcome 1, which requires learners to recognise the key features of a planned and effective childcare environment they must meet P1, P2 and P3.

They must describe the legislation and regulatory health and safety requirements of the physical environment, including risk assessment for P1, outline the safety considerations required in planning and monitoring the environment for P2, and describe the important features of a stimulating and nurturing environment for P3.

These are developed in M1, which require learners to explain how and why safety considerations are required when planning and monitoring the environment, M2, which requires the learners to explain how to ensure the environment is stimulating, accessible and inclusive for children of all ages and abilities, and M3, which requires learners to explain how to ensure that the environment can encourage confidence and resilience in children of all ages and abilities.

The merit criteria then lead into D1, which requires learners to evaluate the ways in which the childcare environment can be both safe and stimulating, and D2, which requires the learner to evaluate the ways in which children's confidence and resilience can be encouraged in childcare settings for children of all age groups.

For learning outcome 2, which requires learners to know and understand how to plan for, provide and promote appropriate physical care that meets the needs of children, learners must meet P4, which requires them to describe personal care routines for children of all ages and abilities, P5, which requires learners to describe the main features of good hygiene practice and the administration of medicines and P6, where they must describe the meeting of the nutritional needs of children of all ages. These are developed in M4, where learners are required to explain how all aspects of personal routines can be met for all children according to their age and ability, including babies and children under three years.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

DfES Common Core links:

- Effective Communication and Engagement with Children, Young People and their Families and Carers
- Child and Young Person Development.

Employment Responsibilities and Rights links:

- Target 1 (1.1) Legal Frameworks in the sector
- Target 2 (2.6) Health and safety.

This unit links with the Level 3 NVQ in Children's Care, Learning and Development, *Unit 306: Plan and organise environments for children and families.*

This unit also provides opportunities for gaining key skills in application of number, communication, information and communication technology, problem solving and working with others.

Indicative reading for learners

Materials that illustrate the level of learning required and that are particularly relevant.

Books

Bruce T and Meggitt C – *Childcare and Education* (Hodder Arnold, 2004)
ISBN 0340846283

Marotz L at al – *Health, Safety and Nutrition for the Young Child* (Delmar, 2000)
ISBN 0766809463

Meggitt C and Walker J – *An Introduction to Childcare and Education* (Hodder Arnold, 2004) ISBN 0340813989

Robertson C – *Safety, Nutrition and Health in Child Care* (Delmar, 2002)
ISBN 1401802554

Walker M – *Children's Care, Learning and Development NVQ 3* (Nelson Thornes, 2006) ISBN 0748796045

Journals

British Journal of Special Education

Child Care in Practice

Magazines

Nursery World

Parents Magazine

Websites

www.bild.org.uk

www.developmentgateway.org

www.searchy.co.uk

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> making up a feed for a baby. 	<p>N2.1 Interpret information from a suitable source</p> <p>2.1.1 choose how to get the information you need to meet the purpose of your activity</p> <p>2.1.2 obtain relevant information</p> <p>2.1.3 choose appropriate methods to get the results you need</p> <p>N2.2 Use your information to carry out calculations to do with:</p> <p>a amounts or sizes</p> <p>b scales or proportion</p> <p>c handling statistics</p> <p>d using formulae</p> <p>2.2.1 carry out calculations, clearly showing your methods and levels of accuracy</p> <p>2.2.2 check your methods to identify and correct any errors and make sure your results make sense</p> <p>N2.3 Interpret the results of your calculations and present your findings</p> <p>2.3.1 select effective ways to present your findings</p> <p>2.3.2 present your findings clearly using a chart, graph or diagram and describe your methods</p> <p>2.3.3 use more than one way of presenting your findings</p> <p>2.3.4 describe what your results tell you and why they meet your purpose</p>

Communication Level 1	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> considering the use of space in high quality childcare environments. 	<p>C1.1 Take part in either a one-to-one discussion or a group discussion</p> <p>1.1.1 provide information that is relevant to the subject and purpose of the discussion</p> <p>1.1.2 communicate clearly in a way that suits the situation and respond appropriately to others</p>
Communication Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> investigating care routines. 	<p>C2.2 Read and summarise information from at least two documents. Each document must be a minimum of 500 words long</p> <p>2.2.1 select and read relevant documents</p> <p>2.2.2 identify accurately the main points, ideas and lines of reasoning</p> <p>2.2.3 summarise the information to suit your purpose</p>

Information and communication technology Level 1	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching health and safety regulations and risk assessment procedures. 	<p>ICT1.1 Find and select relevant information</p> <p>1.1.1 choose information that is relevant to your tasks</p> <p>ICT1.2 Enter and develop information to suit the task</p> <p>1.2.1 enter information using formats that help development</p> <p>1.2.2 save information so it can be found easily</p> <p>ICT1.3 Develop the presentation so that the final output is accurate and fit for purpose</p> <p>1.3.1 use appropriate layouts for presenting information in a consistent way</p>

Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> planning and providing a safe, stimulating and nurturing environment ensuring inclusivity. 	<p>PS3.1 Explore a problem and identify different ways of tackling it</p> <p>3.1.1 identify, analyse and accurately describe the problem and agree with others how you will know it has been solved</p> <p>3.1.2 select and use a variety of methods to come up with different ways of tackling the problem</p> <p>3.1.3 compare the main features and risks of each approach and justify the method you decide to use</p> <p>PS3.2 Plan and implement at least one way of solving the problem</p> <p>3.2.1 plan your chosen way of solving the problem and get the go-ahead from an appropriate person</p> <p>3.2.2 put your plan into action, effectively using support and feedback from others to help tackle the problem</p> <p>3.2.3 check regularly progress towards solving the problem, revising your approach as necessary</p> <p>PS3.3 Check if the problem has been solved and review your approach to problem solving</p> <p>3.3.1 apply systematically methods agreed with an appropriate person, to check if the problem has been solved</p> <p>3.3.2 describe fully the results and draw conclusions on how successful you were in solving the problem</p> <p>3.3.3 review your approach to problem solving, including whether other approaches might have proved more effective</p>

Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • drawing up care routines. 	<p>WO3.1 Plan work with others</p> <p>3.1.1 agree realistic objectives for working together and what needs to be done to achieve them</p> <p>3.1.2 share relevant information to help agree roles and responsibilities</p> <p>3.1.3 agree suitable working arrangements with those involved</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives</p> <p>3.2.1 organise and carry out tasks efficiently to meet your responsibilities</p> <p>3.2.2 seek effective ways to develop co-operation including ways to resolve any conflict</p> <p>3.2.3 share accurate information on progress agreeing any changes where necessary to achieve objectives</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p> <p>3.3.1 agree the extent to which work with others has been successful and the objectives have been met</p> <p>3.3.2 identify factors, including your role, in influencing the outcome</p> <p>3.3.3 ways of improving your work with others in the future, including interpersonal skills</p>

Unit 4: Promote Child and Young Person Development

NQF Level 3

Guided learning hours: 60

Unit abstract

This unit underpins CCLD Unit 303: Promote children's development.

The unit is concerned with the development of children. Firstly, it looks at principles and theories of development and then examines the growth and development of children physically, emotionally, socially and with respect to their cognitive and language development. All four age groups 0-3, 4-7, 8-12 and 13-16 years are covered.

The unit then goes on to consider how development can be promoted across the different age groups within the 0-16 year age range.

<p>This is an internally assessed unit.</p>
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Learning outcomes

On completion of this unit a learner should:

- 1 Have a detailed knowledge and understanding of the expected patterns of child and young person development in the age range 0-16 years
- 2 Know how to promote development across this age range.

Unit content

1 Have a detailed knowledge and understanding of the expected patterns of child and young person development in the age range 0-16 years

Main principles of children's development: holistic and interconnected, different rates but broadly the same sequence, head to toe, inner to outer

Theories: nature/nurture debate

Conception to the end of the first year of life: process of conception and the role of the gametes, rates and sequences of embryonic and foetal growth

Factors influencing embryonic and foetal growth: eg alcohol and foetal alcohol syndrome, folic acid and neural tube disorders, smoking, substance abuse, infections, genetic disorders

Birth: process, role of hormones, role of midwife

Stages and sequences: normal ranges of development, milestones, percentiles

Physical development: gross and fine motor skills, 0-3 years, 4-7 years, 8-12 years, 13-16 years

Emotional development: attachment, development of multiple attachments, self concept, personal identity eg Bowlby, Schaffer, Mead, Cooley, Freud; emotional development of older children, 8-12, 13-16 years

Social development: pro-social behaviour, moral development, development of aggression, managing unwanted behaviour eg conditioning, reinforcement, social learning, imitation, roles, models, peer groups; social development of older children 8-12 years, 13-16 years

Cognitive and language development: vision, studies of children's perception, hearing, reception, expression, speech, language and thought eg Piaget, Bruner, Chomsky; cognitive and language development of older children 8-12 years, 13-16 years

Factors affecting growth and development: motivation, adult expectations, health status, genetic inheritance, gender, family background, social, cultural, financial, economic and environmental background, agencies working for and with young children; factors affecting older children 8-12 years, 13-16 years

Play: the role of play in supporting children's development

2 Know how to promote development across this age range

0-3 years

Environment: provision of a safe, secure and encouraging environment, baby/child friendly, supporting exploration, problem solving, inclusion, anti-discriminatory practice, emotional wellbeing and intelligence, close and consistent relationships and importance for mental health

Physical needs: nutrition, healthy eating, sensitive toilet training

Encouragement: learning and from birth, appropriate independence, expression of choices and individual preferences, awareness of themselves and of others, giving support when making transitions from one situation to another, play with and alongside babies and children; be realistic, positive, consistent and supportive in responses to children's behaviour; give support during transition within or between settings

Support learning: sensory learning through provision of appropriate sensory materials and experiences, everyday routines; support emotional well-being and intelligence; play with and alongside babies and children

Communication: use different ways of verbal and nonverbal communication to meet all children's needs eg talking, listening, turn-taking, eye contact, songs, rhymes and support early interest in reading and mark-making, using mathematical language; play with and alongside babies and young children

4-7 years

Environment: provide a safe, secure and encouraging environment, adapt the environment and activities to enable all children to take part equally, use age-appropriate activities, materials and experiences to support learning and development, work within an inclusive and anti-discriminatory practice

Encouragement: allow children to assess and take risks without under or over protection, develop a close and consistent relationship with children, support play and learning activities, be realistic, consistent and supportive in responding to children's behaviour following the policies of the setting, ensure that the needs of all children are being met including those with disabilities or special educational needs; encourage independence but provide close, consistent and reliable relationships enabling the growth of self-esteem and resilience; support children through transitions eg starting school

Physical needs: encourage healthy eating and lifestyle

Learning: support emerging writing, interest in books and print, use of books and stories; use of maths language, counting sorting, matching, using mathematics in the environment; support play and learning activities

Communication: use different ways of verbal and nonverbal communication to meet all children's needs eg talking, listening, turn-taking, eye contact, songs, rhymes, be realistic, consistent and supportive in responding to children's behaviour following the policies of the setting, ensure that the needs of all children are being met including those with disabilities or special educational needs

8-12 years

Environment: provide a safe and secure environment (physical and emotional), provide opportunities for exploration and different experiences, stand back and allow children to assess, take risks and face challenges for themselves according to their abilities, needs and stage of development, give meaningful praise and encouragement, be a listening ear when needed, support children as they move between settings

Physical: recognise and acknowledge children's particular needs as they enter puberty and ensure that the needs of all children are being met including those with disabilities or special educational needs; encourage healthy life styles, healthy eating and exercise

Communication: encourage a wide range of communication strategies; answer questions with sensitivity, encouraging independence and being available in a supportive role; talk honestly and raise awareness of issues in line with children's questions about drinking, smoking, illegal drug use, sexuality and sexual development

Learning: support information handling, written communication and mathematical and scientific interest

13-16 years

Environment: provide information and support as children make career, education and training choices, provide opportunities for children to assess and take risks and face challenges, ensure all practice is inclusive and anti-discriminatory

Communication: encourage a wide range of communication strategies; negotiate and communicate with children, valuing and incorporating their opinions and views

Learning: encourage choices and positive decision making; support information handling and assessing

Physical: provide information about healthy lifestyles according to accepted guidelines, provide information about the health and welfare issues arising from smoking, illegal drug abuse, sexually transmitted diseases, unwanted pregnancies

Grading grid

This unit is internally assessed

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
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:
<p>P1 describe the principles and theories of growth and development</p> <p>P2 outline development from conception to the end of the first year of life including the factors affecting embryonic and foetal development</p> <p>P3 describe growth and development physically, emotionally, socially, cognitively and communicatively in all four age groups, 0-3, 4-7, 8-12 and 13-16 years</p> <p>P4 describe the role of play in supporting children's development</p> <p>P5 outline the different ways to support all round development in the 0-3 and 4-7 year old age groups</p>	<p>M1 explain development from conception to the end of the first year of life</p> <p>M2 explain how children grow and develop in all areas of development in the four age groups</p> <p>M3 explain how to promote the development of children in the 0-3 and 4-7 year age groups, including the role of play</p>	<p>D1 evaluate the different ways of promoting the all round development of young children in the 0-3 year and the 4-7 year age groups</p>

Grading criteria		
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:
P6 outline the different ways to support the all round development of older children 8-12 and 13-16 years.	M4 explain how to promote the all round development of older children in the 8-12 and 13-16 year age groups.	D2 evaluate the different ways of promoting the all round development of older children in the 8-12 and 13-16 years age groups.

Essential information for tutors

Delivery

The first part of this unit concerns learners having a detailed knowledge and understanding of the expected patterns of child and young person development in the age range 0-16 years.

There will need to be tutor input in the early stages to introduce learners to the main principles of children's development covering the holistic and interconnected aspects of development, including different rates but broadly the same sequence – head-to-toe and inner to outer. Also stages and sequences should be covered along with the normal ranges of development, milestones and percentiles.

In addition, theories such as the nature-nurture debate will need input as well as discussion by learners.

Much of the first part of this unit can be covered by the learners undertaking investigation on the internet together with discussion and tutor input as required.

Firstly, learners need to investigate conception, embryonic and foetal growth and then the factors affecting embryonic and foetal growth.

Birth can also be investigated with tutor input as required covering the role of hormones and the role of the midwife.

Learners can then investigate the different areas of development throughout the age groups to include physical, emotional, social cognitive and language development.

The factors affecting growth and development may need some tutor input and also discussion in order to ensure understanding by learners of adult expectations, motivation, health status, genetic inheritance, gender, family, social, cultural, financial, economic and environmental background, the agencies working for and with young children and factors affecting older children.

The role of play in supporting children's development should also be considered.

Following this learners need to know how to promote development across the age ranges 0-3 years, 4-7 years, 8-12 years and 13-16 years. This could be undertaken by the learners working in groups, presenting information and learners taking notes from each other. Alternatively, the main areas of physical needs, environment, encouragement, learning and communication could be undertaken by the learners using a grid to cover these sections and the age groups. Discussion and relation to work placement should also be used to ensure that understanding has taken place.

Assessment

A first, short assignment is to cover P1 requiring learners to describe the principles and theories of growth and development.

A second assignment could be P2 and M1, which is again a fairly short assignment. P2 requires learners to outline development from conception to the end of the first year of life including the factors affecting embryonic and foetal development. This is developed in M1, which requires learners to explain development from conception to the end of the first year of life.

This could be followed by a third assignment to cover P3 and M2, where learners must describe growth and development physically, emotionally, socially, cognitively and communicatively in all four age groups 0-3 years, 4-7 years, 8-12 years and 13-16 years for P3 and developed in M2 where learners must explain how children grow and develop in all areas of development in the four age groups.

A fourth assignment could cover P4, P5, P6, M3, M4, D1 and D2.

This is a large assignment and P4 could be assessed separately but as this partly leads into M3 it has been kept with the other related criteria.

For P4 learners must describe the role of play in supporting children's development and this goes with P5 which requires learners to outline the different ways to support all round development in the 0-3 and 4-7 years age groups. These criteria are then developed in M3 where learners must explain how to promote the all round development of children in the 0-3 and 4-7 year age groups and for D1 they must evaluate the different ways of promoting the all round development of young children in the 0-3 and the 4-7 year age groups.

P6 is like P5 but requires an outline of the different ways to support the all round development of older children 8-12 and 13-16 years. This is developed in M4, which requires learners to explain how to promote the all round development of older children in the 8-12 and 13-16 year age groups and further developed in D2 which requires an evaluation of the different ways of promoting the all round development of older children in the 8-12 and 13-16 year age groups.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

DfES Common Core links:

- Effective Communication and Engagement with Children Young People and their Families and Carers
- Child and Young Person Development
- Safeguarding Children and Promoting the Welfare of the Child
- Supporting Transitions
- Multi-agency Working
- Sharing Information.

Employment Responsibilities and Rights links:

- Target 1 (1.1f) Data protection
- Target 4 (4.1) The Sector.

This unit links with the Level 3 NVQ in Children's Care, Learning and Development, *Unit 303: Promote children's development*.

This unit also provides opportunities for gaining key skills in application of number, communication, information and communication technology, improving own learning and performance, problem solving and working with others.

Essential resources

The following resources are recommended to support learning of this unit.

Indicative reading for learners

Materials that illustrate the level of learning required and that are particularly relevant.

Books

Bee H – *The Developing Child* (Allyn and Bacon, 2003) ISBN 020535970

Charlesworth R – *Understanding Child Development: for Adults who Work with Young Children* (Thomson Delmar Learning, 2003) ISBN 1401805027

Lansdown R et al – *Your Child's Development* (Frances Lincoln Ltd, 1999)

Lindon J – *Understanding Child Development* (Hodder Arnold, 2005)
ISBN 100340886692

Lindon J – *Child Development from Birth to Eight* (National Children's Bureau, 2004)
ISBN 1904787282

Walker M – *Children's Care, learning and development NVQ 3* (Nelson Thornes, 2006)
ISBN 0748796045

Journals

www.blackwellpublishing.com/journal

www.ncast.org

Magazine

Nursery World

Other reading

www.tandf.co.uk/journals

Websites

www.eldis.org

www.extension.iastate.edu/publications (for young teen development)

www.kidshealth.org

www.learningdisabilities.org.uk

www.raisingkids.co.uk

www.sdrcenter.com

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> considering the normal ranges of development, milestones and percentiles. 	<p>N2.1 Interpret information from a suitable source</p> <p>2.1.1 choose how to get the information you need to meet the purpose of your activity</p> <p>2.1.2 obtain relevant information</p> <p>2.1.3 choose appropriate methods to get the results you need</p> <p>N2.2 Use your information to carry out calculations to do with:</p> <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae <p>2.2.1 carry out calculations, clearly showing your methods and levels of accuracy</p> <p>2.2.2 check your methods to identify and correct any errors and make sure your results make sense</p> <p>N2.3 Interpret the results of your calculations and present your findings</p> <p>2.3.1 select effective ways to present your findings</p> <p>2.3.2 present your findings clearly using a chart, graph or diagram and describe your methods</p> <p>2.3.3 use more than one way of presenting your findings</p> <p>2.3.4 describe what your results tell you and how they meet your purpose</p>

Communication Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing the nature-nurture debate. 	C2.1a Take part in a group discussion 2.1a.1 make clear and relevant contributions in a way that suits your purpose and situation 2.1a.2 respond appropriately to others 2.1a.3 help to move the discussion forward
Communication Level 3	
	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing the nature-nurture debate writing documents on factors affecting embryonic and foetal growth and development as well as main areas of physical needs, environment, encouragement, learning and encouragement. 	C3.1a Take part in a group discussion 3.1a.1 make clear and relevant contributions in a way that suits your purpose and situation 3.1a.2 respond sensitively to others and develop points and ideas 3.1a.3 encourage others to contribute 3.3.1 select and use a format C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 100 words long. 3.3.1 select and use a format and style of writing that is appropriate to your purpose and complexity of the subject matter 3.3.2 organise material coherently to suit the length, complexity and purpose of your document 3.3.3 spell, punctuate and use grammar accurately 3.3.4 make your meaning clear

Information and communication technology Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> undertaking research on the development of children. 	<p>ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case</p> <p>2.1.1 select information relevant to the tasks</p> <p>ICT2.2 Enter and develop the information to suit the task and derive new information</p> <p>2.2.1 enter and combine information using formats that help development</p> <p>2.2.2 develop information and derive new information as appropriate</p> <p>ICT2.3 Present combined information such as text with image, text with number, image with number</p> <p>2.3.1 develop the presentation so that the final output is accurate and shows consistent use of formats</p> <p>2.3.2 use layout appropriate to the types of information</p>

Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> undertaking research on the internet to meet knowledge requirements. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met</p> <p>3.1.1 seek information on ways to achieve what you want to do and identify factors that might affect your plans</p> <p>3.1.2 use this information to set realistic targets and identify clear action plans</p> <p>3.1.3 plan how you will manage your time, use support, review progress and overcome possible difficulties</p> <p>LP3.2 Take responsibility for your learning, using your plans to help meet targets and improve your performance</p> <p>3.2.1 manage your time effectively to meet deadlines, revising your plan as necessary</p> <p>3.2.2 choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands</p> <p>3.2.3 reflect on your progress, seeking feedback and relevant support to help you meet your targets</p> <p>LP3.3 Review progress and establish evidence of your achievements</p> <p>3.3.1 provide information on the ways you have used your learning to meet new demands and on factors affecting the quality of your outcome</p> <p>3.3.2 identify targets you have met and gather evidence of your achievements</p> <p>3.3.3 consult appropriate people to agree ways to further your performance</p>

Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> relating development to work placement experience. 	<p>PS3.1 Explore a problem and identify different ways of tackling it</p> <p>3.1.1 identify, analyse and accurately describe the problem, and agree with others how you will know it has been solved</p> <p>3.1.2 select and use a variety of methods to come up with different ways of tackling the problem</p> <p>3.1.3 compare the main features and risks of each approach and justify the method you decide to use</p> <p>PS3.2 Plan and implement at least one way of solving the problem</p> <p>3.2.1 plan your chosen way of solving the problem and get the go-ahead from an appropriate person</p> <p>3.2.2 put your plan into action, effectively using support and feedback from others to help tackle the problem</p> <p>3.2.3 check regular progress towards solving the problem, revising your approach as necessary</p> <p>PS3.3 Check if the problem has been solved and review your approach to problem solving</p> <p>3.3.1 apply systematically methods agreed with an appropriate person to check if the problem has been solved</p> <p>3.3.2 describe fully the results and draw conclusions on how successful you were in solving the problem</p> <p>3.3.3 review your approach to problem solving including whether other approaches might have proved more effective</p>

Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> working in groups on promoting development across the age groups. 	<p>WO3.1 Plan work with others</p> <p>3.1.1 agree realistic objectives for working together and what needs to be done to achieve them</p> <p>3.1.2 share relevant information to help agree roles and responsibilities</p> <p>3.1.3 agree suitable working arrangements with those involved</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives</p> <p>3.2.1 organise and carry out tasks efficiently to meet your responsibilities</p> <p>3.2.2 seek effective ways to develop co-operation including ways to resolve any conflict</p> <p>3.2.3 share accurate information on progress agreeing changes where necessary to achieve objectives</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p> <p>3.3.1 agree the extent to which work with others has been successful and the objectives have been met</p> <p>3.3.2 identify factors, including your role, in influencing the outcome</p> <p>3.3.3 agree ways of improving your work with others in the future, including interpersonal skills</p>

Unit 5: Promoting Learning Within Early Education Frameworks

NQF Level 3

Guided learning hours: 60

Unit abstract

This unit is concerned with the promotion of learning within early education frameworks.

In the first place, learners need to know and understand how to provide effective and high quality early education. This in itself is a complex process and involves knowledge of learning and play, understanding the development and promotion of positive relationships and the importance of communication.

The unit then goes on to explore the role of the practitioner in promoting learning within early education frameworks.

Finally, the unit enables learners to know and understand how children's achievements in early education are assessed and recorded.

This unit cuts across a number of areas of the National Occupational Standards for Children's Care, Learning and Development. Major areas are CCLD 309: Plan and implement curriculum frameworks for early education and CCLD 310: Assess children's progress according to curriculum frameworks for early education. Other units covered here are CCLD 301: Develop and promote positive relationships and the first two outcomes of CCLD 303: Promote children's development.

This is an internally assessed unit
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Learning outcomes

On completion of this unit a learner should:

- 1 Know and understand how to provide effective and high quality early education
- 2 Recognise the practitioner's role in promoting learning within early education frameworks
- 3 Know and understand how children's achievements in early education are assessed and recorded.

Unit content

1 Know and understand how to provide effective and high quality early education

Learning: current theoretical approaches to how children learn and develop eg Piaget, Bruner, Donaldson, Skinner; strategies to positively and negatively reinforce behaviour and learning; how children's learning is affected by their stage of development; learning styles eg focus upon seeing, hearing and doing; pulling together different areas of learning into activities and experiences in an integrated approach; learning through play; the benefits to children of learning through play and not relying on formal activities and experiences that may not be appropriate for a child's age, needs and abilities; how to support and extend play opportunities to encourage learning; knowing the kinds of equipment, materials and equipment to support learning using play as a vehicle for delivery; planning and implementing activities; the importance and implications of a differentiated approach to the provision of learning experiences for children; engaging the attention and interest of babies; effects of low self-esteem and lack of confidence on learning

Relationships: the importance of developing and promoting positive relationships with babies, children, parents and families; interactions that welcome and value children and parents in the setting; application of inclusive and anti-discriminatory practice; knowing what is appropriate behaviour; the importance of encouraging children to make choices for themselves and to involve them in decision-making; respect for individuality, needs and preferences; balancing the needs of the individual with those of the group; supporting children in their development of relationships eg behaviour towards others, understanding the feelings of others, support in dealing with conflict; why it is important to be consistent and fair; dealing with conflict with adults; promotion of resilience, self-esteem and confidence in children

Communication: importance of communicating with babies, children and adults as appropriate to age, needs and abilities; the importance of clear communication with babies and children, listening, responding, giving attention, showing value, encouraging babies and children to express themselves; importance of sensitivity to communication difficulties and how to adapt forms of communication

Reflection: reflecting on own practice, interactions, solving problems, improving and challenging existing practice

2 Recognise the practitioner's role in promoting learning within early education frameworks

Frameworks: knowledge of the curriculum frameworks for early education whether statutory or discretionary currently in use in the relevant home country eg Foundation stage, Birth to three matters

Planning: consultation with relevant adults; taking into account the individual needs, learning styles and starting points of children; ensure inclusion and anti-discriminatory practice; ensure adequate resource are available; extraction of relevant information from curriculum documents on which to base planning; drawing up short, medium and long-term plans according to the requirements of the curriculum framework; coverage of each area of the curriculum emphasising an integrated approach and using children's play as a vehicle for delivery; ensure plans include the use of IT; clearly define the roles and responsibilities of those who are involved; sources of support; requirements of the relevant inspectorates

Implementation: communication of plans; checking and clarifying understanding; ensuring the environment is stimulating, enjoyable and carefully planned; use of everyday routines to enhance learning; encouragement of participation by children; have high expectations of children; support and extend play; ensure balance between planned activities and freely chosen play; check and discuss children's progress; praise achievements, support underachievement and recognise when children are ready to move on; seek additional support if required; keep records

Monitoring: develop and maintain monitoring strategies and documentation as required by the relevant curriculum framework; regularly communicate with parents, families and other adults; check consistent implementation; monitor participation and learning of all children in the setting

3 Know and understand how children's achievements in early education are assessed and recorded

Observation: reasons for observing eg knowledge, concerns, external requirements

Requirements of curriculum frameworks: local and national requirements; guidance for assessments; use of profiling; requirements of the relevant inspectorates; planning of assessments according to local and national requirements

Permissions: obtaining the necessary permissions from appropriate adults and discussion with the child or children concerned; consultation with relevant adults when planning assessments

Techniques: techniques of observation for different purposes eg running records, checklists, pre-coded categories, time and event sampling; profiling; strengths and weaknesses of different methods, recording formats, minimising of distractions or intrusions

Confidentiality: maintenance of confidentiality and data protection arrangements according to the procedures of the setting

Interpretations: importance of objectivity, not jumping to conclusions, involvement of families, children and colleagues, repeating of observation to ensure accuracy and consistency; use of observations and assessments as the basis for planning

Formative and summative assessment: differences between formative and summative assessment, initial and ongoing, summary of findings, profiling, other forms of assessment used in settings

Basis of findings: observation, other reliable information, eg from colleagues, families, children, other appropriate adults, being objective, not relying on hearsay or own beliefs

Records: recording of assessment maintaining confidentiality according to the procedures of the setting and according to local and national requirements

Reporting: sharing of findings with children and family members as appropriate as well as to colleagues, referring concerns to appropriate colleagues and external agencies

Grading grid

This unit is internally assessed

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
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:
<p>P1 describe current theoretical approaches to learning and play</p> <p>P2 describe the role of relationships, communication and reflection in providing effective and high quality early education</p> <p>P3 outline the curriculum frameworks currently in use in the relevant home country</p> <p>P4 describe the practitioner's role in promoting learning within early education frameworks through planning, implementation and monitoring</p>	<p>M1 explain the value of learning through play in providing effective and high quality early education</p> <p>M2 explain why relationships, communication and reflection are also important in providing effective and high quality education</p> <p>M3 explain how the practitioner can promote learning through play and more formal learning activities within early education frameworks by means of planning, implementation and monitoring</p>	<p>D1 evaluate the role of play in children's learning</p> <p>D2 evaluate the role of the practitioner in promoting learning through play within early education frameworks.</p>

Grading criteria		
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:
<p>P5 describe the different ways of assessing children's achievements in early education</p> <p>P6 outline the ways of recording children's achievements.</p>	<p>M4 explain how children's achievements in early education can be assessed and recorded.</p>	

Essential information for tutors

Delivery

The first learning outcome for this unit is for learners to know and understand how to provide effective and high quality early education and the first section is about learning.

This first section will need tutor input in order to enable learners to understand the theoretical approaches to how children learn and develop as they will need to understand the approaches of such theorists as Piaget, Bruner, Donaldson and Skinner and the implications of these approaches. Learners will need to be able to appreciate strategies to positively and negatively reinforce behaviour and learning and how children's learning is affected by their stage of development and about learning styles with a focus upon seeing, hearing and doing. They will also need to appreciate the effects of low self esteem and lack of confidence on learning.

Following this, learners themselves can be guided in discussion groups, drawing on and reflecting upon their own experience in work placement with respect to pulling together different areas of learning into activities and experiences in an integrated approach. Input from Playworker from an appropriate setting would be useful, too, as learners need to know about learning through play, the benefits to children of learning through play and not relying on formal activities and experiences that may not be appropriate for a child's age, needs and abilities. Learners also need to discuss how to support and extend play opportunities to encourage learning, the kinds of materials and equipment to support learning using play as a vehicle for delivery.

Learners can also use their experience to discuss the planning and implementing of activities, the importance of a differentiated approach to the provision of learning experiences for children and how to engage the attention and interest of babies.

The second section, which is about relationships, also needs tutor input as well as discussion and role play. Learners need to understand the importance of developing and promoting positive relationships with babies, children, parents and families and the application of inclusive and anti-discriminatory practice. Role play can be used for helping learners to understand what is appropriate behaviour and the nature of interactions that welcome and value children and parents in the setting including dealing with conflict with adults. There should be discussion relating to the encouragement of children to make choices for themselves and to be involved in decision making while respecting their individuality, needs and preferences; promoting resilience, self-esteem and confidence, but balancing the needs of the individual with the group. In addition, learners can discuss how to support children in their development of relationships such as behaviour towards others, the feelings of others and dealing with conflict. There should also be discussion of the importance of consistency and fairness.

The third section refers to communication and can be delivered through guided discussion with respect to the importance of clear communication with babies, children and adults as appropriate to age needs and abilities. This should include listening, responding, giving attention, showing value, encouraging babies and children to express themselves while being sensitive to communication difficulties and how to adapt different forms of communication.

Finally, with respect to this outcome, there must be input and discussion regarding reflection to include encouraging learners to reflect on their own practice, interactions, solving problems and improving and challenging existing practice.

The second outcome requires learners to recognise the practitioner's role in promoting learning within early education frameworks.

In the first place there needs to be both input and investigation by learners of the curriculum frameworks for early education, whether statutory or discretionary, currently in use in the home country. Examples are the Foundation stage and Birth to Three Matters as well as new government proposals.

Secondly, there needs to be consideration of planning, which can be delivered through guided discussion. Learners need to consider the importance of consultation with relevant adults, the need to take into account the individual learning styles and starting points of children while ensuring inclusion and anti-discriminatory practice and the availability of adequate resources.

Curriculum documents need to be available to learners so that they can practise extracting relevant information on which to base planning and to draw up short, medium and long-term plans according to the requirements of the curriculum framework. They will then need to cover each area of the curriculum emphasising an integrated approach and using children's play as a vehicle for delivery. They will need to ensure that their plans include the use of IT and that the roles and responsibilities of those involved are made clear.

There should also be discussion of sources of support and the requirements of the relevant inspectorate.

The third part of coverage of this outcome refers to implementation. Again, guided discussion can be used to cover the communication of plans with checks and clarification of understanding. This should also refer to ensuring that the environment is stimulating, enjoyable and carefully planned, that everyday routines are used to enhance learning, that children are encouraged to participate, that there are high expectations of children, that play is supported and extended and that there is a balance between planned activities and freely chosen play. Further discussion needs to cover checking and discussing children's progress, the praising of achievements, support for underachievement, recognition of when children are ready to move on, how to seek additional support if required and the keeping of records.

There will then need to be input with respect to monitoring as required by the relevant curriculum framework, regular communication with parents, families and other adults as well as monitoring consistent implementation and the participation and learning of all children in the setting.

The third outcome in this unit is to know and understand how children's achievements in early education are assessed and recorded.

This will require tutor input, exposure to curricular materials and guided discussion to ensure understanding by learners.

Firstly, the requirements of the curriculum frameworks need to be considered. This should include local and national requirements, guidance for assessments, the use of profiling, requirements of the relevant inspectorates and the planning of assessments according to local and national requirements. The differences between formative and summative assessment will need tutor input as well as how these differ from initial and ongoing assessment, summary of findings, profiling and other forms of assessment used in settings.

The need to obtain the necessary permissions from appropriate adults and discussion with the child or children concerned will need input and consideration.

The importance of the method of observation requires input by the tutor with respect to the reasons for observing such as knowledge, concerns, external requirements and the techniques of observation for different purposes such as running records, pre-coded categories, time and event sampling, profiling. There will also need to be input and discussion of the strengths and weaknesses of different methods, recording formats and the minimising of distractions or intrusions. In addition there is the need for tutor input and discussion of how to interpret observation including the importance of objectivity, not jumping to conclusions, the involvement of families, children and colleagues, the repeating of observation to ensure accuracy and consistency and the use of observations and assessments as the basis for planning.

Further discussion should take place concerning the use of other reliable information from colleagues, families, children, other appropriate adults and the need for objectivity without reliance on hearsay or their own beliefs.

The need for confidentiality also needs to be examined and discussed by learners to ensure that the procedures of the setting and data protection arrangements are understood.

Finally, there needs to be discussion of practice seen by learners in settings with respect to the recording of assessment according to local and national requirements and the policies of settings for maintaining confidentiality. Reporting should also be covered through input and discussion concerning the sharing of findings with children and family members and colleagues as appropriate and the reference of concerns to appropriate colleagues and agencies.

Assessment

A number of assignments or assignment tasks can be used to assess this unit.

It is recommended that assessment is closely related to delivery to ensure motivation and completion by learners.

All relevant content, as indicated below, must be covered.

A first assignment can cover P1, M1 and D1.

P1 requires learners to describe current theoretical approaches to learning and play. This is then developed in M1, where learners must explain the value of learning through play in providing effective and high quality early education and then yet further in D1, where learners must evaluate the role of play in children's learning. This refers to the learning section of the content for the first outcome.

A second assignment may cover P2 and M2. Here for P2 learners must describe the role of relationships, communication and reflection in providing high quality early education. This refers to the relationships, communication and reflection sections of the first outcome.

A third assignment may cover P3, P4, M3 and D2.

For P3 learners must outline the curriculum frameworks currently in use in the relevant home country and for P4 they must describe the practitioner's role in promoting learning within early education frameworks through planning, implementation and monitoring. This is then developed in M3, where learners are required to explain how the practitioner can promote learning through play and more formal learning activities within early education frameworks by means of planning, implementation and monitoring. This refers to all the sections in the content for the second outcome and covers, frameworks, planning, implementation and monitoring.

A fourth assignment can cover P5, P6 and M4.

Here learners must describe the different ways of assessing children's achievements in early education and also outline the ways of recording children's achievements. These criteria are then developed in M4, which requires learners to explain how children's achievements in early education can be assessed and recorded. This refers to all the sections in the content for the third outcome.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

DfES Common Core links:

- Effective Communication and Engagement with Children, Young People and their Families and Carers
- Child and Young Person Development
- Sharing Information.

Employment Responsibilities and Rights links:

- Target 3 Information and Advice
- Target 4 (4.1) The Sector.

This unit links with the Level 3 NVQ in Children's Care, Learning and Development, Unit 309: Plan and implement curriculum frameworks for early education and Unit 310: Assess children's progress according to curriculum frameworks for early education.

This unit also provides opportunities for gaining key skills in communication, information and communication technology, improving own learning and performance, problem solving and working with others.

Indicative reading for learners

Materials that illustrate the level of learning required and that are particularly relevant.

Books

Moyles J – *The Excellence of Play, Second Edition* (Open University Press, 2005) ISBN 0335217575

Roberts R – *Self Esteem and Early Learning* (Routledge, 2003) ISBN 0761948724

Smidt S – *Observing, Assessing and Planning for Children in the Early Years* (Routledge, 2005) ISBN 0415339731

Wood E and Attfield J – *Play, Learning and the Early Childhood Curriculum, Second Edition* (Paul Chapman Publishing, 2005) ISBN 0761941738

Journals

Early Childhood Education

Science Education

Magazines

Child Education

Early Years Educator

Websites

www.dfes.gov.uk

www.direct.gov.uk

www.early-education.org.uk

www.scholastic.com

www.underfives.co.uk

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> studying the approaches of theorists such as Piaget, Bruner and Skinner writing about the theorists. 	<p>C2.2 Read and summarise information from at least two documents. Each document must be a minimum of 500 words long</p> <p>2.2.1 select and read relevant documents</p> <p>2.2.2 identify accurately the main points, ideas and lines of reasoning</p> <p>2.2.3 summarize the information to suit your purpose</p> <p>C2.3 Write two different types of documents each one giving different information. One document must be at least 500 words long</p> <p>2.3.1 present relevant information in a format that suits your purpose</p> <p>2.3.2 use a structure and style of writing to suit your purpose</p> <p>2.3.3 spell, punctuate and use grammar correctly</p> <p>2.3.4 make your meaning clear</p>

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> studying the approaches of theorists such as Piaget, Bruner and Skinner 	<p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long</p> <p>3.2.1 select and read relevant documents</p> <p>3.2.2 identify accurately and compare the main points, ideas and lines of reasoning</p> <p>3.2.3 present your own interpretation of the subject in a way that is coherent and brings together information from different documents to suit your purpose</p>
<ul style="list-style-type: none"> writing about the theorists. 	<p>C3.3 Write two different types of documents, each one giving different information about complex subjects.</p> <p>One document must be at least 100 words long</p> <p>3.3.1 select and use a format and style of writing that is appropriate to your purpose and complexity of the subject matter</p> <p>3.3.2 organise material coherently to suit the length, complexity and purpose of your document</p> <p>3.3.3 spell, punctuate and use grammar correctly</p> <p>3.3.4 make your meaning clear</p>

Information and communication technology Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> investigating curriculum frameworks for early years. 	<p>ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case</p> <p>2.1.1 select information relevant to the tasks</p> <p>ICT2.2 Enter and develop the information to suit the task and derive new information</p> <p>2.2.1 enter and combine information using formats that help development</p> <p>2.2.2 develop information and derive new information as appropriate</p> <p>ICT2.3 Present combined information such as text with image, text with number, image with number</p> <p>2.3.1 develop the presentation so that the final output is accurate and shows consistent use of formats</p> <p>2.3.2 use layout appropriate to the types of information</p>

Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing and role playing conflict with adults. 	<p>PS3.1 Explore a problem and identify different ways of tackling it</p> <p>3.1.4 identify, analyse and accurately describe the problem, and agree with others how you will know it has been solved</p> <p>3.1.5 select and use a variety of methods to come up with different ways of tackling the problem</p> <p>3.1.6 compare the main features and risks of each approach and justify the method you decide to use</p> <p>PS3.2 Plan and implement at least one way of solving the problem</p> <p>3.2.1 plan your chosen way of solving the problem and get the go-ahead from an appropriate person</p> <p>3.2.2 your plan into action, effectively using support and feedback from others to help tackle the problem</p> <p>3.2.3 check regular progress towards solving the problem, revising your approach as necessary</p>

Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> undertaking role play to help learners to understand what is appropriate behaviour and the nature of interactions that welcome and value children and parents in the setting. 	<p>WO3.1 Plan work with others</p> <p>3.1.4 agree realistic objectives for working together and what needs to be done to achieve them</p> <p>3.1.5 share relevant information to help agree roles and responsibilities</p> <p>3.1.6 agree suitable working arrangements with those involved</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives</p> <p>3.2.4 organise and carry out tasks efficiently to meet your responsibilities</p> <p>3.2.5 seek effective ways to develop co-operation including ways to resolve any conflict</p> <p>3.2.6 share accurate information on progress agreeing changes where necessary to achieve objectives</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in the future.</p> <p>3.3.4 agree the extent to which work with others has been successful and the objectives have been met</p> <p>3.3.5 identify factors, including your role, in influencing the outcome</p> <p>3.3.6 agree ways of improving your work with others in the future, including interpersonal skills</p>

Annexe A

QCA codes

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedules, Section 96 and Section 97, and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA NQF unit code.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

The QAN for the qualification in this publication is:

100/5611/7 Edexcel Level 3 BTEC Certificate in Children's Care, Learning and Development

Annexe B

Mapping with NVQs

The grid below maps the knowledge covered in the Edexcel Level 3 BTEC Certificate in Children's Care, Learning and Development against the underpinning knowledge of the Level 3 NVQ in Children's Care, Learning and Development.

KEY

- ✓ indicates that the Edexcel Level 3 BTEC Certificate in Children's Care, Learning and Development covers parts of the underpinning knowledge of relevant NVQ units

NVQ titles	Edexcel unit				
	1	2	3	4	5
Unit 302: Develop and maintain a healthy, safe and secure environment for children		✓			
Unit 303: Promote children's development				✓	
Unit 305: Protect and promote children's rights	✓				
Unit 306: Plan and organise environments for children and families			✓		
Unit 309: Plan and implement curriculum frameworks for early education					✓
Unit 310: Assess children's progress according to curriculum frameworks for early education					✓

Annexe C

Key skills mapping

Key skill	Unit				
	1	2	3	4	5
Application of number – Level 2					
N2.1 Interpret information from a suitable source	✓	✓	✓	✓	
N2.2 Use your information to carry out calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae	✓	✓	✓	✓	
N2.3 Interpret the results of your calculations and present your findings	✓	✓	✓	✓	
Communication – Level 3					
C3.1a Take part in a group discussion	✓	✓		✓	✓
C3.1b Make a formal presentation of at least eight minutes using an image or other support material					
C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long	✓	✓			✓
C3.3 Write two different types of documents, each one giving different information about complex subjects		✓		✓	✓
Information and communication technology – Level 1					
ICT1.1 Find and select relevant information			✓		
ICT1.2 Enter and develop information to suit the task			✓		
ICT1.3 Develop the presentation so that the final output is accurate and fit for purpose			✓		

Key skill	Unit				
	1	2	3	4	5
Information and communication technology – Level 2					
ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case				✓	✓
ICT2.2 Enter and develop the information to suit the task and derive new information				✓	✓
ICT2.3 Present combined information such as text with image, text with number, image with number				✓	✓
Improving own learning and performance – Level 3					
LP3.1 Set targets using information from appropriate people and plan how these will be met			✓	✓	
LP3.2 Take responsibility for your learning, using your plans to help meet targets and improve your performance			✓	✓	
LP3.3 Review progress and establish evidence of your achievements	✓		✓	✓	
Problem solving – Level 3					
PS3.1 Explore a problem and identify different ways of tackling it	✓	✓	✓	✓	✓
PS3.2 Plan and implement at least one way of solving the problem	✓	✓	✓	✓	✓
PS3.3 Check if the problem has been solved and review your approach to problem solving	✓	✓	✓	✓	
Working with others – Level 3					
WO3.1 Plan work with others		✓	✓	✓	✓
WO3.2 Seek to develop co-operation and check progress towards your agreed objectives		✓	✓	✓	✓
WO3.3 Review work with others and agree ways of improving collaborative work in the future		✓	✓	✓	✓

Annexe D

DfES Common Core mapping

DfES Common Core skills and knowledge	Unit				
	1	2	3	4	5
Effective communication and engagement with children, young people and families			✓	✓	✓
Child and young person development	✓	✓	✓	✓	✓
Safeguarding and promoting the welfare of the child	✓	✓		✓	
Supporting transitions				✓	
Multi-agency working	✓			✓	
Sharing information	✓			✓	✓

Annexe E

Employment Responsibilities and Rights mapping

ERR targets	Learning provider/employers appraisal/review criteria	Unit				
		1	2	3	4	5
Target 1: Statutory Rights and Responsibilities (Laws to Protect You at Work)	1.1 List the aspects of employment covered by these areas of legislation: a Contracts of employment b Anti-discrimination provisions (gender, race, disability, age etc) c Working hours and entitlements to time off d Sickness absence and sick pay e Health and safety f Data protection g Legislative frameworks in the sector			✓		
	1.2 State the main features of the different areas of legislation listed above					
	1.3 List the main areas of legislation and regulation relevant to their occupation/job role and organisation					
	1.4 Explain that legislation exists to recognise and protect the rights and responsibilities of individuals, organisations and the public					
		✓	✓	✓	✓	
			✓			
				✓		
					✓	

ERR targets	Learning provider/employers appraisal/review criteria	Unit				
		1	2	3	4	5
Target 2: Procedures and Documentation (Putting the Law into Action)	2.1 Contracts of Employment Describe the main terms and conditions of their contract of employment State who they should contact and what they can expect to happen, if they: a have a grievance at work b wish to report an incident which happened at work c are involved in a disciplinary process Describe what information is shown on their pay statement or other statement of earnings					
	2.2 Anti-discrimination Provisions State the steps which they should follow if they experience or witness discrimination or bullying at work State any exemptions from the Sex or Race Discrimination Acts which are relevant to their job	✓				
	2.3 Working Hours and Entitlements to Time Off Describe what working hours and rest periods they are entitled to in their job Describe what to do if they need time off work for any of the following: a for a medical/dental reason b for a holiday c for family reasons d to take part in public duties (eg acting as a juror) or trades union duties					

ERR targets	Learning provider/employers appraisal/review criteria	Unit				
		1	2	3	4	5
(continued) Target 2: Procedures and Documentation (Putting the Law into Action)	2.4 Sickness Absence and Sick Pay Describe what they need to do if they are ill and cannot come to work Describe the sick pay arrangements for the organisation					
	2.5 Data Protection List the types of information held in their personnel record and why these are needed Describe the steps they need to take to let their employer know of any changes needed to their personnel record eg if moving house					
	2.6 Health and Safety State which specific health and safety regulations and codes of practice apply to their workplace and job Describe the steps which they can take to keep themselves and others safe while at work in relation to the environment, materials, tools and activities involved Demonstrate that the way they work complies with the relevant health and safety requirements		✓			✓
	2.7 Staff Code of Practice Describe any other aspects of employment covered in their organisation's Staff Handbook eg Staff Behaviour Policy, Staff Code of Practice, Staff Dress Code etc					

ERR targets	Learning provider/employers appraisal/review criteria	Unit				
		1	2	3	4	5
Target 3: Information and Advice (Getting Information and Advice about your Rights and Responsibilities)	3.1 State what sources and types of information and advice on employment issues are available from: a within their organisation (eg guidelines and manuals, managers and other officials) b outside sources (eg citizens' advice bureaux, trades unions, internet) c organisations working in these areas, eg Health and Safety Executive, Equal Opportunities Commission etc d Standards setting bodies, funding bodies eg OFSTED/CSIW, LSC/ELWa	✓	✓			✓
	4.1 Describe the main sections within the early years sector eg statutory, voluntary, independent etc	✓	✓		✓	✓
	4.2 Describe what their organisation does and which section of the sector it fits into	✓				
	4.3 Describe the characteristics of their organisation and state how typical this is of an organisation in the early years sector					
	4.4 Describe the main changes that have taken place in early years over the last few years and explain how these have affected their organisation and occupation					
Target 4: The Candidate's Role and Occupation (Understanding Your Job Role and Occupation)*	4.5 Describe their main responsibilities at work					
	4.6 Explain how their occupation fits into the organisation's structure and supports its operation					
	4.7 Outline the systems their organisation uses to ensure co-operation and manage conflicts between the role they play and other parts of the organisation					
	4.8 Demonstrate effective interactions with colleagues and contacts in the workplace					

ERR targets	Learning provider/employers appraisal/review criteria	Unit				
		1	2	3	4	5
Target 5: Career Pathways, Occupation, Training and Career Opportunities (Careers in Early Years Care and Education)*	5.1 Describe the occupation that their development programme prepares them to enter					
	5.2 Outline the main career pathways into which their occupation fits					
	5.3 Describe the training and development opportunities provided for them by the organisation where they work and what they need to do to make use of them.					
	5.4 State what sources of information and advice about their organisation, occupation, training and career are available, and indicate how to use them:					
	a from within their organisation (eg personal development plans, Individual Learning Plans, training materials, organisational brochures) b from outside sources (eg careers providers, professional bodies, internet, trade and general press)					
Target 6: Representative Bodies (Organisations that Represent the Early Years Care and Education Sector)*	6.1 List the main types of representative bodies relevant to the early years sector and organisation, to include as appropriate:					
	a bodies representing business owner(s) and shareholders					
	b bodies representing employees and professions					
	c bodies representing customers and consumer groups					
	d bodies representing the public					
6.2 Name the main trades unions which are relevant to their occupation and outline what they do						
6.3 Name the professional bodies relevant to their occupation and outline what they do						
6.4 Name the main trades and employer organisations						
6.5 Name the consumer groups relevant to the sector and outline what they do						

ERR targets	Learning provider/employers appraisal/review criteria	Unit				
		1	2	3	4	5
(continued) Target 6: Representative Bodies (Organisations that Represent the Early Years Care and Education Sector)*	6.6 Name the regulatory bodies responsible for protecting public interests in relation to the early years sector and outline what they do					
	6.7 Name the body responsible for workforce training and development in the early years sector					
	6.8 Explain why the views of different groups may sometimes vary, and recognise that information provided by different interest groups may be biased because of their differing viewpoints					
	7.1 Describe the principles by which their organisation operates and state how these are made known to the following: a employees b children and their families c professional colleagues d the community	✓				
	7.2 Describe the codes of practice which apply to their occupation and state whether these are sector wide, professional or organisational	✓				
Target 7: The Sector's Principles and Codes of Practice	7.3 Explain the kinds of consequences that might arise from failure to meet these codes of practice, for the individual and for the organisation	✓				
	7.4 Demonstrate how the way they work matches the standards of good practice expected for their occupation	✓				
	7.5 State the steps they should take if they experience difficulty in meeting the codes of practice and standards they are expected to follow	✓				

ERR targets	Learning provider/employers appraisal/review criteria	Unit				
		1	2	3	4	5
Target 8: Issues of Public Concern (Issues of Public Concern and how they affect Early Years Organisations)*	8.1 Outline the different viewpoints around an issue of public concern that is relevant to the early years sector		✓			
	8.2 Outline what have been the main effects on the organisation where they work of any changes that have occurred in public opinion on this or any other relevant issue		✓			
	8.3 Describe the steps their organisation and/or representative bodies in the sector have taken to influence public opinion on this or any other relevant issue		✓			
	8.4 Explain how this or any other relevant issue of public concern has affected how they think about or carry out their role at work		✓			

Annexe F

Summary of outcomes of Apprenticeship Framework in Children’s Care, Learning and Development

The following table shows the mandatory elements of the Advanced Apprenticeship/ Modern Apprenticeship at Level 3 (Framework Sector Code 104)

Advanced Apprenticeships (England)/Modern Apprenticeships (Wales)	
Mandatory outcomes	
NVQ Level 3 in Children’s Care, Learning and Development	
Key skills in:	
Communication	Level 2
Application of number	Level 2
Technical Certificate	
Employment Responsibilities and Rights (ERR)	
First Aid certificate	
Optional outcome	
Food Hygiene Certificate	
NVQ Level 2 in Children’s Care, Learning and Development	
Key skills in:	
Information and communication technology Level 1	

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