

NCFE

CACHE

Summary of assessment criteria

**NCFE CACHE Level 3 Diploma for Children's
Care, Learning and Development (Northern
Ireland)
QN: 603/6039/2**

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Section 1: General introduction

Introduction

This guidance was created to support Tutors, Assessors and learners in identifying how the skills learning outcomes, 'be able to' assessment criteria, can be evidenced within the NCFE CACHE Level 3 Diploma for Children's Care Learning and Development (Northern Ireland) (603/6039/2).

This document will:

- provide an overview of each unit
- highlight knowledge learning outcomes to facilitate holistic opportunities for application to skills assessment
- identify the assessment criteria that will be assessed as skills/competency in relation to the learner's own practical experience
- suggest assessment methods which can be applied to each assessment criterion
- enable planning for next steps and tracking in relation to assessment.

To ensure that you are using the most up-to-date version of this Tutor Guidance: Summary of 'Be able to' Assessment Criteria, please check the version number and date in the page footer against that of the Tutor Guidance: Summary of 'Be able to' Assessment Criteria on QualHub.

Rules of use

This document **must** be used alongside the Qualification Specification to ensure all assessment criteria are appropriately met.

Further guidance

Your External Quality Assurer (EQA) or Subject Specialists will be able to support you with the use of this document.

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Section 2: Mandatory Units

Unit 01 Context and principles for the early years sector – Theme 1 (L/618/1648)

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work-based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context.

Skills

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to apply professional standards in practice.	2.1 Outline the duties and responsibilities in own role and how these meet professional standards.	Professional discussion.	
	2.2 Demonstrate how professional standards inform practice and personal development.	Direct observation. Professional discussion around observation.	
	2.3 Explain why policies and procedures should reflect the values and principles of the early years sector to promote equality and inclusion.	Professional discussion.	
	2.4 Demonstrate how you can apply the principles and values in your practice.	Direct observation. Professional discussion around observation.	
	2.5 Describe how own values, beliefs and experiences may affect how you apply the principles and values in practice.	Professional discussion. Reflective diary.	
	2.6 Explain the importance of reflective practice in continuously improving the quality of service provided.	Professional discussion.	

LO	AC	Suggested evidence for assessment	Planning for next steps
5. Be able to reflect on teamwork in own setting.	5.1 Reflect on own role and responsibilities within the team.	Professional discussion. Reflective diary. Work product such as professional development plan or performance review.	
	5.2 Reflect on own performance in working as part of a team.	Professional discussion. Reflective diary. Work product such as professional development plan or performance review.	
	5.3 Contribute to the development of continuous improvement within the work of the team.	Professional discussion. Reflective diary. Work product such as: <ul style="list-style-type: none"> • professional development plan or performance review • team meeting minutes or evidence of mentoring/training others. 	
7. Be able to agree and review own personal development plan.	7.1 Identify sources of support for planning and reviewing own development.	Written account. Professional discussion. Work products such as: <ul style="list-style-type: none"> • supervision records • performance review documentation. 	

LO	AC	Suggested evidence for assessment	Planning for next steps
	7.2 Demonstrate how to work with others to agree and review own personal development plan.	Work product such as, a professional development plan or a performance review; including action planning based on a review of feedback received, including own self evaluation of needs/analysis of skills. Reflective diary.	

Knowledge

LO	AC	Content delivery	Resources and teacher notes/comments
<p>1. Understand the purpose and principles of the early years sector.</p>	<p>1.1 Explain the legal status of the relevant childhood framework/s, and how international, national and local guidance materials are used in practice.</p>	<p>Introduce the statutory framework, including relevant legislation and guidance and the implications of this for practice in the early years, and significantly for child-centred education and care.</p> <p>Consider the policies that are required as part of the legal statutory framework and how individual needs of children are met.</p>	<p>Copy of framework or access to the documentation.</p>
	<p>1.2 Explain the values and principles of the childcare learning and development sector and how these underpin child-centred approaches to practice.</p>		
	<p>1.3 Explain why early years frameworks emphasise a personal and individual approach to learning and development.</p>		
	<p>1.4 Evaluate the importance of a child and family-centred approach.</p>	<p>Build on delivery for 1.1 and 1.3.</p> <p>Explore the meaning of child and family-centred approach and encourage learners to discuss real examples from own practice in small groups.</p> <p>Provide case studies to stimulate discussions around the importance of this approach.</p>	

LO	AC	Content delivery	Resources and teacher notes/comments
	1.5 Describe what is meant by the term ‘inclusive practice’.	<p>Support evaluation skills in preparation for assessment.</p> <p>Provide a definition and encourage discussions around inclusive practice in settings.</p> <p>Consideration should be given to the following by way of examples:</p> <ul style="list-style-type: none"> • staff practice • resources • policies • environment • food provided. <p>It may be beneficial to provide learners with an ‘inclusion audit’ document to complete focusing on their placement. This will support learners to recognise the breadth of inclusive practice and encourage discussions in the learning environment.</p> <p>Learners can share and compare their experience of inclusive practice.</p> <p>Add definition to a glossary or display of key terminology.</p>	<p>Definition to display.</p> <p>Inclusive practice audit document.</p>
	1.6 Analyse how inclusive practice promotes equality and diversity and reduces discrimination.	1.6 and 1.7 may be taught together and builds on delivery of 1.5.	Definitions.

LO	AC	Content delivery	Resources and teacher notes/comments
	<p>1.7 Evaluate own role and the role of others in:</p> <ul style="list-style-type: none"> • supporting an inclusive environment • challenging discrimination in a way that promotes change. 	<p>Identify barriers to equality and inclusion in own area of responsibility. Examples could be culture, values, beliefs and attitudes, prejudice, premises or resources.</p> <p>Consider the effects these might have on individuals, staff and practice.</p> <p>Encourage group discussion to explore how inclusive practice reduces discrimination.</p> <p>Provide example job descriptions to consider and compare with learner’s own roles.</p> <p>Support learners to create a display illustrating their roles with a focus on inclusion.</p> <p>Provide a definition of discrimination and encourage discussions around different types of discrimination.</p> <p>Add the definition to glossary or display of key terminology.</p> <p>Consider different types of discrimination such as:</p> <ul style="list-style-type: none"> • racism • ageism • sexuality • social class • disability. 	

LO	AC	Content delivery	Resources and teacher notes/comments
		<p>Discuss how any type of discrimination can affect others.</p> <p>Prepare peer presentation looking at short and long term potential effect of discrimination.</p> <p>Consider ways that discrimination may be challenged in a way that supports colleagues and guides them in their practice.</p> <p>Support groups to evaluate roles in promoting change.</p>	
	<p>1.8 Describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years.</p>	<p>Students to reflect on theoretical contributions to early years pedagogy and practice.</p> <p>Students can reflect on evidence-based practice with own experience to explore influence on practice.</p>	

LO	AC	Content delivery	Resources and teacher notes/comments
	1.9 Explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes.	<p>Discuss child-centred practice and reflect on examples of child-centred practice.</p> <p>Discuss ‘active participation’ and how this can be achieved with very young children, for example, through self directed play, listening to children and responding to needs of babies and children. Consider the benefits of this and the potential consequences of not following child-centred practice.</p> <p>Consider how observation and assessment benefits from child-centred practice and how this is achieved, what are the benefits of planning next steps based on interests for example.</p>	
3. Understand theories of teams and team working.	<p>3.1 Outline models of team working.</p> <p>3.2 Explain the process of team development.</p>		Handouts detailing the work of Tuckman and Belbin.

LO	AC	Content delivery	Resources and teacher notes/comments
	<p>3.3 Describe how shared goals can lead to team cohesion.</p>	<p>3.1, 3.2 and 3.3 can be delivered together.</p> <p>Introduce and explore different models of team working, encouraging learners to reflect on their own teams in their settings.</p> <p>For example:</p> <ul style="list-style-type: none"> • a traditional model with one line manager • teams which share levels of responsibility and autonomy • teams that have no distinct leader • teams that come together for a specific time or task • remote teams who work together but rarely meet face to face. <p>Explore different roles team members fulfil and introduce the work of Belbin.</p> <p>Support an activity to encourage learners to try and identify their role within their team and that of colleagues.</p> <p>For example:</p> <ul style="list-style-type: none"> • coordinator • starter • finisher • implementer, etc. <p>Introduce the work of Tuckman and the stages of group development.</p>	

LO	AC	Content delivery	Resources and teacher notes/comments
<p>4. Understand the principles that underpin effective teamwork</p>	<p>4.1 Explain why teams need:</p> <ul style="list-style-type: none"> • clear objectives • clearly defined roles and responsibilities • trust and accountability • confidentiality • communication • conflict resolution. 	<p>Once the teamwork theories have been explored, learners can consider the benefits of teamwork and partnership working for person-centred practice.</p> <p>Discuss the context of person-centred practice for children and how team working supports positive outcomes for children and their families.</p> <p>Discuss key aspects:</p> <ul style="list-style-type: none"> • collaboration • sharing of information • recording and reporting • inclusion • intervention. <p>It would benefit delivery to use case studies or scenarios to stimulate group discussions around consequences if a team did not work effectively and coherently.</p>	<p>Case studies, scenarios.</p>
	<p>4.2 Describe the different roles and responsibilities that can occur within a team.</p>	<p>Build on learning around Tuckman 3.1–3.3.</p> <p>Encourage learner’s to consider the impact of values and principles on teamwork such as:</p>	
	<p>4.3 Explain how values and principles impact teamwork.</p>	<ul style="list-style-type: none"> • achievement • recognition • autonomy • job security • prestige • work/life balance • influence. 	

LO	AC	Content delivery	Resources and teacher notes/comments
<p>6. Understand the purpose, process and principles of supervision.</p>	<p>6.1 Describe the purpose and principles of supervision.</p>	<p>Learning outcome 6 may be taught holistically.</p> <p>Allow time for learners to explore their understanding of supervision and its purpose. Learners should be able to consider the benefits of supervision for both personal and professional development.</p> <p>Consider:</p> <ul style="list-style-type: none"> • people involved • policies and process • confidentiality • ethics • purpose: <ul style="list-style-type: none"> ○ development ○ support ○ improve the quality of work ○ problem solving ○ reflection ○ safety. <p>It is useful to share examples of procedures for supervision and for learners to identify policies and process of their own settings.</p> <p>Share the concept of the performance management cycle which includes:</p> <ul style="list-style-type: none"> • setting objectives • using performance indicators and other measures 	
	<p>6.2 Describe the process of supervision.</p>		
	<p>6.3 Explain how the requirements of regulations, standards and agreed ways of working influence:</p> <ul style="list-style-type: none"> • supervision • performance management • career development. 		
	<p>6.4 Explain how professional supervision can protect and support the:</p> <ul style="list-style-type: none"> • individual • manager/leader • early years worker. 		

LO	AC	Content delivery	Resources and teacher notes/comments
		<ul style="list-style-type: none">regularly monitoring and appraising to identify achievements and areas for developmentreview plans to progress. <p>It is important that learners understand the concept of SMART (Specific, Measurable, Attainable, Realistic/Relevant and Time Bound) targets.</p>	

Unit 02 Communication and partnership working – Theme 2 (R/618/1649)

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work-based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated.

Skills

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of: <ul style="list-style-type: none"> • children • parents/carers • colleagues • other professionals. 	Direct observation.	
	2.2 Demonstrate a range of communication methods and styles to meet the needs of: <ul style="list-style-type: none"> • children • parents/carers • colleagues • other professionals. 	Direct observation. Professional discussion. Work product: <ul style="list-style-type: none"> • minutes of meeting • emails • formal letters • information board, leaflets and booklets. 	
	2.3 Demonstrate how to respond to an individual’s reactions when communicating.	Direct observation. Professional discussion.	

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to overcome barriers to communication.	3.1 Describe barriers to communication: <ul style="list-style-type: none"> • cognitive • cultural • sensory • environmental • interpersonal. 	Professional discussion.	
	3.2 Demonstrate ways to overcome barriers to communication.	Direct observation. Reflective diary. Eye witness testimony.	
	3.3 Explain how to access extra support or services to enable individuals to communicate effectively.	Professional discussion.	
4. Be able to apply principles and practices of confidentiality.	4.1 Explain the meaning of the term 'confidentiality'.	Professional discussion.	
	4.2 Demonstrate ways to maintain confidentiality in day-to-day communication.	Direct observation. Reflective diary.	
	4.3 Describe the potential tension between maintaining an individual's confidentiality and responding to and reporting concerns.	Professional discussion. Reflective diary.	
	4.4 Explain the implications of breaches of confidentiality for: <ul style="list-style-type: none"> • the child • parent/carer • the employer • the employee • others. 	Professional discussion.	

LO	AC	Suggested evidence for assessment	Planning for next steps
5. Be able to implement and support good practice in handling information.	5.1 Describe the features of manual and electronic information storage systems that help ensure security.	Professional discussion.	
	5.2 Demonstrate practices that ensure security when storing and accessing information.	Direct observation. Reflective diary.	
	5.3 Demonstrate how to record, report and refer information in line with regulatory requirements and legal responsibilities.	Direct observation. Professional discussion. Work products: <ul style="list-style-type: none"> • records • reports. 	
	5.4 Support others to understand the need for secure handling of information.	Direct observation: <ul style="list-style-type: none"> • induction • team meetings • training and mentoring • daily practice. Work product: <ul style="list-style-type: none"> • workplace development plan/appraisal records • team meeting records. 	
	5.5 Support others to understand and contribute to consistent and accurate record keeping.	Direct observation. Reflective diary. Eye witness testimony Work product:	

LO	AC	Suggested evidence for assessment	Planning for next steps
		<ul style="list-style-type: none">workplace development plan/appraisal records.	

Knowledge

LO	AC	Content delivery	Resources and teacher notes/comments
<p>1. Understand why communication is important in the work setting.</p>	<p>1.1 Outline the different reasons people communicate.</p>	<p>Discuss reasons individuals communicate, for example:</p> <ul style="list-style-type: none"> • exchange thoughts • views, ideas • instructions • express feelings. <p>Consider different methods of communicating such as verbal and non verbal.</p> <p>Consider the significance of active learning and the power of body language.</p> <p>This could be delivered through group activities or discussions.</p>	<p>Active learning Learners work in pairs and share information about themselves. The other learner tries to recall the information and they take turns with this. The Tutor then selects a learner and reads out some instructions about medication, reading quickly with some quite complicated dosages. Discuss the impact of not listening attentively. How can such situations be avoided?</p> <p>Write as many different moods or emotions on pieces of card and share these out amongst small groups of learners. Each learner can then adopt the body language of the emotion on the card, such as ‘bored’ or ‘excited’. Follow this with a discussion around the power of body language.</p> <p>Spend time looking at confidentiality, security and safe storage of information. Explain consequences of breaching confidentiality for self and the individual concerned.</p> <p>Explore barriers to communication such as time, language, specialist terminology and levels of literacy as well as specific communication needs.</p> <p>Consider ways these can be overcome.</p>

LO	AC	Content delivery	Resources and teacher notes/comments
	<p>1.2 Describe the factors to consider when promoting communication.</p>	<p>Explore barriers to communication such as time, language, culture, specialist terminology and levels of literacy as well as specific communication needs.</p> <p>Consider ways these can be overcome.</p>	
	<p>1.3 Explain how communication affects relationships with:</p> <ul style="list-style-type: none"> • the child • parents/carers • colleagues • other professionals. 	<p>Consider how communication enables effective teamwork.</p> <p>Use examples to illustrate effective and ineffective communication within a setting and discuss the consequences.</p> <p>Discuss impact on teamwork when communication is ineffective, what can go wrong in the setting when messages are not passed on or when records are not maintained accurately.</p>	<p>Discuss different methods of communication in a settings, for example:</p> <ul style="list-style-type: none"> • written • verbal. <p>As well as through specific different types of documentation, on particular occasions or in particular situations.</p> <p>Share examples of different types of communication and consider in groups what the documentation means, for example incident, accident, development, meeting notes and performance or recruitment documentation.</p> <p>Follow this by considering implications of poor practice in order to further discuss the significance of effective communication for teamwork in a setting. Examples could be:</p> <ul style="list-style-type: none"> • a staff member does not pass on or record information about an individual and this results in that individual not having their care needs met • dosage of medication is not recorded • details of who, (new to setting), will collect a young baby from nursery is not recorded

LO	AC	Content delivery	Resources and teacher notes/comments
			<ul style="list-style-type: none"> staff rotas are inaccurately recorded and parents are unable to leave their children until other staff members arrive.
	<p>1.4 Explain how active and responsive listening supports communication with individuals and others.</p>	<p>Build on learning from 1.3 by discussing the term ‘active and responsive listening’.</p> <p>Provide scenarios or short video clips of effective and ineffective communication to promote discussions around the consequences.</p>	<p>Scenarios or short video clips.</p>
	<p>1.5 Describe roles and responsibilities when communicating with:</p> <ul style="list-style-type: none"> children parents/carers colleagues other professionals. 	<p>Discuss impact when communication is ineffective, what can go wrong in the setting when messages are not passed on or when records are not maintained accurately.</p> <p>Follow this by considering implications of poor practice in order to further discuss the significance of effective communication in an early years setting.</p> <p>Examples could be:</p> <ul style="list-style-type: none"> a staff member does not pass on or record information about an individual and this results in that individual not having their care needs met 	

LO	AC	Content delivery	Resources and teacher notes/comments
		<ul style="list-style-type: none"> • dosage of medication is not recorded • details of who, (new to setting), will collect a young baby from nursery is not recorded • staff rotas are inaccurately recorded and parents are unable to leave their children until other staff members arrive. <p>Consider:</p> <ul style="list-style-type: none"> • respect • role models • building relationships • trust • accuracy and clarity. 	
6. Understand how to respond to complaints.	<p>6.1 Explain the main points of own organisational policy and procedures for handling complaints.</p> <p>6.2 Describe the circumstances and experiences that may prompt a complaint from an individual.</p>	<p>6.1–6.4 could be taught together.</p> <p>Discuss the nature of complaints that may be received in each of the settings.</p> <p>Look at policies and procedures for recording and managing complaints and how these can affect staff.</p> <p>It may be useful for learners to think of some examples of complaints and work</p>	<p>Examples of complaints for groupwork – or ask learners to consider devising their own examples.</p> <p>Examples of policy and procedures for recording and managing complaints.</p> <p>Examples of complaint scenarios.</p>

LO	AC	Content delivery	Resources and teacher notes/comments
	6.3 Explain how to support an individual to make a complaint.	in pairs to consider how they would manage these complaints.	
	6.4 Outline the benefits of reviewing complaints to improve service provision.	<p>Consider the role of management to support with complaints and the importance and significance of professional manner when handling complaints.</p> <p>Explore benefits of reviewing complaints considering:</p> <ul style="list-style-type: none"> • improvement of the setting • improved practice • identify training needs or supervision • reputation • policies and procedures • used as training models • understanding customers needs. <p>Use scenarios if necessary to stimulate discussions.</p>	
7. Understand how partnership supports multi-agency and integrated working practices.	7.1 Explain how communication and information sharing contributes to partnership working.	Use case studies to explore the role of partnership working by way of an introduction to learning outcome 7.	Case studies.
	7.2 Explain the importance and benefits of	In small groups, encourage learners to think about the range of people they communicate with during their working	Leaflets. Access to internet for research into occupational roles and agencies.

LO	AC	Content delivery	Resources and teacher notes/comments
	<p>partnership work with parents, families and carers.</p> <p>7.3 Describe a range of voluntary and statutory agencies that provide support to:</p> <ul style="list-style-type: none"> • early years services • children, parents, families and carers who use their service. 	<p>week and how they communicate with them:</p> <ul style="list-style-type: none"> • external professionals • parents of current and prospective children • visitors such as trainers, assessors • colleagues • children • email, text, written letter, phone, video call, sign language, verbal. <p>Task learners to prepare a presentation in a group explaining the importance of communication and the importance and benefits of partnership working.</p> <p>Discuss the significance of multi-agency working. Under what circumstances would multi-agency working be necessary, including how and why referrals are made between agencies.</p> <p>Case studies will help to explore different circumstances and how these promote better outcomes for children.</p>	

LO	AC	Content delivery	Resources and teacher notes/comments
		<p>Task learners to find out which agencies provide support in their setting.</p> <p>A presentation or display could be created to share information with peers.</p> <p>Such agencies might include:</p> <ul style="list-style-type: none"> • behavioural support services • teaching assistants • speech and language therapy • physiotherapy • health care professional • social workers • voluntary organisations such as: <ul style="list-style-type: none"> ○ toy library ○ playworkers. 	
	<p>7.4 Outline different reasons why early years services should work in partnership with other voluntary and statutory agencies.</p>	<p>Using information gained for 7.3, learners can discuss the benefits of early years services.</p>	
	<p>7.5 Assess the role of partnership in the context of:</p> <ul style="list-style-type: none"> • multi-agency working 	<p>Discuss the significance of multi-agency working. Under what circumstances would multi-agency working be necessary, including how</p>	<p>Case studies.</p> <p>Teacher notes.</p> <p>Access to Northern Ireland Assessment Frameworks.</p>

LO	AC	Content delivery	Resources and teacher notes/comments
	<ul style="list-style-type: none"> • integrated working • rights-based approach. <p>7.6 Explain common barriers to integrated working and multi-agency working and how these can be overcome.</p> <p>7.7 Summarise why it is important for early years services and external support agencies to collaborate when working with children, parents, families and carers.</p> <p>7.8 Explain how and why referrals are made between agencies.</p>	<p>and why referrals are made between agencies.</p> <p>Discuss the roles of partnerships.</p> <p>Case studies will help to explore different circumstances and how these promote better outcomes for children.</p> <p>Examples could be introduced by initially thinking about diverse specialists, their role, and under what circumstances these partnerships may be developed.</p> <p>Following the discussion around partnership working, learners should discuss barriers and how these may be overcome.</p> <p>Review examples of referral templates and compare, discussing how and why referrals are made.</p> <p>Case studies could be developed as role plays and shared with peer groups, discussed and followed by Q and A sessions and personal reflection.</p>	<p>Examples of referral document templates.</p> <p>Resources for group work during case studies as appropriate.</p>

LO	AC	Content delivery	Resources and teacher notes/comments
	<p>7.9 Research the history of the Understanding the Needs of Children in Northern Ireland (UNOCINI) Assessment Framework and guidance.</p> <hr/> <p>7.10 Analyse the UNOCINI Assessment Framework in relation to:</p> <ul style="list-style-type: none"> • multi-agency and integrated working • supporting positive outcomes for children and their parents, families and carers. 	<p>Discuss how children’s progress is assessed and monitored in their best interest, consider intervention and benefit to children of maintaining progress through child-centred, consistent and multi-agency approaches.</p>	

Unit 03 Safeguarding children – Theme 3 (J/618/1650)

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work-based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

Skills

LO	AC	Suggested evidence for assessment	Planning for next steps
6. Be able to use child-centred practices to support children’s safety and wellbeing.	6.1 Describe how Adverse Childhood Experiences (ACEs) are factors that can lead to or contribute to harm, abuse or neglect.	Learning outcome 6 can be delivered holistically. Provide definition and add to glossary or display of terminology for future reference.	
	6.2 Describe why some children, families and carers are at more risk from harm, abuse or neglect.	It is important to be mindful that this topic may cause some distress, and clear procedures must be in place to safeguard the welfare of learners whose own memories of childhood experiences are triggered by this topic. Start by exploring how some ACE’s are from such experiences that directly harm a child such as physical or sexual abuse. However, some ACE’s may be connected with the environment in which a child grew up, such as household dysfunction, parental separation, domestic violence, mental illness or drug abuse.	

LO	AC	Suggested evidence for assessment	Planning for next steps
		<p>Explore the factors that can contribute to harm, abuse or neglect, such as alcohol/drug abuse, mental illness.</p> <p>Highlight the long term effects ACE’s have been linked to, such as:</p> <ul style="list-style-type: none"> • alcoholism • depression • poor academic performance • suicide attempts • higher risk of earlier initiation of smoking. 	
	<p>6.3 Explain the strategies to support children’s self-confidence, self-esteem and resilience.</p>	<p>Learners should be introduced to key words associated with this. Some key words have been included below:</p> <ul style="list-style-type: none"> • independence • resilience and perseverance • confidence • self-reliance • empowerment (equips children to protect themselves) • relationship building. 	
	<p>6.4 Explain the importance of supporting self-confidence, self-esteem and resilience in children.</p>	<p>Consider the responsibilities of the practitioner in relation to ways of working with children that values them, is child-centred and empowers, fostering self-confidence, self-esteem and self-reliance. It may be useful to do this in context of age/stage, expectation, needs and planning.</p>	
	<p>6.5 Demonstrate how to support children’s self-</p>	<p>Direct observation.</p>	

LO	AC	Suggested evidence for assessment	Planning for next steps
	confidence, self-esteem and resilience.		
	6.6 Demonstrate how to work with children to ensure they have strategies to protect themselves and make decisions about safety and wellbeing.	Direct observation. Professional discussion. Reflective diary.	

Knowledge

LO	AC	Content delivery	Resources and teacher notes/comments
<p>1. Understand the main legislation, guidelines, policies and procedures for safeguarding.</p>	<p>1.1 Analyse current legislation, guidelines, policies and procedures in Northern Ireland in relation to the safeguarding of children.</p>	<p>1.1 and 1.2 could be delivered together.</p> <p>Discuss breadth of safeguarding.</p> <p>Identify legislation relevant in this context.</p>	<p>Sample policies to include:</p> <ul style="list-style-type: none"> • safeguarding • health and safety • examples of procedures • examples of diverse early years settings • examples of whistleblowing policies.
	<p>1.2 Review how current legislation, guidelines, policies and procedures are implemented across diverse early years settings.</p>	<p>Use policy examples to explore the role of the practitioner in small groups: consider the safeguarding role and responsibilities within each of the following policies, also take time to discuss associated procedures:</p> <ul style="list-style-type: none"> • health and safety • physical safety/security • risk assessment • online safety • welfare requirements. <p>Discuss procedures in place in settings that reflect the national and local guidelines.</p> <p>Learners to write a flowchart to illustrate process with a written account to analyse how policies and procedures for child protection affect the daily routine, duties and responsibilities in practice.</p> <p>Introduce and cover assessment criteria 3.1–3.4 exploring whistleblowing procedures and policies to protect adults working with children.</p>	<p>Case studies to explore as examples – or video clips of when whistleblowing has been applied to safeguard/raise concerns about poor practice.</p>

LO	AC	Content delivery	Resources and teacher notes/comments
		<p>Introduce the whistleblower policy, use examples to explain how the whistleblowing policy procedures work, when they would be applied and why. In groups learners can explore the policy and discuss.</p> <p>Introduce different early years settings and explore how procedures and guidelines are implemented across a diverse range.</p>	
	1.3 Explain child protection within the wider concept of safeguarding.	Introduce child protection by introducing own role for identifying/responding to, and working within, guidelines in relation to child protection.	Teacher notes.
	1.4 Explain how duty of care contributes to the safeguarding and protection of children and other individuals.	<p>Provide definition of duty of care and add to glossary or display.</p> <p>Small group work to brainstorm how duty of care safeguards children.</p> <p>Encourage small groups to share ideas with whole class.</p> <p>Ask learners to share examples of their practice where they exercised duty of care for the children in their settings.</p> <p>Consider:</p> <ul style="list-style-type: none"> • risk assessment • policies and procedures • legislation • staff training 	

LO	AC	Content delivery	Resources and teacher notes/comments
		<ul style="list-style-type: none"> rights of the child. 	
	1.5 Explain when and why inquiries and case management reviews are required and how the sharing of the findings informs practice.	<p>Introduce inquiries and case management reviews and offer examples for group work discussion.</p> <p>Prepare for peer presentation looking at impact of case reviews for practice.</p>	<p>Access to research materials/handouts or internet/textbooks to find out more about case reviews.</p> <p>Learners prepare for peer presentation.</p>
2. Understand the importance of working in partnership with other organisations to safeguard children.	<p>2.1 Explain what is meant by partnership working in the context of safeguarding.</p> <p>2.2 Describe the roles and responsibilities of the different organisations that may be involved when a child has been abused or harmed.</p>	<p>Use case studies to develop an understanding of partnership working in relation to child protection.</p> <p>Learners can work in groups to identify external agencies/professionals that may be involved when a child</p>	Case studies.

LO	AC	Content delivery	Resources and teacher notes/comments
		<p>has been abused or harmed, explain and analyse their role and responsibilities.</p> <p>To consider:</p> <ul style="list-style-type: none"> • police • health services • social services • charities such as Save the Children • psychology services • GP/health visitor. <p>Provide time and resources to enable learners to research the roles of different organisations.</p> <p>Allow time for groups to create a presentation on one organisation to share with the whole class.</p>	
	<p>2.3 Analyse the potential tension between maintaining confidentiality with the need to disclose information:</p> <ul style="list-style-type: none"> • where abuse of a child is suspected • when it is suspected that a crime has been/may be committed. 	<p>Support learners to consider potential tensions and recap on previous learning around confidentiality.</p> <p>Provide small groups of learners with a card detailing the following question. Allow time for discussions.</p> <p>Children and parents have a right to privacy in their home and family life and normally settings uphold this by keeping sensitive information confidential. Under what circumstances might a duty of care outweigh this right?</p>	

LO	AC	Content delivery	Resources and teacher notes/comments
<p>3. Understand the importance of ensuring children’s safety and protection in the work setting.</p>	<p>3.1 Explain policies, procedures and roles that are in place to protect children and adults who work with them.</p>	<p>See 1.1 and 1.2.</p>	
	<p>3.2 Outline ways in which concerns about poor practice can be reported.</p>		
	<p>3.3 Describe the policy, process and protocols relating to whistleblowing.</p>		
	<p>3.4 Explain how practitioners can take steps to protect themselves within their everyday practice:</p> <ul style="list-style-type: none"> • in the work setting • during off-site visits. 	<p>See 1.1 and 1.2.</p> <p>Discuss in groups ways practitioners can protect themselves in their everyday practice.</p> <p>Introduce scenarios to role play and discuss.</p>	<p>Scenarios demonstrating good and poor practice in relation to practitioners protecting themselves within their everyday practice, and include some where practitioner put themselves at risk of accusations.</p>
<p>4. Understand how to respond to evidence or concerns that a child has been</p>	<p>4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the</p>	<p>Discuss signs, symptoms and indicators of abuse.</p> <p>Students could be given a handout to support their knowledge and understanding of the different types of abuse and how to recognise this in children:</p> <ul style="list-style-type: none"> • physical abuse 	<p>Teacher notes.</p> <p>Handouts.</p> <p>Video.</p>

LO	AC	Content delivery	Resources and teacher notes/comments
abused or harmed.	context of safeguarding.	<ul style="list-style-type: none"> • emotional abuse • sexual abuse • neglect • domestic • exploitation. <p>Play video to support discussions.</p>	
	4.2 Describe the actions to take in line with policies and procedures if a child alleges harm or abuse.	<p>Discuss actions and review guidance.</p> <p>Learners to write a flowchart to illustrate the process.</p>	Resources for flowchart.
	4.3 Explain the rights that children, parents/ carers have in situations where harm or abuse is suspected or alleged.	<p>Provide literature about children’s rights and review from a safeguarding context.</p> <p>Discuss and support learners to produce a presentation, information leaflet or handout.</p>	Resources about children’s rights.
5. Understand how to respond to concerns that a child is or has been bullied.	<p>5.1 Explain different types of bullying and the potential effects on children:</p> <ul style="list-style-type: none"> • verbal • emotional • physical • cyber • other. 	<p>Introduce bullying through discussion, consider impact and address bullying using social media. Use video clips from NSPCC/Mind to support knowledge and understanding.</p>	<p>Video clips.</p> <p>Teacher notes.</p>

LO	AC	Content delivery	Resources and teacher notes/comments
	5.2 Outline the policies and procedures that should be followed in response to concerns of bullying.	Use a sample policy to explore the procedures that must be followed in relation to bullying.	
	5.3 Explain how to support a child and their family when bullying is suspected or alleged.	Use case studies to support an understanding of the effect of bullying on children and families and build upon this in small group work.	

Unit 04 Keeping children safe, healthy and well – Theme 4 (L/618/1651)

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work-based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced

Skills

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to recognise and manage risks to health, safety and security in an early years setting and off site.	2.1 Outline minimum requirements for space and staff ratios in a range of early year settings.	Professional discussion.	
	2.2 Explain why minimum requirements for space and staff ratios are necessary for: <ul style="list-style-type: none"> • children’s safety • achieving balance of risk and challenge. 	Professional discussion.	
	2.3 Demonstrate how to identify and manage potential hazards to health and safety including: <ul style="list-style-type: none"> • the security of children, families and other visitors and colleagues • maintenance and cleanliness of equipment room/building/area of use. 	Direct observation. Professional discussion following observation and around work products such as risk assessment records, daily safety checklists, register, cleaning records.	
	2.4 Undertake, monitor and review health and safety assessment: <ul style="list-style-type: none"> • in own work setting • off site 	Direct observation. Work products such as risk assessments records.	

LO	AC	Suggested evidence for assessment	Planning for next steps
	<ul style="list-style-type: none"> in use of transport. 		
	2.5 Reflect on how the implementation and review of health and safety assessments have: <ul style="list-style-type: none"> managed risk balanced risk and challenge. 	Professional discussion. Reflective diary.	
	2.6 Demonstrate how children are encouraged to take a balanced approach to risk management.	Direct observation.	
	2.7 Reflect on own practice in supporting children to assess and manage risk.	Professional discussion. Reflective diary.	
6. Be able to follow infection control procedures.	6.1 Outline procedures for infection control in own work setting.	Professional discussion.	
	6.2 Describe personal protective clothing that is used to prevent the spread of infection.	Professional discussion.	
	6.3 Use personal protective equipment as appropriate.	Direct observation.	
	6.4 Use hand-washing techniques to avoid the spread of infection.	Direct observation.	
	6.5 Demonstrate safe disposal of waste to avoid the spread of infection.	Direct observation.	
7. Contribute to the safe handling of medication.	7.1 Explain the relevant guidance, policy and procedures for handling medication within your work setting governing the: <ul style="list-style-type: none"> receipt 	Professional discussion.	

LO	AC	Suggested evidence for assessment	Planning for next steps
	<ul style="list-style-type: none"> • storage • administration • recording • disposal • parental consent • refusal. 		
	7.2 Explain how the policy and procedures of the work setting protect both children and practitioners.	Professional discussion.	
	7.3 Outline the links between misadministration of medication and safeguarding.	Professional discussion.	
8. Be able to promote health and wellbeing for children.	8.1 Explain how to promote children's health and wellbeing in early years services..	Professional discussion.	
	8.2 Describe the role of key health professionals and sources of professional advice in promoting positive health and wellbeing for children, their families and carers	Professional discussion.	
	8.3 Work in partnership with health professionals and others to promote children's health and wellbeing.	Direct observation. Eye witness testimony . Reflective diary.	

Knowledge

LO	AC	Content delivery	Resources and teacher notes/comments
<p>1. Understand how to plan to ensure that health and safety considerations are identified and addressed.</p>	<p>1.1 Outline legislation, standards and guidance to support planning for healthy and safe environments.</p>	<p>Identify legislation such as Health and Safety Act 1979 and associated procedures such as risk assessment, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) and Control of Substances Hazardous to Health (COSHH).</p>	
	<p>1.2 Explain the principles of risk assessment.</p>	<p>1.2 and 1.3 could be taught together.</p>	<p>Risk assessment proformas.</p>
	<p>1.3 Explain the factors to take into account when planning safe and healthy indoor and outdoor environments and services.</p>	<p>Discuss potential hazards and risk assessment measures that must be taken into account when planning enabling environments, both indoors and outdoors.</p> <p>Learners could develop plans of their ‘ideal’ indoor and outdoor environments with an illustrated model explaining health and safety implications for practitioners.</p> <p>Share risk assessment proformas and explain the principles.</p> <p>Encourage learners to risk assess the learning environment in groups and compare and discuss.</p> <p>Provide scenarios to enable learners to consider risk assessing each scenario.</p>	<p>Scenarios.</p>
	<p>1.4 Explain how health and safety for children and others is monitored and maintained in a childcare setting.</p>	<p>Use sample health and safety policies to explore how procedures are part of the duties, role and responsibilities of practitioners. Working in groups, learners can consider how health and safety practices are embedded into daily</p>	

LO	AC	Content delivery	Resources and teacher notes/comments
		routines. Following discussion learners can discuss the significance of health and safety.	
3. Know what to do in the event of a non-medical incident or emergency.	3.1 Identify non-medical incidents and emergencies that may occur in the work setting.	Discuss and encourage learners to offer ideas. Ensure learners can appreciate the difference between non-medical incidents and emergencies.	
	3.2 Outline the actions to take in response to the following situations: <ul style="list-style-type: none"> • fires • security incidents • emergency incidents • lock-ins. 	<p>Consider the different documentation relevant to accidents, incidents, emergencies and illness.</p> <p>Look at examples and how, as well as why, they are important.</p> <p>Discuss actions to take in response to different situations.</p> <p>Use scenarios or videos to support and stimulate discussion.</p>	<p>Sample documentation.</p> <p>Scenarios/videos.</p>
4. Know how to recognise and respond to children’s minor illness, injury, infection, infestation and notifiable diseases.	4.1 Identify the common physical and behavioural signs and symptoms of: <ul style="list-style-type: none"> • minor illness • injury • infection • infestation • notifiable diseases. 	<p>4.1–4.4 could be taught together.</p> <p>Provide research opportunities to explore notifiable diseases, signs and symptoms. Local authorities and health centres produce guidance in relation to identification, signs and symptoms, treatment and exclusion periods for common childhood illnesses.</p>	Information leaflets/access to research opportunities.
	4.2 Outline the factors and practices that increase the likelihood of infection.	Task learners in small groups to create a presentation to show to peers.	

LO	AC	Content delivery	Resources and teacher notes/comments
	4.3 Outline ways infections are transmitted.	<p>Opportunities here lend themselves to blended learning and research activities.</p> <p>Consideration should be given to hygienic practice during:</p> <ul style="list-style-type: none"> • nappy changing routines • preparing bottles • meal time. 	
	4.4 Identify the incubation and infectious periods of: <ul style="list-style-type: none"> • minor illness • notifiable diseases. 	See 4.1.	
	4.5 Explain why it is important to report and record child: <ul style="list-style-type: none"> • minor illness • injury • infection • infestations • notifiable diseases. 	Start by reviewing processes and documentation for recording and reporting, providing examples for learners to look at and compare with those in own setting. This will support the information required for 4.6.	Examples of documentation.
	4.6 Summarise procedures for reporting: <ul style="list-style-type: none"> • minor illness • injury • infection • infestations • notifiable diseases. 		
	4.7 Outline the potential impact on a child's health	<p>Consolidate this section by recapping:</p> <ul style="list-style-type: none"> • signs of illness • common childhood illnesses. 	

LO	AC	Content delivery	Resources and teacher notes/comments
	by not taking appropriate treatment.	Introduce discussion around secondary conditions and the potential effects on a child’s holistic health in the short and long term.	
	4.8 Outline how to work in a child-centred way when a child becomes ill or injured.	Consider the needs of a child when they are unwell and how to meet individual needs, consider changes to personal care routines and basic needs when discussing the needs of a child and the role of a practitioner.	
5. Know about national immunisation programmes for common childhood illnesses and notifiable diseases.	5.1 Outline the aims of national immunisation programmes.	Discuss the immunisation schedule, considering the reasons for immunisation and the way that they can protect children. Learning outcome 5 can be taught holistically and time must be taken to appreciate reasons why not all parents/carers will choose to immunise their children. Students should also be able to consider action to take should a child have an adverse reaction to immunisation.	
5.2 Explain the importance of being supportive and non-judgemental of parental immunisation choice.			
5.3 Describe the possible reactions children may have to immunisation: <ul style="list-style-type: none"> • behavioural • physical. 			
5.4 Outline the actions to take when there are concerns about children’s reactions to immunisations.			

Unit 05 Support children’s personal care and nutrition – Theme 5 (R/618/1652)

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work-based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

Skills

LO	AC	Suggested evidence for assessment	Planning for next steps
1. Be able to ensure babies and young children receive high-quality, balanced nutrition to meet their growth and development needs.	1.1 Plan balanced meals, snacks and drinks for babies and young children in line with current government guidance on nutritional needs: <ul style="list-style-type: none"> • 0–6 months • 6 months–1 year • 1 year–4 years • 5 years and over. 	Direct observation. Work products.	
	1.2 Explain the benefits of breast milk.	Professional discussion.	
	1.3 Describe a suitable environment that supports the continuation of breast feeding.	Professional discussion.	
	1.4 Outline best practice in preparation of formula feeds.	Professional discussion.	
	1.5 Describe the benefits of healthy meals and snacks for young children.	Professional discussion.	
	1.6 Describe the possible consequences of an unhealthy diet:	Professional discussion.	

LO	AC	Suggested evidence for assessment	Planning for next steps
	<ul style="list-style-type: none"> • short term • long term. 		
	1.7 Explain why young children should have access to fresh drinking water at all times.	Professional discussion.	
	1.8 Explain why it is important to follow parents’/carers’ instructions in respect of their babies and/or young child’s dietary requirements and preferences.	Professional discussion.	
	1.9 Identify the dietary requirements of different cultural or religious groups.	Professional discussion with reference to work products around cultural or dietary needs of children.	
	1.10 Provide appropriate interaction during mealtimes to nurture independence skills.	Direct observation.	
2. Be able to support hygiene during meal or snack times.	2.1 Explain the importance of personal hygiene at meal and snack times.	Professional discussion.	
	2.2 Demonstrate good hygiene practice: <ul style="list-style-type: none"> • in relation to own role • to support young children’s self-help skills and learning and development. 	Direct observation.	
	2.3 Demonstrate ways of encouraging young children’s personal hygiene at meal and/or snack times.	Direct observation.	
3. Be able to provide respectful physical care routines for babies and/or	3.1 Plan daily and weekly routines for babies and young children to meet individual needs.	Direct observation. Work products such as planning documents.	

LO	AC	Suggested evidence for assessment	Planning for next steps
young children to support their health and development.	3.2 Explain current advice on minimising the potential of sudden infant death syndrome in everyday routines for babies.	Professional discussion.	
	3.3 Explain principles of toilet training and how this is incorporated into routines.	Direct observation with professional discussion.	
	3.4 Respectfully engage with babies or young children to provide personalised physical care tailored to their needs and encourage their learning and development.	Direct observation.	
	3.5 Take into account the preferences of carers in the provision of physical care and explain why this is important.	Direct observation with professional discussion.	
	3.6 Explain the purpose of the intimate-care policy and guidelines.	Professional discussion.	
	3.7 Explain when and why babies and young children require periods of quiet to rest and sleep.	Professional discussion.	
	3.8 Evaluate daily and weekly routines making recommendations to support positive outcomes and progression.	Professional discussion. Work product such as reports, minutes of team meetings with recommendations.	
5. Be able to provide and support a safe and challenging environment for babies and/or	5.1 Plan opportunities and experiences for physical activity within everyday routines.	Direct observation. Work product such as activity plans.	
	5.2 Prepare environments to support babies and/or young children to develop,	Direct observation.	

LO	AC	Suggested evidence for assessment	Planning for next steps
young children that encourages physical activity and the development of movement skills.	practise and extend their movement skills, according to need, age and ability.		
	5.3 Evaluate how planned environments and opportunities have developed babies and/or young children's movement skills allowing for risk and challenge.	Professional discussion with reference to work product to explain development opportunities.	
	5.4 Explain the importance of natural outdoor environments for babies and/or young children's physical activity and movement skills.	Professional discussion.	

Knowledge

LO	AC	Content delivery	Resources and teacher notes/comments
4. Understand the importance of physical activity and the development of movement skills for babies and young children’s development, health and wellbeing.	4.1 Explain why physical activity is important to the short- and long-term health and wellbeing of babies and young children.	Consider physical activity requirements/Chief Medical Officer recommendations. Discuss holistic benefits of physical activity using examples to explain significance.	
	4.2 Explain the development of movement skills in babies and young children and how these skills affect other aspects of development.		
	4.3 Explain the importance of building physical activity into everyday routines.		

Unit 06 Supporting children’s development – Theme 6 (Y/618/1653)

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work-based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

Skills

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to support the provision of environments that promote the development of babies and/or young children.	3.1 Plan an environment that promotes the holistic development of babies and/or young children that supports key areas of learning.	Work product such as planning documents. Direct observation with discussion around planning documents.	
	3.2 Use the environment to promote the holistic learning and development of babies and/or young children.	Direct observation.	
	3.3 Evaluate how the environment provides for the holistic learning and development of babies and/or young children.	Professional discussion. Work product.	
4. Be able to assess and monitor the development needs of babies and/or young children.	4.1 Explain the factors that need to be taken into account when assessing the progress of development.	Professional discussion.	
	4.2 Explain how to monitor babies and/or young children’s	Professional discussion.	

LO	AC	Suggested evidence for assessment	Planning for next steps
	development using different methods.		
	4.3 Undertake assessments of babies and/or young children's holistic development and learning needs in the following areas: <ul style="list-style-type: none"> • physical • intellectual/cognitive • social, emotional and behavioural • communication • moral. 	Direct observation. Work products.	
	4.4 Evaluate assessment method used.	Professional discussion. Work products.	
	4.5 Produce an individual child development plan in partnership with the child, their parents/carers.	Direct observation. Work products.	
	4.6 Implement the plan according to own role and responsibilities, taking into account short, medium and long-term goals.	Direct observation with discussion around the plan.	
	4.7 Evaluate and revise the plan in partnership with the child, parents/carers.	Professional discussion. Work product.	
6. Be able to support babies and/or young children during transitions.	6.1 Explain how different types of transitions can affect babies and/or young children's development.	Professional discussion.	

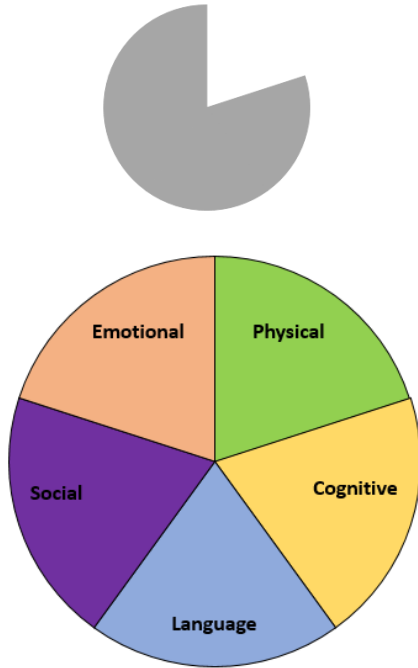
LO	AC	Suggested evidence for assessment	Planning for next steps
	6.2 Plan and implement programmes to support transitions.	Direct observation. Work product – plans to support transitions.	
	6.3 Evaluate the impact of having positive relationships during periods of transition with: <ul style="list-style-type: none"> • babies and/or young children • parents/carers • others. 	Professional discussion. Work product – plans to support transitions.	
8. Be able to provide support for the speech, language and communication development of children.	8.1 Explain what is meant by the term ‘language rich environment’.	Professional discussion.	
	8.2 Demonstrate methods of providing support, taking into account: <ul style="list-style-type: none"> • age • specific needs • abilities • home language where this is different from that of setting • interests. 	Direct observation. Work products.	
	8.3 Work with children to develop speech, language and communication: <ul style="list-style-type: none"> • on a 1:1 basis • in groups. 	Direct observation.	
	8.4 Explain how play and activities are used to support the development of speech, language and communication.	Professional discussion. Work products such as development plans and child assessment plans.	

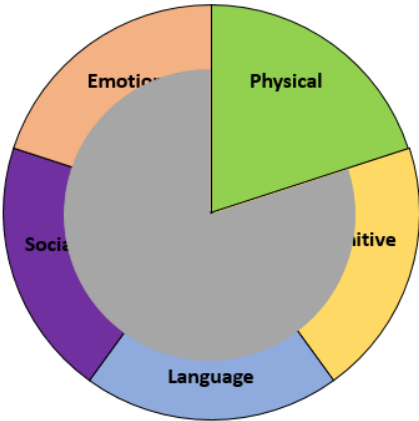
LO	AC	Suggested evidence for assessment	Planning for next steps
	8.5 Review how the environment provides effective support for speech, language and communication for children.	Professional discussion. Reflective diary.	
	8.6 Evaluate the effectiveness of own practice on speech, language and communication support for children.	Professional discussion. Reflective diary.	
10. Be able to support children's behaviour.	10.1 Describe expected behaviours linked to children's age and stage of development.	Professional discussion.	
	10.2 Explore factors and circumstances that may influence children's behaviour.	Professional discussion. Reflective diary.	
	10.3 Explore the concept of children's behaviour as a method of communication.	Professional discussion. Reflective diary.	
	10.4 Demonstrate how the policies and procedures of the work setting contribute to the understanding and support of children's behaviour.	Direct observation with discussions around policies.	
	10.5 Explore emerging strategies/models that promote best practice and partnership working.	Reflective diary.	
	10.6 Use observations to inform planned child-centred interventions.	Direct observation. Work products such as child observation records and planning records.	

LO	AC	Suggested evidence for assessment	Planning for next steps
	10.7 Support children to develop appropriate strategies to self-regulate their behaviour in partnership with parents/carers and others.	Direct observation.	
	10.8 Explain the process for recording and referring behaviour concerns.	Professional discussion.	

Knowledge

LO	AC	Content delivery	Resources and teacher notes/comments
<p>1. Understand the expected pattern of development for babies and young children from preconception to 12 years.</p>	<p>1.1 Explain the pattern, sequence and rate of development in the following:</p> <ul style="list-style-type: none"> • preconception–birth • birth–3 years • 3–5 years • 5–7 years • 7–12 years. 	<p>Suggest 1.1–1.3 is delivered as one:</p> <p>Use discussion to consider the areas of development and key words associated with each area such as:</p> <ul style="list-style-type: none"> • physical: co-ordination, manipulative skills, large motor, hand-eye co-ordination • cognitive: sensory, trial and error, memory and recall, reasoning, problem solving • language: babbling, phonics, receptive and expressive language, reading, writing, questioning • social: smiling, cooing, exchanging, turn taking, socialisation • emotional: feelings, regulation, empathy, links to behaviour. <p>This sets the scene for the unit and could be used for a useful glossary.</p> <p>Consider rate and pace, and developmental growth/maturation.</p> <p>Use images and photos to show examples of each of the areas and the identified key words.</p>	<p>Teacher notes.</p> <p>Stages and sequences of development.</p> <p>Textbooks for further research.</p> <p>Images of key areas.</p> <p>The development wheel.</p> <ol style="list-style-type: none"> 1. To produce the development wheel, an inner and outer circle template is required. 2. Divide the outer circle into 5 equal segments, each being representative of an area of development including physical, cognitive, language, social and emotional. 3. Cut a segment out of the inner circle. The segment size must be the same as the individual segments in the outer circle. 4. Divide the learners into 5 groups and assign each group an area of development to research 5. Ask the learners to illustrate the assigned segment to show development within the area to cover the age range 0-5 years. Learners may select pictures from magazines or online resources to support their work. 6. Fix the outer circle to the wall. 7. Secure the inner circle to the outer circle. Movement must be enabled
	<p>1.2 Explain the difference between sequence of development and rate of development and why the difference is important.</p>		
	<p>1.3 Explain how learning and development interconnect and that learning may take place in different ways.</p>		

LO	AC	Content delivery	Resources and teacher notes/comments
		<p>Refer learners to the stages and sequences of development.</p> <p>Introduce the development wheel.</p>	<p>8. The wheel can now be spun to direct further activities. For example, the wheel can be spun in order to prompt a group discussion or activity around a particular area of development as well as introducing holistic aspects of child development.</p> 

LO	AC	Content delivery	Resources and teacher notes/comments
			
	<p>1.4 Explain how maternal health and ill health can impact on child development.</p>	<p>Explore different health issues that may be experienced.</p> <p>In groups, consider how each of these can impact on the development of the child.</p> <p>Share case studies to illustrate and promote discussion.</p> <p>Consider professionals/services that can be support health.</p>	

LO	AC	Content delivery	Resources and teacher notes/comments
<p>2. Understand the factors that influence children’s development and how these impact practice.</p>	<p>2.1 Explain how children’s development is influenced by a range of personal factors.</p>	<p>2.1 and 2.2 can be taught together.</p> <p>Discuss biological and external factors impacting development. It may be useful to begin with a discussion around nature and nurture. Consider biological influence such as disability, congenital health related issues and inherited conditions.</p> <p>Consider external factors such as lifestyle, choice and opportunity including socio economic related issues as well as cultural influence. This would work well as group research and peer presentation to challenge knowledge and understanding. There are video clips that look at nature and nurture and this may be a useful way to consolidate learning. Looking at the effects of deprivation and isolation, for example, may help the learners to appreciate the relationship between nature and nurture. The work could be summarised and shared with peers from the presentations.</p>	<p>Resources to support research such as textbooks, access to internet and time for group work.</p>
	<p>2.2 Explain how children’s development is influenced by a range of external factors.</p>		
	<p>2.3 Explain how theories of development, approaches and frameworks to support development influence current practice.</p>	<p>Explore the nature and nurture theoretical perspective.</p> <p>Look at the work of a range of theoretical perspectives and discuss how these influence pedagogical approaches that are used in current practice, considering the impact of the identified theory on development in both the short and long term.</p> <p>Theory may include the work of:</p> <ul style="list-style-type: none"> • Bowlby and attachment • Bruner and Vygotsky and scaffolding • Bandura and social modelling 	<p>Resources for research and factsheet compilation.</p>

LO	AC	Content delivery	Resources and teacher notes/comments
		<ul style="list-style-type: none"> • Piaget and cognitive development. <p>Learners should create a time line of the theorists and create a series of factsheets to support knowledge and understanding.</p> <p>Examples of how the theories can be contextualised for children’s development would be useful so that learners can begin to understand this in context.</p>	
	<p>2.4 Outline how neuroscience has influenced our understanding of child development in the early years.</p>	<p>Consider the knowledge of neuroscience in relation to childhood, in particular the impact of experiences for learning and emotional wellbeing. Links can be made to adverse childhood experiences, toxic stress and the role of the nurturing practitioner.</p>	
	<p>2.5 Analyse the different types of attachment and how these may impact on the development of babies and children:</p> <ul style="list-style-type: none"> • secure • avoidance • anxious • insecure • ambivalent • disorganized. 	<p>Consider the process of attachment in relation to social and emotional development/maturation. Consider theoretical perspectives and enable students by considering the different types of attachment and how to identify strong and weak attachment in children.</p>	

LO	AC	Content delivery	Resources and teacher notes/comments
	2.6 Explain how responsive and secure relationships with parents/carers and key workers promotes holistic learning and development in babies and children.	Consider how positive secure relationships promote holistic health and wellbeing. How are positive relationships built? How are they sustained?	
	2.7 Explain the features of an environment that promotes the development children in each of the following age ranges: <ul style="list-style-type: none"> • 0–1 years • 2–3 years • 3–5 years • 6–12 years. 	Consider enabling, nurturing environments that promote the educational framework and holistic development and wellbeing in babies and children.	
	2.8 Describe the role of schemas in child development and learning.	Identify schemas and the different types of schemas. Use examples, potentially videoclips and observations, to support knowledge and understanding. Consider how the environment can support schemas in children. Look at theoretical perspectives, Piaget, Athey and Nutbrown may be useful here.	

LO	AC	Content delivery	Resources and teacher notes/comments
5. Understand how early intervention supports babies and young children’s holistic learning and development.	5.1 Explain what is meant by the term ‘early intervention’.	Identify situations when children may benefit from intervention. Use case studies to support understanding. Peer presentation looking at a specific cause for concern, nature of intervention and purpose will also help to introduce 5.2 and 5.3. Tutor led discussion and Q and A will support and increase understanding here. Procedures followed and professional networking for intervention could be undertaken by student led research/placement enquiry.	
	5.2 Explain the reasons why babies and young children’s development may not follow the expected pattern.		
	5.3 Explain how disability may affect development.		
	5.4 Explain how different types of intervention, programmes, agencies and services can promote positive outcomes for babies and young children where development is not following the expected pattern.	Use case studies to explore the role of intervention, partnership working and working with external agencies. The learners should explore the role of: <ul style="list-style-type: none"> • speech and language therapist • physiotherapist • educational psychologist • social worker. 	

LO	AC	Content delivery	Resources and teacher notes/comments
<p>7. Understand the importance of speech, language, communication and literacy for children’s overall development.</p>	<p>7.1 Explain how speech, language and communication skills support each of the following areas in babies and young children’s development:</p> <ul style="list-style-type: none"> • learning • emotional • behaviour • social. 	<p>Learning outcome 7 can be taught holistically.</p> <p>Revise developmental milestones/expected stages and sequences of development and use activity planning to help recognise opportunities for holistic development when planning for speech, language and communication skills.</p> <p>Explained by exploring components of literacy and the influence literacy has on development for learning in both the short and long term.</p>	
	<p>7.2 Explain how using opportunities to develop literacy skills can support young children’s overall development.</p>		
	<p>7.3 Describe the potential impact of speech, language and communication needs on the overall development of a child:</p> <ul style="list-style-type: none"> • during early childhood • throughout their life. 		

LO	AC	Content delivery	Resources and teacher notes/comments
	7.4 Explain the importance of undertaking individual assessments of babies and young children to support their speech and language during the settling in period.	<p>Consider the importance of observation as a tool for assessment.</p> <p>Describe different ways of observing babies and children and how such observations identify the needs of children, influencing planning and next steps as well as any need for intervention.</p>	
	7.5 Explain the strategies used to support and extend the speech, language and communication development of babies and young children.	<p>Consider the resources/areas in an early years setting that support and promote literacy skills.</p> <p>Consider phonics, emergent reading and writing and how the early years setting provides for these skills.</p>	
	7.6 Explain the positive impact of adult support for babies and young children, and parents/carers.	<p>A reflection on own setting will help, as well as considering an observation to consider literacy support in own setting as well as the need for intervention and any services/professionals. This will enable introduction of 7.6–7.8.</p>	
	7.7 Review how the environment provides effective support for speech, language and communication for all babies and/or young children.		

LO	AC	Content delivery	Resources and teacher notes/comments
	7.8 Evaluate the effectiveness of own practice on speech, language and communication support for babies and young children.		
9. Understand the importance of early intervention to support the speech, language and communication needs of children.	9.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition.	<p>Learning outcome 9 can be taught holistically.</p> <p>Identify a range of speech, language and communication needs (SLCN) and the services that can support children.</p> <p>Explore strategies to identify SLCN, and the impact of early intervention for promoting SLCN.</p>	
	9.2 Explain how multi-agency teams work together to support speech, language and communication.	<p>Include here the significance of early intervention for a child’s learning and holistic development, health and wellbeing.</p>	
	9.3 Explain how play and activities support early intervention programmes.	<p>Look specifically at the role of the speech and language therapist; how they can support children, families and practitioners with activities, exercises and strategies to support SLCN.</p>	

Unit 07 Supporting children’s play opportunities and experiences of play – Theme 7 (D/618/1654)

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work-based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced

Skills

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to identify schemas during children’s play.	2.1 Outline common schemas.	Professional discussion.	
	2.2 Describe the role of the practitioner in supporting learning and development through schematic play.	Written account. Reference to learner own work product with professional discussion. Activity plan followed by professional discussion.	
	2.3 Support parents in recognising schemas during play and awareness of how to support these.	Written account shared with parents/carers, may be a display, a leaflet or key fact.	
3. Be able to support play opportunities and experiences, indoor and outdoor, that promote health, wellbeing and learning and development.	3.1 Explain the importance of planning play opportunities to meet the needs, abilities and interest of children: <ul style="list-style-type: none"> • 0–2 years 11 months • 3 years–5 years 11 months. 	Written account. Reference to learner own work product with professional discussion. Activity plan followed by professional discussion. Reflective diary.	

LO	AC	Suggested evidence for assessment	Planning for next steps
		Direct observation followed by a professional discussion.	
	<p>3.2 Plan play opportunities and experiences to support children’s learning and development, health and wellbeing to include:</p> <ul style="list-style-type: none"> • creativity and creative learning • mathematical experiences • World Around Us • music, rhythm and rhyme • language, literacy and communication experiences • physical development and movement • personal and social. 	<p>Reference to learner own work product with professional discussion.</p> <p>Activity plan followed by professional discussion.</p> <p>Reflective diary.</p> <p>Direct observation followed by a professional discussion.</p> <p>Activity plans with eye witness testimony to reinforce learning opportunities in the foundation phase.</p>	
	<p>3.3 Implement the play opportunities and experiences to support children’s health, wellbeing, learning and development.</p>	<p>Reference to learner own work product with professional discussion.</p> <p>Activity plan followed by professional discussion.</p> <p>Reflective diary.</p> <p>Direct observation followed by a professional discussion.</p>	

LO	AC	Suggested evidence for assessment	Planning for next steps
	<p>3.4 Reflect on children’s participation during the play opportunities and experiences to include:</p> <ul style="list-style-type: none"> • creativity and creative learning • mathematical experiences • World Around Us • music, rhythm and rhyme • language, literacy and communication experiences • physical development and movement • personal and social • impact of provocation and improvisation. 	<p>Activity plans with eye witness testimony to reinforce learning opportunities in the Foundation Phase.</p> <p>Reference to learner own work product with professional discussion.</p> <p>Activity plan followed by professional discussion.</p> <p>Reflective account.</p> <p>Direct observation followed by a professional discussion.</p> <p>Activity plans with eye witness testimony to reinforce learning opportunities in the Foundation Phase.</p>	
	<p>3.5 Seek and respond to children’s feedback after play opportunities and experiences.</p>	<p>Reference to learner own work product with professional discussion.</p> <p>Activity plan followed by professional discussion.</p> <p>Reflective diary.</p> <p>Direct observation followed by a professional discussion.</p>	

LO	AC	Suggested evidence for assessment	Planning for next steps
	3.6 Reflect on own practice and learning during and after the play opportunities and experiences.	Activity plans with eye witness testimony to reinforce learning opportunities in the Foundation Phase. Reference to learner own work product with professional discussion. Activity plan followed by professional discussion. Reflective diary. Direct observation followed by a professional discussion. Activity plans with eye witness testimony to reinforce learning opportunities in the Foundation Phase.	
	3.7 Investigate other support/sources of information and resources that can be used to contribute to, enrich and extend play opportunities and experiences.	Written account. Reflective diary investigating support/sources of information. Professional discussion.	
4. Be able to support an enabling and accessible indoor and outdoor play environment for all children.	4.1 Describe what is meant by an enabling play environment.	Professional discussion. Written account considering pedagogy and evidence-based practice in early years, referring to experience in a real work environment.	
	4.2 Use child-centred approaches to engage children in playful opportunities and experiences.	Direct observation.	

LO	AC	Suggested evidence for assessment	Planning for next steps
	4.3 Support children to explore and investigate playful opportunities or experiences.	Direct observation.	
	4.4 Provide flexible and varied opportunities, experiences and resources to support children’s play choices.	Direct observation.	
	4.5 Respond to children’s play interests and play cues.	Direct observation.	
	4.6 Create areas of engagement and interest that illustrate children’s learning and development journey.	Direct observation. Professional discussion. Reflective diary.	
	4.7 Show interest and encourage children during play opportunities and experiences.	Direct observation.	
	4.8 Prepare a range of play opportunities and experiences, including provocation and improvisation, that enable children to engage at their own pace.	Own work product to include planning records. Activity plans and observation. Direct observation.	
5. Be able to support children’s play and learning through risk and challenge.	5.1 Explain the value of risk and challenge in children’s play, learning and development.	Professional discussion.	
	5.2 Evaluate why it is important for children to be able to manage risk and challenge for themselves.	Professional discussion. Reflective diary.	

LO	AC	Suggested evidence for assessment	Planning for next steps
		Written account.	
	5.3 Provide opportunities for children to balance risk and challenge in line with health and safety requirements during their play: <ul style="list-style-type: none"> • indoors • outdoors. 	Direct observation. Activity plans.	

Knowledge

LO	AC	Content delivery	Resources and teacher notes/comments
1. Understand the value of play and your role in supporting play.	1.1 Describe the value of play, taking into consideration: <ul style="list-style-type: none"> • The UN Convention on the Rights of the Child (UNCRC) (1989) • Northern Ireland legislative framework • Northern Ireland curriculum guidance • Northern Ireland regulatory standards • play-based learning • holistic approach • risk and challenge. 	Investigate the value of play for children in the context of legislation and guidance including: <ul style="list-style-type: none"> • The UN Convention on the Rights of the Child (UNCRC) (1989) • Northern Ireland legislative framework • Northern Ireland curriculum guidance • Northern Ireland regulatory standards. Student reflects on play-based learning in relation to, and in context of curriculum guidance, reflecting upon risk and challenge.	
	1.2 Explore current theories on how children learn through play.	1.2 and 1.3 could be taught holistically. Investigate current theories around play and learning from a framework of how children learn through play.	
	1.3 Describe the different types and stages of play and how play influences the development and the wellbeing of the child.	From a theoretical perspective, consider Hughes, Hutt, Moyles and Bruce. For a practical workshop consider, exploring and evaluating a range of play types for development and wellbeing. Stages of play such as solitary, parallel and co-operative play in context of children’s holistic development.	

LO	AC	Content delivery	Resources and teacher notes/comments
	1.4 Explain the relevance and implementation of the setting’s play policy.	Using examples of setting’s play policies students consolidate learning to date to explore the potential benefit of a policy for purposeful, enabling play.	
	1.5 Analyse the role of the practitioner when: <ul style="list-style-type: none"> • engaging with children • supporting extended learning • enabling sustained shared thinking • promoting physical activity • providing for children’s additional needs • balancing adult-led and child-initiated play • supporting parents to provide playful opportunities in the home environment. 	Explore the role of the practitioner to enable learning through play including considerations of differentiation, sustained shared thinking, physical activity and the need to achieve a balance of adult-led and child-initiated play. Reflect on the role of the practitioner when providing play opportunities for learning, development, holistic health and wellbeing. Consider the relevance and significance of the home learning environment.	

Unit 08 Contribute to the support of children with disabilities and/or special needs – Theme 8 (H/618/1655)

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work-based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced

Skills

LO	AC	Suggested evidence for assessment	Planning for next steps
5. Be able to plan and promote the learning, play or leisure opportunities and experiences for children with additional needs.	5.1 Explain why it is important for children with additional needs to have equal opportunities for holistic learning, growth and development, including taking risks.	Professional discussion.	
	5.2 Evaluate a range of specialist aids and equipment that is available for children with additional needs.	Reflective diary. Professional discussion. Activity plans where specialist aids and equipment have been used followed by professional discussion.	
	5.3 Show how the environment, resources, opportunities and experiences are adapted to enable children with additional needs to participate.	Direct observation. Reflective diary. Professional discussion.	

LO	AC	Suggested evidence for assessment	Planning for next steps
		Activity plans where specialist aids and equipment have been used followed by professional discussion.	
	5.4 Use child-centred approaches and active support to engage children with additional needs in meaningful play, learning and leisure opportunities and experiences during: <ul style="list-style-type: none"> • planning • implementation • review • evaluation. 	Direct observation.	
	5.5 Show interest and encouragement during play, learning and leisure opportunities and experiences.	Direct observation.	
6. Be able to evaluate own contribution to supporting children with additional needs.	6.1 Review how own working practice has contributed to the children's level of engagement and enjoyment of play, learning and leisure opportunities and experiences.	Reflective diary. Activity plan with eye witness testimony /professional discussion.	
	6.2 Adapt own practice to meet the needs of individual children.	Direct observation. Reflective diary. Activity plan with eye witness testimony /professional discussion.	

Knowledge

LO	AC	Content delivery	Resources and teacher notes/comments
<p>1. Understand the difference between medical, social and psycho-social models of disability.</p>	<p>1.1 Compare and contrast the medical, social and psycho-social models of disability.</p>	<p>Learning outcomes 1 and 2 can be delivered holistically.</p>	
	<p>1.2 Outline how each of the models have developed and evolved over time.</p>	<p>Explore medical and social models of disability, considering definitions with examples and the implications for individuals.</p>	
	<p>1.3 Explain how attitude and values influence models of disability and the impact on:</p> <ul style="list-style-type: none"> • equality, diversity and inclusion • rights • autonomy • the needs of individuals • access to services. 	<p>Reflect on how the models have changed overtime as well as how attitude and values influence models of disability for:</p> <ul style="list-style-type: none"> • equality, diversity and inclusion • rights • autonomy • the needs of individuals • access to services. 	
<p>2. Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals.</p>	<p>2.1 Analyse how the medical, social and psycho-social models of disability can impact on an individual’s identity and experience.</p>		
	<p>2.2 Describe how each model of disability affects the way early years services are provided.</p>		
	<p>2.3 Outline how support services can improve the life chances of children with additional needs.</p>		

LO	AC	Content delivery	Resources and teacher notes/comments
3. Understand how additional needs can occur.	3.1 Explain potential causes of additional needs.	Consider biological and environmental factors. These can be explored and researched. Use of case studies may be helpful.	
	3.2 Explain the term ‘co-morbidity’.	Consider the complexities of co-morbidity and use examples to consider conditions.	
	3.3 Describe potential co-morbidity associated with additional needs.		
4. Understand the principles of working inclusively with children with disabilities and/or additional needs.	4.1 Analyse the legislation, standards and guidance that applies to the provision of services to children with disabilities and/or additional needs.	Identify, explore and contextualise legislation, standards and guidance that applies to the provision of services to children with disabilities and/or additional needs.	
	4.2 Explain the importance of working in partnership with parents and carers to support the inclusion of children with disabilities and/or additional needs.	Describe the significance of partnership with parents and carers and the benefits of doing so to support health and development for children with additional needs.	
	4.3 Describe how caring for a child with disabilities and/or additional needs may impact on parents, families and carers.	Explore the pressures that caring for a child with additional needs may bring and consider ways to support children and families within the context of own role.	
	4.4 Describe the steps that should be taken by early years providers to ensure that	Investigate inclusive practice, consider this from the context of legislation and guidance. Student reflections will be helpful here.	

LO	AC	Content delivery	Resources and teacher notes/comments
	service provision is inclusive and accessible.		

Section 3: Assessment and quality assurance information

Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

Direct observation is a requirement of evidence generation contributing to the achievement of skills-based assessment criteria.

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