

# Qualification Handbook

## BIIAB Level 3 Award in ICT in Early Years

603/0896/5

Version 1

<b>Version and date</b>	<b>Change, alteration or addition</b>	<b>Section</b>

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## 1. About the BIIAB Level 3 Award in ICT in Early Years

BIIAB is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Award in ICT in Early Years	603/0896/5

## 2. Objective and Purpose of this Qualification

This qualification is aimed at people working with young children, for example in nurseries, schools and other Early Years settings.

The purpose of the qualification is to enable learners to attain the knowledge and skills to use ICT for the benefit of young children's learning and development.

The Trailblazer Standard for Early Years Educator has identified a Level 3 Award in ICT in Early Years as a mandatory component.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Standard and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status, please contact BIIAB head office.

### **3. About this Handbook**

This handbook has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the handbook is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this handbook is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing.

## **5. What are Rules of Combination (ROC)?**

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## **6. BIIAB Level 3 Award in ICT in Early Years Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 3 Award in ICT in Early Years, learners **must** gain a **total of 9** credits. This **must** consist of:

- **Minimum total** credit: **9**
- Mandatory Group A **minimum** credit: **9**
- Minimum GLH: **47**
- Maximum GLH: **47**
- TQT: **86**

The qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at the level.

Listed below are the qualification units.

### **Mandatory Unit Group A**

<b>Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>TQT</b>	<b>Assessment Method</b>
3ICTEY1	F/615/4110	Facilitate good practice in the use of ICT in Early Years settings	4	3	21	41	Portfolio
3ICTEY2	L/615/4112	Support children’s learning using ICT	5	3	26	45	Portfolio

## 7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+.

## 8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the opportunity to demonstrate knowledge and skills in order to work effectively at this level with children in Early Years settings.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 3 Diploma in Children's Learning and Development (Early Years Educator)

## 9. Assessment

### Overview of Assessment Strategy

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor.

**Simulation is not permitted for this qualification.**

### Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.



When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

### Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to [www.biiab.org](http://www.biiab.org)

## Assessment Strategy

### 1 Introduction

- 1.1 This Assessment Strategy sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications.
- 1.2 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality.

### 2 Assessment Principles

Good practice dictates the following:

- 2.1 Learners **must** be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessors **must** be able to evidence and justify the assessment decisions that they have made.
- 2.3 Assessment decisions for skills based learning outcomes **must** be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor (See Appendix A).
- 2.4 Skills based assessment **must** include direct observation as the main source of evidence, and **must** be carried out over an appropriate period of time. Evidence should be naturally occurring.
- 2.5 Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision **must** show application of knowledge within the real work environment.
- 2.6 Assessment decisions for skills based learning outcomes **must** be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.
- 2.7 **Simulation may not be used as an assessment method for this qualification.** Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual.
- 2.8 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

- 2.9 Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions **must** rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.
- 2.10 Witness testimony can enrich assessment and make an important contribution to the evidence used in assessment decisions.
- 2.11 Assessment of knowledge based learning outcomes
- may take place in or outside of a real work environment
  - **must** be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
  - **must** be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, **must** meet these requirements and can only contribute to overall decisions made by the assessor
- 2.12 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.
- 2.13 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment **must** comply with policy and legal requirements in relation to confidentiality and data protection. Information collected **must** be traceable for internal and external verification purposes. Additionally assessors **must** ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

### 3 Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance **must** be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.
- 3.2 Those involved in internal quality assurance **must** have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).
- 3.3 Those carrying out external quality assurance **must** be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.

- 3.4 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

#### **4 Definitions**

- 4.1 **Occupationally competent:** This means that each assessor **must** be capable of carrying out the full requirements of the area they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 **Occupationally knowledgeable:** This means that each assessor should possess knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 **Qualified to make assessment decisions:** This means that each assessor **must** hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment.
- 4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.
- 4.5 **Expert witness:** An expert witness **must**:
- have a working knowledge of the units for which they are providing expert testimony
  - be occupationally competent in the area for which they are providing expert testimony
  - have **EITHER** any qualification in assessment of workplace performance **OR** a work role which involves evaluating the everyday practice of staff within their area of expertise.
- 4.6 **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should **not** be used as the only evidence of skills.

### Appendix A: Assessor qualifications

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- QCF Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- QCF Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF)
- Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF)
- Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training

## **10. Initial Assessment and Induction**

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## **11. Resources**

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the units
- a Learner Summative Reflection

These resources are available for download via The Hub on [centrezone.bii.org](http://centrezone.bii.org).

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

### **Access to the Units**

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The units in this qualification have been written by a consortium of Awarding Organisations. There are two units in this qualification and they are both presented in this handbook.

### **Learner Summative Reflection**

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## 12. Design and Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT) which, as well as GLH, will include the estimated number of hours spent in preparation, study or any other unsupervised learning, study or assessment for an average learner.

When planning how to deliver the qualification, it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.



## **13. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### **Unit Number / Unit Reference Number (URN)**

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which are consistent when the unit is used in multiple BIIAB qualifications.

### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Total Qualification Time (TQT)**

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification, however a similar calculation may on occasions be assigned to a unit.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## **14. Initial Registration**

### **Registration and Certification**

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

### **Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found at [centrezon.bii.org](http://centrezon.bii.org)

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

### **Reasonable Adjustment Policy**

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at [centrezon.bii.org](http://centrezon.bii.org).

## **15. Qualification Review and Feedback**

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.

## **16. Mandatory Units**

The following units are mandatory for this qualification; there are no optional units.

<b>Unit Title</b>	<b>Facilitate good practice in the use of ICT in Early Years settings</b>	
<b>BIIAB Reference</b>	<b>3ICTEY1</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>21</b>	
<b>TQT</b>	<b>41</b>	
<b>Unit Reference No.</b>	<b>F/615/4110</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand legislation, policies and procedures relevant to ICT in Early Years settings	1.1	Outline legislation relevant to ICT policies in Early Years settings
	1.2	Explain how policies and procedures support the use of ICT in own Early Years setting
2 Be able to apply equality, social inclusion and anti-discriminatory practice in ICT learning in Early Years settings	2.1	Facilitate ICT learning in ways which support: <ul style="list-style-type: none"> <li>• Equality</li> <li>• Social inclusion</li> <li>• Anti-discriminatory practice in Early Years settings</li> </ul>
3 Be able to promote e-safety in Early Years settings	3.1	Define 'e-safety'
	3.2	Explain the principles of e-safety, with reference to: <ul style="list-style-type: none"> <li>• Children</li> <li>• Staff</li> </ul>
	3.3	Implement e-safety guidelines
	3.4	Demonstrate commitment to e-safety through own practice
	3.5	Promote e-safety through the reinforcement of key messages
4 Be able to maintain a healthy and safe environment for children online and when accessing ICT	4.1	Explain the health risks faced by children when using ICT
	4.2	Explain how to create a safe environment for children when accessing ICT
	4.3	Demonstrate the safe use of ICT with children in an Early Years setting
	4.4	Explain how children in own setting have an understanding of online safety relevant to their age
5 Be able to evaluate and develop own ICT skills to support Early Years' learning	5.1	Apply ICT knowledge and skills to support Early Years' learning
	5.2	Evaluate own ICT skills
	5.3	Explain own ICT development needs, with reference to Early Years' learning
	5.4	Develop a plan to address own ICT learning needs
	5.5	Implement own ICT development plan
6 Understand how to use appropriate forms of communication using ICT	6.1	Describe different forms of ICT which will assist in communication with: <ul style="list-style-type: none"> <li>• Key worker</li> <li>• Colleagues</li> <li>• Parents and/or carers</li> <li>• Other professionals</li> </ul>

<b>Unit Title</b>	<b>Support children’s learning using ICT</b>	
<b>BIIAB Reference</b>	<b>3ICTEY2</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>26</b>	
<b>TQT</b>	<b>45</b>	
<b>Unit Reference No.</b>	<b>L/615/4112</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to use ICT in observations and assessments in Early Years settings	1.1	Explain the use of ICT in: <ul style="list-style-type: none"> <li>• Observations</li> <li>• Assessments</li> </ul>
	1.2	Use ICT resources to support: <ul style="list-style-type: none"> <li>• Observations</li> <li>• Assessments</li> </ul>
2 Be able to use ICT in transitions between Early Years settings	2.1	Explain the use of ICT in transitions
	2.2	Use ICT to support transitions
3 Understand how ICT supports Early Years’ learning	3.1	Explain the benefits of ICT to children’s learning
	3.2	Identify the ICT resources that can support Early Years’ learning
	3.3	Explain the areas of the Early Years curriculum that can be supported by ICT
	3.4	Explain how the key elements of ICT can be used to support children’s learning
4 Be able to deliver and evaluate a combination of activities for children’s ICT skills development	4.1	Use ICT through a combination of child-initiated and adult-led everyday activities to support children’s learning and development
	4.2	Provide both structured and spontaneous opportunities and activities that develop children’s skills, knowledge and understanding of ICT
	4.3	Evaluate the activities and record the children’s developments using ICT
5 Be able to make accurate and productive use of ICT assessments in Early Years’ development	5.1	Explain how individual plans support ICT learning for children
	5.2	Assess children’s ICT skills
	5.3	Create individual plans for children to support their ICT development

## Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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