



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

Level 3 Diploma – 601/7786/X



## Qualification Guidance

### About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

### Sources of Additional Information

The BIIAB Qualifications Limited website [www.biiab.co.uk](http://www.biiab.co.uk) provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
3.0	November 2020	Replacement of SASE framework apprenticeship requirements with Early Years Educator apprenticeship standard requirements
3.1	June 2023	Reformatted Qualification Guide into new branding

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

BIIAB Level 3 Diploma in Children’s Learning and Development (Early Years Educator) – 601/7786/X	
<b>Qualification Purpose</b>	To confirm occupational competence.
<b>Age Range</b>	<b>Pre 16</b>   <b>16-18</b> ✓   <b>18+</b>   <b>19+</b> ✓
<b>Regulation</b>	The above qualification is regulated by Ofqual
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/11/2015
<b>Review Date</b>	31/07/2025
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	331 hours
<b>Total Qualification Time (TQT)</b>	640 hours
<b>Credit Value</b>	64
<b>BIIAB Qualifications Limited Sector</b>	Childcare
<b>Ofqual SSA Sector</b>	1.5 Child Development and Well-being
<b>Support from Trade Associations</b>	
<b>Administering Office</b>	See BIIAB Qualifications Limited web site



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

BIIAB Qualifications Limited 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 Diploma in Children's Learning and Development (Early Years Educator)	601/7786/X

## Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required when working with children in early years settings, for example as an Early Years Educator, Child Minder or Nursery Nurse.

This qualification meets the Early Years Educator criteria defined by the National College for Teaching and Leadership (NCTL). It is recognised as a full and relevant qualification at level 3 that practitioners must hold to be included in the specified ratios of the Statutory Framework for the Early Years Foundation Stage (EYFS).

The primary purpose of the qualification is to confirm occupational competence. As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

This qualification is a mandatory requirement for apprentices undertaking the apprenticeship standard for Early Years Educator. Apprentices must also achieve the Level 3 Award in Paediatric First Aid or the Level 3 Award in Emergency Paediatric First Aid. Apprentices without Level 2 English and maths will need to achieve this level prior to taking their end point assessment.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making



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registrations. If you are unsure about the qualification's status please contact BIIAB head office.

## About this Guidance

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

The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.

## BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via [www.biiab.co.uk](http://www.biiab.co.uk)

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 Support Contact Details: 0115 854 1620

Email: [CustomerSupport@biiab.co.uk](mailto:CustomerSupport@biiab.co.uk)

Our Customer Support 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

## What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), 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 groups 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 title, Unit Regulation Number and BIIAB Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (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.

## BIIAB Level 3 Diploma in Children’s Learning and Development (Early Years Educator) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Diploma in Children’s Learning and Development (Early Years Educator) learners **must** gain a **total of 64** credits. This **must** consist of:

- Minimum total credit: **64**
- Mandatory Group A credit: **46**
- A **minimum of 18** credits from Optional Group B
- A **minimum of 61** credits **must** be achieved through the completion of units at **Level 3** and above
- Guided Learning hours (GLH): **331** hours
- Total Qualification Time (TQT): **640** hours

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

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Listed below are the qualification units.

### Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CLD01	D/506/1231	Understand Children's Early Years Education and Development	3	9	43	Portfolio
3CLD02	H/506/1232	Implementing Early Years Foundation Stage	3	6	26	Portfolio
3CLD03	K/506/1233	Diversity, Equality and Inclusion in Early Years Settings	3	5	23	Portfolio
3CLD04	M/506/1234	Plan and Provide Effective Teaching and Learning in Early Years Settings	3	5	26	Portfolio
3CLD05	T/506/1235	Make Accurate and Productive Use of Assessment in Early Years Settings	3	5	23	Portfolio
3CLD06	A/506/1236	Develop Effective and Informed Professional Practice in Early Years Settings	3	4	13	Portfolio
3CLD07	F/506/1237	Promote the Health, Safety and Well-being of Children in Early Years Settings	3	4	20	Portfolio
3CLD08	J/506/1238	Child Protection and Safeguarding	3	5	31	Portfolio
3CLD09	L/506/1239	Partnership Working in Early Years	3	3	16	Portfolio



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### Optional Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CLD10	F/506/1240	Understanding How to Promote Play and Learning in the Early Years	3	9	60	Portfolio
3CLD11	J/506/1241	Support Children's Outdoor Play	3	4	27	Portfolio
3CLD12	L/506/1242	Understand How to Work With Children in Home-Based Care	3	9	60	Portfolio
3CLD13	R/506/1243	Managing a Home-Based Childcare Business	3	5	30	Portfolio
4CLD01	Y/506/1244	Lead and Manage a Community Based Early Years Setting	4	6	45	Portfolio
4CLD02	D/506/1245	Coordinate Special Educational Needs Provision	4	4	20	Portfolio
4CLD03	H/506/1246	Understand the Needs of Children Who Are Vulnerable and Experiencing Poverty and Disadvantage	4	5	40	Portfolio
4CLD04	K/506/1247	Support Disabled Children and Children with Specific Requirements	4	6	45	Portfolio
3CLD14	M/506/1248	Support the Use of Medication	3	5	40	Portfolio
2CLD01	T/506/1249	Support Children at Meal or Snack Times	2	3	18	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CLD15	K/506/1250	Care for the Physical and Nutritional Needs of Babies and Young Children	3	6	45	Portfolio
3CLD16	M/506/1251	Support the Development of Positive Behaviour in Children	3	3	22	Portfolio
3CLD17	T/506/1252	Contribute to Effective Team Working in Health and Social Care or Children's Settings	3	4	25	Portfolio
3CLD18	A/506/1253	Working Within a Social Pedagogic Framework With Children	3	5	35	Portfolio

## Age Restriction

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

- 16-18
- 19+

## 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 competence in order to work effectively at this level with children in early years settings.

Upon achievement of the qualification, learners may be able to progress to higher level jobs within the sector, for example Nursery Supervisor, Nursery Manager, Pre-school Manager.

For learners who want to continue their learning at a higher level in this area the recommended progression route is a Foundation Degree in Early Years.

## **Assessment**

### **Overview of assessment strategy**

The qualification contains competence unit and units that combine competence and knowledge. 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.

### **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.

### **Assessment Strategy**

There is one assessment strategy applicable to this qualification:

Early Years Educator Qualifications Assessment Principles

While BIIAB Qualifications Limited has not itself designed the strategy it agrees with the principles and its suitability for this qualification. BIIAB Qualifications Limited has agreed that this strategy will be applied for this qualification and it

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has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provide details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the qualification.

## Early Years Educator Qualifications Assessment Principles

### 1 Introduction

- 1.1 This document sets out those principles and approaches to unit/qualification assessment for qualifications approved by the National College for Teaching and Leadership (NCTL). The information is intended to support the quality assurance processes of those Awarding Organisations that offer EYE qualifications in the Sector. It should also be read alongside individual unit assessment requirements where appropriate.
- 1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

### 2 Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence.
- 2.4 Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements by the individual Awarding Organisation.
- 2.5 Given the nature of work with children and their families, which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an Expert Witness testimony as a source of performance evidence in the workplace. Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other

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experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions.

- 2.6 Assessment of knowledge based learning outcomes may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions.

### 3 Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

### 4 Definitions

- 4.1 Competence based learning outcomes:  
These are learning outcomes beginning with 'be able to'.
- 4.2 Specialist areas:  
A specialist is a person who has a particular skill or knows a lot about a particular subject OR a person who specialises in or devotes themselves to a particular area of activity, field of research, etc.
- 4.3 Occupationally knowledgeable:  
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.
- 4.4 Qualified to make quality assurance decisions:  
Awarding Organisations will determine what will qualify that undertaking internal quality assurance to make decisions about that quality assurance.

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### 4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity.

Expert witnesses will need to demonstrate:

- They have a working knowledge of the units on which their expertise is based
- They are occupationally competent in their area of expertise
- They have EITHER a qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff
- They have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- They can demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence
- That they have no conflict of interest in the outcome of the evidence.

## Appendix 1

### List of acceptable qualifications

Holders of any of the qualifications below must also meet the requirements set out in sections 4.1- 4.3 of this document.

- 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
- Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- 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 (CTLLS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

## 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 Qualifications Limited 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.

## Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- A Summative Reflective account template
- Access to the units

All of these resources are available on request.

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### 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. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

### 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.

## 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 forms part of the delivery.

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

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 GL, will include the estimated number of hours spent in preparation, study or any other supervised learning, study or assessment for an average learner.

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

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



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### 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 guidance document 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 Qualifications Limited also assign unique unit numbers which is 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

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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 also 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.

## Initial Registration

### Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

### Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners

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- 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

## Qualification Review and Feedback

BIIAB Qualifications Limited 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 Qualifications Limited 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, assessment approach remains appropriate and that it remains valid and fit for purpose.

## Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please contact BIIAB Qualifications Limited.

## Understand Children’s Early Years Education and Development

<b>Unit Reference</b>	D/506/1231
<b>BIIAB Reference</b>	3CLD01
<b>Level</b>	3
<b>Credit Value</b>	9
<b>Guided Learning (GL)</b>	43
<b>Unit Summary</b>	This unit enables the learner to understand and support Children’s Early Years Education and Development. This also includes understanding how transitions and significant events affect children’s lives
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.3)</b> The learner can:
1. Understand patterns of children’s development from birth up to 8 years	1.1 Explain expected children’s development from birth to 5 years  1.2 Explain expected children’s development from 5 up to 8 years  1.3 Explain the importance to children’s holistic development of: <ul style="list-style-type: none"> <li>• Speech, language and communication</li> <li>• Personal, social and emotional development</li> <li>• Physical development</li> </ul> 1.4 Analyse how children’s learning and development can be affected by: <ul style="list-style-type: none"> <li>• personal factors</li> <li>• external factors</li> </ul> 1.5 Describe how atypical development may impact on areas of development  1.6 Analyse how children’s learning and development can be affected by their stage of development

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	1.7 Evaluate how interventions can promote positive development
2. Understand evidence based approaches to child development	<p>2.1 Explain how babies and children learn and develop</p> <p>2.2 Evaluate theories and models of child development</p> <p>2.3 Explain how to apply theories and models of child development to support children's development</p> <p>2.4 Evaluate how evidenced based approaches can inform own practice</p>
3. Understand the significance of attachment to children's development	<p>3.1 Explain theories of attachment</p> <p>3.2 Explain why positive attachment is important for children</p> <p>3.3 Analyse the impact on children of not forming positive attachments</p> <p>3.4 Analyse strategies for promoting positive attachments</p>
4. Understand how to support children's speech, language and communication	<p>4.1 Identify the communication development needs of children from:</p> <ul style="list-style-type: none"> <li>• Birth to 2 years</li> <li>• 2 to 5 years</li> <li>• 5 up to 8 years</li> </ul> <p>4.2 Explain early intervention criteria</p> <p>4.3 Explain how multi-agency teams work together to support speech, language and communication</p> <p>4.4 Explain systematic synthetic phonics associated with reading</p>

	<p>4.5 Evaluate strategies for developing early literacy and mathematics</p> <p>4.6 Explain how play and activities support speech, language and communication development</p>
5. Understand how transitions and significant events affect children’s lives	<p>5.1 Analyse the potential effect that transitions and significant events have on children</p> <p>5.2 Explain how to prepare and support children through transitions and significant events in their lives</p> <p>5.3 Explain the effect on children of having stable relationships during periods of transition</p>

**Assessment Requirements and Evidence Requirements**

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

**Up to 8 years** is defined as up until, but not including the child’s eighth birthday.

**Additional Information**

Learning Outcome 1	<b>Children’s development</b> must include the following: cognitive, speech, language and communication development, literacy and numeracy, physical, emotional, social, neurological and brain development
Assessment Criterion 1.3	<b>Holistic development</b> must include the following: speech, language and communication, personal, social and emotional development, physical development
Learning Outcome 5	<b>Transitions and significant events</b> must include the following: moving to school, starting and moving through day care, birth of a sibling, moving home,

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	living outside of the home, family breakdown, loss of significant people, moving between settings and carers
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## Implementing Early Years Foundation Stage

<b>Unit Reference</b>	H/506/1232
<b>BIIAB Reference</b>	3CLD02
<b>Level</b>	3
<b>Credit Value</b>	6
<b>Guided Learning (GL)</b>	26
<b>Unit Summary</b>	This unit enables the learner to understand the Early Years Foundation Stage and how to implement the education programme and apply the safeguarding and welfare requirements
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.3)</b> The learner can:
1. Understand the Early Years Foundation Stage (EYFS)	1.1 Describe the scope and legal status of the EYFS  1.2 Explain the overall structure of the EYFS  1.3 Explain the principles and themes of the EYFS  1.4 Explain how early years settings are inspected to check their delivery of the EYFS  1.5 Describe how children’s development is assessed at different points
2. Understand how to apply the safeguarding and welfare requirements within the EYFS	2.1 Identify the EYFS safeguarding and welfare requirements  2.2 Explain the rationale behind the safeguarding and welfare requirements  2.3 Evaluate the practical implications of the safeguarding and welfare requirements within the EYFS
3. Be able to implement the education programme within the EYFS	3.1 Describe the scope of the areas of learning in the EYFS



## Qualification Guidance

	<p>3.2 Evaluate how the four specific areas of learning relate to the three prime areas of the EYFS</p> <p>3.3 Facilitate play activities for a given child that allows opportunities for the prime areas of learning</p> <p>3.4 Use observations of a given child’s development to plan for progress within the EYFS</p> <p>3.5 Balance adult-led and child-initiated activities</p>
<p>4. Be able to support children’s progress towards EYFS outcomes</p>	<p>4.1 Identify the EYFS outcomes</p> <p>4.2 Evaluate children’s progress within the EYFS</p> <p>4.3 Plan an adult-directed activity, which takes into account:</p> <ul style="list-style-type: none"> <li>• the identification of children's needs and interests</li> <li>• links to the areas of learning</li> <li>• the need for activities to be playful</li> </ul>

### Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

**This unit must be assessed in the workplace.**

## Qualification Guidance

<b>Additional Information</b>	
Assessment Criterion 3.2	The <b>four specific areas of learning</b> of the EYFS: Literacy, mathematics, understanding the world, expressive arts and design
Assessment Criterion 3.2	The <b>three prime</b> areas of learning: Communication and language, physical development, personal, social and emotional development

## Diversity, Equality and Inclusion in Early Years Settings

<b>Unit Reference</b>	K/506/1233
<b>BIIAB Reference</b>	3CLD03
<b>Level</b>	3
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	23
<b>Unit Summary</b>	This unit enables the learner to understand diversity, equality and inclusion in Early Years Settings
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.5)</b> The learner can:
1. Understand the importance of promoting diversity, equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> </ul> 1.2 Explain how legislation and codes of practice relating to equality, diversity and inclusion apply to own work role 1.3 Describe how prejudice and discrimination may affect a child's life chances 1.4 Describe potential barriers to implementing equality in early years settings 1.5 Explain how to support others to promote diversity, equality and inclusion
2. Be able to use practice that reflects cultural differences and family circumstances	2.1 Interact with others in ways that respects their beliefs, culture, values and preferences 2.2 Show behaviour that models inclusive practice
3. Be able to promote equality of opportunity and anti-discriminatory practice	3.1 Challenge discrimination in a way that supports change

## Qualification Guidance

	<p>3.2 Apply anti-discriminatory legislation and codes of practice to own behaviour within the early years setting</p> <p>3.3 Reflect on the impact of legislation and codes of practice on the promotion of equality of opportunity in own setting</p>
<p>4. Be able to support children with additional needs in early years practice</p>	<p>4.1 Apply additional needs legislation, regulations and codes of practice to own practice</p> <p>4.2 Analyse how models of disability influence own practice</p> <p>4.3 Plan to meet individual children’s needs</p> <p>4.4 Lead activities that meet children’s individual needs</p> <p>4.5 Identify who to approach when specialist expertise may be needed</p>

### Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

**This unit must be assessed in the workplace.**

## Plan and Provide Effective Teaching and Learning in Early Years Settings

<b>Unit Reference</b>	M/506/1234
<b>BIIAB Reference</b>	3CLD04
<b>Level</b>	3
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	26
<b>Unit Summary</b>	This unit provides the knowledge to enable the learner to plan and provide effective teaching and learning in early years settings
<b>Learning Outcomes (1 to 7)</b> The learner will:	<b>Assessment Criteria (1.1 to 7.3)</b> The learner can:
1. Be able to implement purposeful play opportunities, experiences and educational programmes	1.1 Apply the principles and themes of the Early Years Foundation Stage (EYFS) to own practice  1.2 Implement strategies to develop and extend children’s learning and thinking, including sustained shared thinking  1.3 Plan activities that include the learning and development areas of current early education curriculum requirements  1.4 Lead activities that include the learning and development areas of current early education curriculum requirements
2. Be able to provide environments that support children’s learning	2.1 Prepare the environment within own setting to support and extend children’s learning and development  2.2 Evaluate how effective the environment within own setting has been in extending children’s learning and development  2.3 Explain how the environment in own setting meets the needs of individual children

## Qualification Guidance

<p>3. Be able to support children’s group learning and socialisation</p>	<p>3.1 Plan activities which support children’s group learning and socialisation</p> <p>3.2 Implement activities which facilitate children’s group learning and socialisation</p>
<p>4. Be able to support children’s individual learning and development</p>	<p>4.1 Plan activities that show differentiation to support children’s individual learning and development needs</p> <p>4.2 Evaluate plans to ensure they reflect children’s:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• stage of development</li> <li>• individual circumstances</li> <li>• group needs</li> </ul>
<p>5. Be able to promote positive behaviours expected of children</p>	<p>5.1 Describe the importance of modelling and promoting positive behaviours for children</p> <p>5.2 Apply boundaries and rules for children’s behaviour in accordance with the policies and procedures of the setting</p> <p>5.3 Role model the standards of behaviour expected of children within the setting</p>
<p>6. Be able to support children to manage their own behaviour</p>	<p>6.1 Provide realistic, consistent and supportive responses to children’s behaviour</p> <p>6.2 Apply skills and techniques for supporting and encouraging children’s positive behaviour</p> <p>6.3 Apply skills and techniques for supporting children to manage their own behaviour in relation to others</p>
<p>7. Understand when a child is in need of additional support</p>	<p>7.1 Describe the indicators of a child being in need of additional support</p> <p>7.2 Explain how to adapt resources and approaches to provide additional support</p>

## Qualification Guidance

	7.3 Develop strategies for working in partnership with parents and/or carers and others with children with additional needs
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### Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

**This unit must be assessed in the workplace.**

### Additional Information

<p>Assessment Criteria 1.3, 1.4</p>	<p>Learners must cover all of The Early Years Foundation Stage <b>Learning and development areas</b> in their plans: Communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world, expressive arts and design</p>
<p>Assessment Criterion 7.3</p>	<p><b>Others</b> may include, but is not limited to: carers, foster carers, residential workers, social workers, psychologists, doctors, support workers, police, youth justice, speech and language therapists, colleagues, key person</p>

## Make Accurate and Productive Use of Assessment in Early Years Settings

<b>Unit Reference</b>	T/506/1235
<b>BIIAB Reference</b>	3CLD05
<b>Level</b>	3
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	23
<b>Unit Summary</b>	This unit enables the learner to understand and carry out assessments to be able to help identify the needs, interests and stages of development of individual children in early years settings
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.5)</b> The learner can:
1. Understand how to assess within the early education curriculum framework	1.1 Analyse the value of a child-centred model of assessment  1.2 Describe assessment techniques appropriate to the current early education curriculum framework  1.3 Evaluate how observations and assessments are used to inform planning  1.4 Explain the importance of parental involvement in observation and assessment  1.5 Explain how to relate theories of play and development to assessment
2. Be able to carry out observational assessment	2.1 Ensure issues of permission, confidentiality and participant bias are addressed when carrying out assessment  2.2 Carry out observational assessment  2.3 Complete assessment records for a given child



	2.4 Review the effectiveness of plans and planning methods
3. Be able to identify the needs, interests and stages of development of individual children	<p>3.1 Use assessment to identify the needs of individual children</p> <p>3.2 Use assessment to identify the interests of individual children</p> <p>3.3 Use assessment to identify the stages of development of individual children</p>
4. Be able to use assessment to plan next steps	<p>4.1 Collaborate with children and others in expressing their needs and aspirations to inform planning</p> <p>4.2 Use formative assessment to shape learning opportunities</p> <p>4.3 Use summative assessment to shape learning opportunities</p> <p>4.4 Explain how the goals and targets for a given child will support the achievement of positive outcomes</p> <p>4.5 Explain the action to take if atypical development is identified</p>
5. Be able to discuss children's progress and plan next stages	<p>5.1 Discuss children's progress and plan next stages in their learning with:</p> <ul style="list-style-type: none"> <li>• the key person</li> <li>• colleagues</li> <li>• parents and/or carers</li> </ul> <p>5.2 Develop a plan with a child and others to meet their needs to achieve positive outcomes</p> <p>5.3 Support children and others to understand and agree:</p> <ul style="list-style-type: none"> <li>• the goals</li> <li>• targets</li> </ul>

## Qualification Guidance

	<ul style="list-style-type: none"> <li>• outcomes of a development plan</li> </ul> <p>5.4 Review the achievement of goals and targets to track children’s progress</p> <p>5.5 Review plans and planning methods to evaluate their effectiveness in ensuring the progress of children’s play and development</p>
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### Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

**This unit must be assessed in the workplace.**

### Additional Information

Assessment Criteria  
4.1, 5.2, 5.3

**Others** may include:

- carers
- foster carers
- residential workers
- social workers
- psychologists
- doctors
- support workers
- police
- youth justice
- speech and language therapists
- colleagues
- key person

## Develop Effective and Informed Professional Practice in Early Years Settings

<b>Unit Reference</b>	A/506/1236
<b>BIIAB Reference</b>	3CLD06
<b>Level</b>	3
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	13
<b>Unit Summary</b>	This unit gives the learner the knowledge to develop effective and informed professional practice in early years settings
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.3)</b> The learner can:
1. Use effective written and spoken communication in the workplace	1.1 Identify any barriers to communication  1.2 Communicate using standard English in written documents  1.3 Communicate effectively using standard English when speaking to: <ul style="list-style-type: none"> <li>• Parents and/or carers</li> <li>• Colleagues</li> </ul> 1.4 Develop an action plan for improvement for areas of own communication requiring development
2. Understand the importance of continued professional development	2.1 Analyse requirements relating to maintaining current and competent practice  2.2 Explain the importance of continued professional development to improve skills and early years practice  2.3 Analyse the importance of reflective practice in relation to working with children  2.4 Explain the importance of understanding the limits of personal competence

## Qualification Guidance

<p>3. Be able to plan for and monitor own professional development</p>	<p>3.1 Use professional supervision in order to improve practice</p> <p>3.2 Identify areas for development</p> <p>3.3 Develop and implement an action plan to improve own:</p> <ul style="list-style-type: none"> <li>• skills</li> <li>• practice</li> <li>• subject knowledge</li> </ul>
<p>4. Be able to engage in reflective practice</p>	<p>4.1 Identify sources of information to access to gain awareness of own practice</p> <p>4.2 Evaluate the effectiveness of own early years practice with children</p> <p>4.3 Identify factors that might affect own practice</p>

### Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

**This unit must be assessed in the workplace.**

### Additional Information

Assessment Criterion  
1.3

**Colleagues** in early years settings include:

- special educational needs coordinator (SENCO)
- key person
- early years teachers
- early years professional teachers
- social workers
- police liaison
- family support workers
- health visitors

## Qualification Guidance

	<ul style="list-style-type: none"><li>• speech and language therapists</li><li>• dieticians</li><li>• educational psychologist</li><li>• child psychiatrists</li><li>• counsellors</li></ul>
Assessment Criterion 3.3	<b>Subject knowledge:</b> for example, in English, mathematics, music, history, or modern foreign languages

## Promote the Health, Safety and Well-being of Children in Early Years Settings

<b>Unit Reference</b>	F/506/1237
<b>BIIAB Reference</b>	3CLD07
<b>Level</b>	3
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	This unit gives the learner the knowledge to promote health, safety and well-being of children in early years settings
<b>Learning Outcomes (1 to 8)</b> The learner will:	<b>Assessment Criteria (1.1 to 8.3)</b> The learner can:
1. Understand health and safety legislation and regulations	1.1 Explain how health and safety legislation and regulations are implemented in own work setting  1.2 Identify sources of current guidance for planning healthy and safe environments
2. Understand how to carry out physical care routines	2.1 Identify the physical care routines which may be carried out  2.2 Describe how to plan and carry out physical care routines suitable to the age, stage and needs of the child  2.3 Explain potential dilemmas between the rights and choices of children and health and safety requirements
3. Understand why health and well-being is important for babies and children	3.1 Analyse the importance of health and well-being for babies and children  3.2 Describe ways of promoting healthy lifestyles for babies and children
4. Understand how to keep children safe and secure in early years settings	4.1 Analyse the role of practitioners in keeping children safe and secure

	<p>4.2 Identify own responsibilities in relation to health and safety</p> <p>4.3 Explain how health and safety is monitored and maintained</p> <p>4.4 Describe how people in own work setting are made aware of risks and hazards and encouraged to work safely</p>
<p>5. Understand how to respond to accidents and emergency situations</p>	<p>5.1 Identify accidents and emergency situations which may occur in an early years setting</p> <p>5.2 Explain how to respond to accidents and emergency situations</p> <p>5.3 Explain how to avoid injuries in early years settings</p> <p>5.4 Describe the procedures for recording and reporting accidents and other emergencies in own setting</p>
<p>6. Understand prevention and control of infection in early years settings</p>	<p>6.1 Explain how to prevent the spread of infection in early years settings</p> <p>6.2 Identify childhood infections</p> <p>6.3 Describe how infection may be spread in early years settings</p> <p>6.4 Describe legislation, regulations and guidance that apply to infection prevention and control in early years settings</p> <p>6.5 Explain the immunisation programme for children and its role in infection control</p>
<p>7. Understand how to assess health and safety risks in early years settings</p>	<p>7.1 Explain the risk assessment process</p>

## Qualification Guidance

	<p>7.2 Describe how to carry out a risk assessment and risk management in line with policies and procedures</p> <p>7.3 Explain how to assess infection and safety risks</p>
<p>8. Understand how to maintain records and reports</p>	<p>8.1 Explain the importance of maintaining accurate and coherent records and reports</p> <p>8.2 Explain how to maintain records and reports</p> <p>8.3 Explain the importance of maintaining the confidentiality of records</p>

### **Assessment Requirements and Evidence Requirements**

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.



## Child Protection and Safeguarding

<b>Unit Reference</b>	J/506/1238
<b>BIIAB Reference</b>	3CLD08
<b>Level</b>	3
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	31
<b>Unit Summary</b>	This unit enables the learner to understand all aspects of child protection and safeguarding
<b>Learning Outcomes (1 to 6)</b> The learner will:	<b>Assessment Criteria (1.1 to 6.4)</b> The learner can:
1. Understand the legal requirements and guidance on safeguarding in early years settings	<p>1.1 Analyse legal requirements and guidance relating to the safeguarding of children</p> <p>1.2 Evaluate the impact of legal requirements and guidance on own role</p> <p>1.3 Explain children’s right to be safe, with reference to:</p> <ul style="list-style-type: none"> <li>• the United Nations Convention on the Rights of the Child</li> <li>• duty of care</li> <li>• safe recruitment</li> <li>• Early Years Foundation Stage (EYFS)</li> </ul>
2. Be able to carry out own responsibilities in relation to safeguarding	<p>2.1 Explain own responsibilities in relation to:</p> <ul style="list-style-type: none"> <li>• confidentiality of information</li> <li>• safeguarding</li> <li>• promoting the welfare of children</li> <li>• protection of self and others</li> </ul> <p>2.2 Maintain accurate records relating to children’s overall welfare</p> <p>2.3 Explain why it is important to ensure children are protected from harm within the work setting</p> <p>2.4 Listen actively to children and value their contributions, opinions and ideas</p>

## Qualification Guidance

<p>3. Understand types and indicators of child abuse</p>	<p>3.1 Explain the different types of abuse</p> <p>3.2 Explain indicators of types of abuse</p> <p>3.3 Explain the importance of observing and reflecting on changes in children's behaviour</p> <p>3.4 Explain own setting's procedure for passing on concerns about the practice of others that may impact on the welfare of children</p> <p>3.5 Explain how abuse can take place by a range of people who have contact with children</p> <p>3.6 Explain why it is important to work with children to ensure they have strategies to protect themselves</p>
<p>4. Understand how to respond to allegations that a child has been abused or harmed</p>	<p>4.1 Describe how to respond to concerns from colleagues, parents and/or carers that a child has been abused or harmed</p> <p>4.2 Explain why it is important to believe a child and avoid judgements</p> <p>4.3 Describe the roles and responsibilities of the organisations that may be involved when a child has been abused or harmed</p> <p>4.4 Explain how agencies work together to develop policies and procedures for safeguarding</p>
<p>5. Be able to maintain confidentiality of information</p>	<p>5.1 Explain the processes used by own setting to comply with data protection and information handling legislation</p> <p>5.2 Explain when information can be shared in relation to safeguarding</p>

## Qualification Guidance

<p>6. Be able to maintain the safety and security of children in own work setting</p>	<p>6.1 Carry out a risk assessment in line with organisational policies and procedures</p> <p>6.2 Implement policies and procedures for keeping children safe in own work setting</p> <p>6.3 Explain how children’s resilience and well-being are supported in own work setting</p> <p>6.4 Identify own setting’s reporting procedure for poor practice or safety concerns</p>
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### Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

**This unit must be assessed in the workplace.**

### Additional Information

<p>Assessment Criterion 3.1, 3.2</p>	<p>The <b>different types of abuse:</b></p> <ul style="list-style-type: none"> <li>• domestic</li> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• sexual abuse</li> <li>• bullying</li> <li>• cyber bullying</li> </ul>
<p>Assessment Criterion 4.4</p>	<p><b>Policies and procedures:</b></p> <ul style="list-style-type: none"> <li>• policies to protect children</li> <li>• safe working practices</li> <li>• e-policy</li> <li>• whistle-blowing</li> <li>• information sharing</li> <li>• data protection</li> </ul>

## Partnership Working in Early Years

<b>Unit Reference</b>	L/506/1239
<b>BIIAB Reference</b>	3CLD09
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	16
<b>Unit Summary</b>	This unit enables the learner to understand partnership working and the importance of effective communication in early years
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.5)</b> The learner can:
1. Understand how to work in partnership in early years settings	1.1 Explain the policies, procedures and current guidance of the setting relating to partnership working  1.2 Evaluate how integrated working practices deliver better outcomes for children and families  1.3 Analyse the responsibilities of early years professionals to work in partnership  1.4 Explain the roles and responsibilities of colleagues in early years settings  1.5 Explain why partnership working may be difficult in a multidisciplinary team  1.6 Analyse the impact of parental rights on partnership work  1.7 Analyse the impact of parental views and experiences on partnership work
2. Be able to work in partnership in early years settings	2.1 Work in partnership with colleagues and other professionals in early years settings  2.2 Follow legislation and codes of practice relating to confidentiality when working in partnership

## Qualification Guidance

<p>3. Be able to work with parents and/or carers in early years settings</p>	<p>3.1 Provide guidance to parents and/or carers to enable them to take an active role in the child's:</p> <ul style="list-style-type: none"> <li>• play</li> <li>• learning</li> <li>• development</li> </ul> <p>3.2 Provide support to parents and/or carers to help them to recognise and value the contributions they make to the child's:</p> <ul style="list-style-type: none"> <li>• health</li> <li>• well-being</li> <li>• learning</li> <li>• development</li> </ul> <p>3.3 Communicate effectively with parents and/or carers to share information about children's needs and development</p> <p>3.4 Review own performance in giving advice to parents and/or carers</p> <p>3.5 Develop an action plan for improvement in giving advice to parents and/or carers</p>
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### Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

**This unit must be assessed in the workplace.**

<b>Additional Information</b>	
Assessment Criterion 1.4	<b>Colleagues</b> in early years settings must include: <ul style="list-style-type: none"><li>• special educational needs coordinator (SENCO)</li><li>• key person</li><li>• early years teachers</li><li>• early years professional</li><li>• teachers</li><li>• social workers</li><li>• police liaison</li><li>• family support workers</li><li>• health visitors</li><li>• speech and language therapists</li><li>• dieticians</li><li>• educational psychologist</li><li>• child psychiatrists</li><li>• counsellors</li></ul>