Specification

Updated: October 2024

OTHM Level 4 Diploma in Early Childhood Education
(Qualification Number: 610/4873/2)

OTHM Level 5 Diploma in Early Childhood Education
(Qualification Number: 610/4872/0)

OTHM Level 5 Extended Diploma in Early Childhood Education
(Qualification Number: 610/4867/7)

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 4, Level 5 and Extended Level 5 Diploma in Early Childhood Education is intended to develop the learners' understanding of a wide range of topics relevant to early childhood development theories. The focus of this qualification is on understanding both developmental patterns and sequences in children's development, and how the context of this impacts on children's progress. Learners will engage with foundational theories and models that have shaped understanding of child development, and contemporary theory that explores emerging trends in early childhood education.

The qualification is focused on how young children develop through being active in the world around them, how they explore, observe and experience the world through all their senses. To scaffold this, learners will study how to best create environments which support learning and the current pedagogical practices, understanding the need for adapting provision to meet the needs of individual children.

Other topics include personal, social and emotional development, children's learning processes, from play based learning to cognitive milestones; and working with parents and families. The learner will also engage in understanding how children form their identities, and regulate emotions, developmental milestones, individual differences, and supporting children's growth. The learner will also be able to understand the support required for children who may need additional support to enable them to maintain developmental progress and to learn.

Successful completion of this qualification will allow learners to progress to further study in Early Years professional settings.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the Register of Regulated Qualifications.

OTHM has progression arrangements with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

REGULATORY INFORMATION

Qualification Title/Number	OTHM Level 4 Diploma in Early Childhood Education - *610/4873/2*
	OTHM Level 5 Diploma in Early Childhood Education - *610/4872/0*
	OTHM Level 5 Extended Diploma in Early Childhood Education - *610/4867/7*
Regulation Start Date	11/10/2024
Operational Start Date	14/10/2024
Duration and Total Credit Value	Level 4 - 1 Year - 120 Credits
	Level 5 - 1 Year - 120 Credits

	Extended Level 5 - 2 Year - 240 Credits
Total Qualification Time (TQT)	Level 4 - 1200 Hours Level 5 - 1200 Hours Extended Level 5 - 2400 Hours
Guided Learning Hours (GLH)	Level 4 - 600 Hours Level 5 - 600 Hours Extended Level 5 - 1200 Hours
Sector Subject Area (SSA)	01.5 Child development and well-being
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM Level 4 and 5 or Extended Level 5 Diploma qualifications represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Diplomas (HND) and Year 2 of a three-year UK Bachelor's degree programme.

QUALIFICATION STRUCTURE

Level 4
The OTHM Level 4 Diploma in Early Childhood Education qualification consists of 6 mandatory units, 120 credits, 1200 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 600 hours.

Level 5
The OTHM Level 5 Diploma in Early Childhood Education qualification consists of 6 mandatory units, 120 credits, 1200 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 600 hours.

Extended Level 5
The OTHM Level 5 Extended Diploma in Early Childhood Education qualification consists of 12 mandatory units, 240 credits, 2400 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 1200 hours.

All units are mandatory.

Unit Ref No	Unit Title	Level	Credit	GLH	TQT
H/650/1099	Academic Writing and Research Skills	4	20	100	200
J/651/3763	Nurturing Growth and Development in Early Childhood	4	20	100	200
K/651/3764	Fostering Collaborative and Inclusive Relationships in Early Childhood Setting	4	20	100	200
L/651/3765	Learning and Development Through Play	4	20	100	200
M/651/3766	Unlocking Words: Exploring Early Language and Communication	4	20	100	200

R/651/3767	Early Personal, Social and Emotional Development	4	20	100	200
T/651/3768	Exploring Early Years Pedagogy and Best Practices	5	20	100	200
Y/651/3769	Understanding Child Behaviour: Theoretical Perspectives and Insights	5	20	100	200
F/651/3770	Inclusion and Diversity: Supporting Children with Special Needs and Disabilities in Early Education	5	20	100	200
H/651/3771	Safeguarding; Child Protection and Keeping Children Safe	5	20	100	200
J/651/3772	Emerging Literacies in the Early Years and Digital Resources	5	20	100	200
K/651/3773	Understanding Transitions in Early Childhood	5	20	100	200

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could 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.

Total Qualification Time is comprised of the following two elements –
   a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

   b) 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.

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) are defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a learner working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

These qualifications are designed for learners who are typically aged 18 and above.

The entry profile for learners is likely to include at least one of the following:
   ● Relevant Level 3 or 4 Diploma qualification or equivalent qualification
   ● GCE Advanced level in 3 subjects or equivalent qualification
   ● Mature learners (over 21) with relevant management experience (learners must check

with the delivery centre regarding this experience prior to registering for the programme)

English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the English Language Expectations page on the OTHM website.

PROGRESSION

Successful completion of the OTHM Level 4, Level 5 or Extended Level 5 Diploma in Early Childcare Education provides learners with the opportunity to access a wide range of academic progression.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to gain direct entry into a UK Bachelor's degree programme. For more information visit the University Progressions page on the OTHM website.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. However, OTHM centres should consider the learners' complete learning experience when designing the delivery of programmes.

It is important that centres develop an effective delivery method to teaching and learning that supports the progression and stretch of learners.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are assessed and internally quality assured by the centre and externally verified by OTHM. The qualifications are Criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

The assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Assessment Tracking and Recording Learner Progress

It is necessary to track and record learner achievement throughout the delivery period of the Diploma and this should not be left until the end of the course.

This will include requalification gular review of learner work through formative and summative assessment and internal quality assurance at planned intervals during the programme:
- before decisions have been made on any unit
- sampling evidence once one or two of the units or assignments are completed

Tracking learner progress, recording the achievement of each learner per criteria on a unit-by-unit basis ensures:
- the assessment evidence is clearly measured against national standards
- learner progress is accurately tracked
- the assessment process can be reliably verified
- evidence is valid, authentic and reliable for the safety of certification
- identification of which assessments are outstanding
- internal verification is timely
- samples for standards verification and other external audits can be made available as required
- Up to date, securely stored assessment records help to minimise the risk of assessment malpractice and potential issues, maintaining the integrity of the qualification.

Tutors/Assessors should provide learners with formative and summative feedback to aid development during their studies.

Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study.
Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance.

Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional

and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:
● Accreditation of Prior Learning (APL)
● Accreditation of Prior Experiential Learning (APEL)
● Accreditation of Prior Achievement (APA)
● Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

LEVEL 4 UNIT SPECIFICATION

ACADEMIC WRITING AND RESEARCH SKILLS

Unit Reference Number	H/650/1099
Unit Title	Academic Writing and Research Skills
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass / Fail

Unit Aims

Engaging in academic research and writing will help students to interpret and evaluate sources of information and evidence before becoming involved in the production of evidence based, logical, arguments. The aim of this unit is, therefore, to support the exploration of key topics which form part of the academic research and writing process so that learners will be able to achieve greater success and recognition in their studies.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the concept and purpose of academic research and writing.	1.1 Explain what is meant by the term 'academic research and writing.' 1.2 Explain different academic writing conventions. 1.3 Discuss different types of academic research.	● Seeking the truth ● Adding to knowledge ● Academic language ● Paragraphs and argument flows ● Paraphrasing ● Writing to word counts ● Descriptive research ● Associational research ● Intervention research ● Validity and reliability of research

2. Understand how to conduct academic research.	2.1 Compare different sources of information and evidence. 2.2 Explain the research process. 2.3 Differentiate between primary and secondary research.	● Journals ● Textbooks ● Conferences ● Government data ● Research as a linear process ● Primary research – seeking new information ● Secondary research – reviewing existing information
3. Be able to demonstrate critical thinking skills.	3.1 Explain what is meant by the term 'critical thinking.' 3.2 Explain different critical thinking skills. 3.3 Explain why critical thinking is important in academic research. 3.4 Explain how to apply techniques to evaluate an argument.	● A systematic approach to evaluating arguments. ● Critical reading ● Analysis and interpretation ● Being open-minded ● Self-regulation ● Objective v subjective ● Promoting creative ● Improving language and presentation skills ● Thinking 'outside the box' ● Argument coherence ● Evidence testing ● Validity testing
4. Understand how to construct a reliable and valid academic argument.	4.1 Explain the key components of a reliable and valid academic argument. 4.2 Differentiate between inductive and deductive reasoning. 4.3 Suggest an argument structure for a given topic.	● Evidence ● Premise (nature of academic argument) ● Conclusion ● Inductive uses generalisation ● Deductive uses known evidence and information ● Logical argument structures

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1	All ACs under LO1	Coursework	500 words
LO2	All ACs under LO2	Coursework	1000 words
LO3	All ACs under LO3	Coursework	1000 words
LO4	All ACs under LO4	Presentation	10-minute presentation (500 words equivalent)

Indicative Reading List

Bailey, S. (2017) Academic Writing: A Handbook for International Learners 5th edition, Routledge, London

Cotrell, S. (2019) The Study Skills Handbook 5th edition, MacMillan, London

Additional Resources

Journal of Academic Research

Journal of Academic Writing

An Intermediate Guide to Writing in English for University Study

NURTURING GROWTH AND DEVELOPMENT IN EARLY CHILDHOOD

Unit Reference Number	J/651/3763
Unit Title	Nurturing Growth and Development in Early Childhood
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Type	Pass / Fail

Unit Aims

In this unit, learners explore both traditional and contemporary theories related to growth and development. These theories allow the learner to understand how children grow physically during their early years. Learners study typical patterns of physical development. Importantly, they recognise that there are variations—each child develops at their own pace. The unit covers the development of gross motor skills (like running and jumping) and fine motor skills (such as using small muscles for writing or buttoning clothes). Understanding these skills is crucial for a child's overall development. Finally, learners explore ways to support children in promoting their physical development, this involves creating environments and activities that encourage movement, coordination, and strength

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand traditional and contemporary views and theories of growth and development	1.1 Outline the professions that monitor early years growth 1.2 Discuss how growth is measured and recorded 1.3 Explain the direction of development and how it follows a particular sequence 1.4 Analyse physical development in the early years drawing on both traditional and contemporary ideas and theories	**Pioneers/Classic research** o McMillan and Isaacs o Froebel **Traditional theories** o Maturation theory - Gesell o Developmental Task Theory -Havighurst o Milestone theory o Developmental patterns

| 1.5 Evaluate the purpose of monitoring growth and development | o Impaired or atypical development

Contemporary theories
o Bioecological theory
o Neuroscience and the developing brain

Direction of development
o Children's physical development follows a particular sequence – from head to toes (cephalo- caudal)
o From inner to outer (proximal-distal)

How growth is measured:
o Personal Child Health Record (PCHR) 'Red Book' tracks progress/records immunisations
o centile charts track height and weight
o two-year-old health check o National Child Measurement Programme (NCMP) for 4–5-year-old children.

Roles and responsibilities of individuals involved in measuring and monitoring growth,
o health professionals – midwives, health visitors, General Practitioner
o social care – social workers, family support workers, early years educators – childminder, nursery manager, key person, parents/carers.

Importance of measuring growth:
o ensures expected patterns are being followed to highlight potential issues at an early stage
o steady weight gain is a sign children are healthy and feeding well; poor weight gain is a sign of illness
o centile charts show average weight and height gain for children at different ages – 6–9 months rapid weight gain, 1–2 years slower weight gain as child is more active, over 2 years height and weight is measured to |

		check if child is overweight or underweight and advice given on diet and physical activity
2. Understand the role of reflexes and the role of the senses	2.1 Explain the role of reflexes in the early years 2.2 Explain the role of the senses in the early years 2.3 Analyse what reflexes and senses should be present in a newborn as a guide to healthy development	**Rooting reflex** o This reflex starts when the corner of the baby's mouth is stroked or touched. The baby will turn his or her head and open his or her mouth to follow and root in the direction of the stroking. This helps the baby find the breast or bottle to start feeding. This reflex lasts about 4 months **Sucking reflex** o Rooting helps the baby get ready to suck. When the roof of the baby's mouth is touched, the baby will start to suck. This reflex doesn't start until about the 32nd week of pregnancy and is not fully developed until about 36 weeks. Premature babies may have a weak or immature sucking ability because of this. Because babies also have a hand-to-mouth reflex that goes with rooting and sucking, they may suck on their fingers or hands **Moro reflex** o The Moro reflex is often called a startle reflex. That's because it usually occurs when a baby is startled by a loud sound or movement. In response to the sound, the baby throws back his or her head, extends out his or her arms and legs, cries, then pulls the arms and legs back in. A baby's own cry can startle him or her and trigger this reflex. This reflex lasts until the baby is about 2 months old. **Tonic neck reflex**

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o When a baby's head is turned to one side, the arm on that side stretches out and the opposite arm bends up at the elbow. This is often called the fencing position. This reflex lasts until the baby is about 5 to 7 months old

Grasp reflex
o Stroking the palm of a baby's hand causes the baby to close his or her fingers in a grasp. The grasp reflex lasts until the baby is about 5 to 6 months old. A similar reflex in the toes lasts until 9 to 12 months.

Stepping reflex
o This reflex is also called the walking or dance reflex because a baby appears to take steps or dance when held upright with his or her feet touching a solid surface. This reflex lasts about 2 months.

Senses
o Taste, touch, hearing smell and sight
o The senses and postural control stability and balance; the vestibular and proprioceptor senses
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<td>3. Understand locomotion</td>
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3.1 Explain the development of gross motor development
3.2 Explain the development of fine motor development
3.3 Analyse the importance of fine and gross motor skills in early childhood
3.4 Evaluate activities suitable to encourage development of fine and gross motor skills
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Gross motor movement
o crawling, standing and walking, jumping, throwing and running- larger muscle groups.

Fine motor movement
o development of the smaller muscle groups - reaching, grasping and manipulation of objects - pincer grasp, using scissors; turning pages, brushing teeth

Why do fine and gross motor skills matter
o Social interaction
o Academic success
o Self-care
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		Fine Motor Activities o Play with playdough, string beads, or build with LEGO bricks. o Practice zipping up jackets or buttoning shirts. o Draw, colour, or trace shapes. **Gross Motor** o Dance o Rope activities, kicking a ball
4. Understand impacts of growth and development initiatives to support health and well being	4.1 Explain the need for a challenging curriculum to provide opportunities for physical exertion 4.2 Explain the need for activities to encourage children to learn about the body and healthy eating to foster health and wellbeing 4.3 Analyse the possible factors for declines in physical activity 4.4 Evaluate different factors that can affect a child's growth and development from birth to five years old.	● Factors in pregnancy affecting child – prenatal and maternal nutrition/exercise, effects of parental smoking, drug or alcohol use, premature/low birth weight. ● Disabilities/additional needs – hearing impairment, visual impairment, cerebral palsy, Down's syndrome. ● Health status – chronic illness (asthma, eczema), repeated short-term illness (colds, ear infections, vomiting and diarrhoea), obesity. ● Benefits of a healthy balanced diet, effects of nutritional deficiencies (vitamins, minerals), effects of unhealthy diet. ● Amount of exercise. ● Housing – positive aspects of housing (warm, dry, own space); experiencing housing needs (damp housing, overcrowding), temporary accommodation, access to garden, space to play. ● Home environment – stable support from parents, contact with extended family, living with parental conflict, parents' mental or physical health, effects of exposure to drugs, alcohol or smoking. ● Social factors ● Effects of discrimination (disability, race, home situation). ● Effects of relationships with primary carers (parents/carers, early years practitioners), quality of warmth, affection and attention received. ● Effects of siblings – new baby, number of siblings, no siblings, step siblings.

		- Effects of relationships with extended family and friends – grandparents, step-relatives, aunts and uncles, close friends. - Low income – poverty, unemployed families, more contact with parents, food banks, free school meals, funding for childcare (vouchers). - High income – parental pressure of work, less contact with parents, extra resources and toys, extra opportunities, experience of travel. - Access to services – health services (dentist, health visitor), early years education (preschool, nursery) and experiences (parent and baby singing groups, sports clubs, parent and tots groups). - Promoting health and well-being = **moving and handling**, negotiating spaces, handling equipment (handling pencils for writing) and **health and self-care** – managing basic hygiene and personal needs and going to the toilet independently. Talking about a healthy diet. - Physical literacy - The importance of 'tummy time' - Floor based activities for babies - Perception of outdoors being 'dangerous' - Pressures on family life - Rise in screen time activity and sedentary activities - Increase in obesity levels - Driving children to school rather than walking
5. Understand traditional and contemporary views and theories of growth and development	5.1 Outline the professions that monitor early years growth 5.2 Discuss how growth is measured and recorded 5.3 Explain the direction of development and how it follows a particular sequence 5.4 Analyse physical development in the early years drawing on both traditional and contemporary ideas and theories 5.5 Evaluate the purpose of monitoring growth and development	**Pioneers/Classic research** o McMillan and Isaacs o Froebel **Traditional theories** o Maturation theory - Gesell o Developmental Task Theory -Havighurst o Milestone theory o Developmental patterns o Impaired or atypical development **Contemporary theories**

		o Bioecological theory o Neuroscience and the developing brain **Direction of development** o Children's physical development follows a particular sequence – from head to toes (cephalo- caudal) o From inner to outer (proximal-distal) **How growth is measured**: o Personal Child Health Record (PCHR) 'Red Book' tracks progress/records immunisations o centile charts track height and weight o two-year-old health check o National Child Measurement Programme (NCMP) for 4–5-year-old children. **Roles and responsibilities of individuals involved in measuring and monitoring growth**, o health professionals – midwives, health visitors, General Practitioner o social care – social workers, family support workers, early years educators – childminder, nursery manager, key person, parents/carers. **Importance of measuring growth**: o ensures expected patterns are being followed to highlight potential issues at an early stage o steady weight gain is a sign children are healthy and feeding well; poor weight gain is a sign of illness o centile charts show average weight and height gain for children at different ages – 6–9 months rapid weight gain, 1–2 years slower weight gain as child is more active, over 2 years height and weight is measured to check if child is overweight or underweight and advice given on diet and physical activity

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1	All ACs under LO1	Coursework	1000 words
LO2	All ACs under LO2	Presentation	Presentation with 500 words of speaker notes
LO3	All ACs under LO3	Coursework	1000 words
LO4	All ACs under LO4	Coursework	Poster with 500 words
LO5	All ACs under LO5	Coursework	500 words

Indicative Reading List

Bartlett, S. (2020). Introduction to education studies (5th edition.). SAGE Publications

Cortvriend, V. et al. (2008) Advanced early years: For foundation degrees and levels 4/5. 2nd ed. Edited by I. MacLeod-Brudenell and J. Kay. Harlow, England: Heinemann.

Gambrill, E. D., & Gibbs, L. E. (2009). Critical thinking for helping professionals : a skills-based workbook (3rd. ed.). Oxford University.

Garvey, D. (2023). Little brains matter: A practical guide to brain development and neuroscience in early childhood. Routledge.

Musgrave, J., Dorrian, J., Josephidou, J., Langdown, B., & Rodriguez Leon, L. (2024). Promoting physical development and activity in early childhood: Practical ideas for early years settings. Routledge.

Reed, M., & Walker, R. (2014). A Critical Companion to Early Childhood (First Edition). SAGE Publications. https://doi.org/10.4135/9781473910188

Sharma, A., Cockerill, H. and Sanctuary, L. (2021) Mary Sheridan's from birth to five years: Children's developmental progress. 5th ed. London, England: Routledge.

Veale, F. (ed.) (2020) Early years for levels 4, 5 and foundation degree second edition. London, England: Hodder Education.

Additional Resources

Bradbury, A., & Swailes, R. (Eds.). (2022). Early childhood theories today. Learning Matters.

FOSTERING COLLABORATIVE AND INCLUSIVE RELATIONSHIPS IN EARLY CHILDHOOD SETTINGS

Unit Reference Number	K/651/3764
Unit Title	Fostering Collaborative and Inclusive Relationships in Early Childhood Settings
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Type	Pass / Fail

Unit Aims

In this unit, learners explore the fundamental core values and principles. The goal is to establish and maintain collaborative and supportive relationships with various stakeholders: children, parents, colleagues, and other professionals working with children. Learners explore the significance of inclusive relationships. This involves promoting equality, valuing diversity, and actively practising anti-discrimination. By doing so, an environment can be created where everyone feels respected and included. The unit also focuses on parents' rights and viewpoints related to childhood. Recognising diverse parental perspectives helps professionals better support children and families.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the importance of promoting diversity, equality and inclusion	1.1 Outline what is meant by diversity, equality, and inclusion. 1.2 Describe how prejudice and discrimination may affect a child's life chances. 1.3 Explain how legislation and codes of	**Inclusive practice** o Social model of disability o encourage choice o empower individuals o encourage independence o remove barriers to access

	practice relating to equality, diversity and inclusion are applicable to early years provision. 1.4 Analyse how early childhood education and care providers can develop inclusive environments through working in partnership with children, their families and local communities.	o promote equality and rights o provide opportunity and access to services according to needs o use appropriate language. **Support others to promote equality and rights** o Understand and share information about the needs of individuals o demonstrate ways to value differences and recognise similarities between individuals o highlight the benefits of diversity e.g. cultural enrichment, the arts, food, social cohesion o model the use of appropriate language o follow procedures of the setting o demonstrate fair practice in interactions o acknowledge rights of others o provide information on disciplinary and complaints procedures. **Challenging discrimination** o Identifying and challenging discriminatory behaviour o recognising stereotypes in attitudes or written materials o understanding and adapting own beliefs and attitudes o know how to report concerns. **Life chances** o Educational opportunities o Health and nutrition o Self-esteem/exclusion from opportunities o Social relationships o Long term impacts – perpetuates the cycle of poverty o Promoting inclusive practice **Other considerations** o Provision of a welcoming and supportive environment for

| | | children and their families
o Promotion of equality of access, participation and support
o Promptly addressing barriers to learning and achievement, failure to thrive
o Providing accessible documentation, and responding to requests for information within relevant legislative guidelines, e.g. in the UK and EU, the General Data Protection Regulation (GDPR, 2018)
o Encouraging regular liaison between different members of the team, adopting shared vision and values within the setting
o Adopting a consistent approach to the provision of care
o Responding to parent feedback to improve service provision
o Encouraging community involvement
o Early identification of difficulties and intervention, advocacy role of setting Identifying and supporting vulnerable groups, supporting families in crisis, travelling families
o Promoting family involvement, including the extended family if appropriate, allowing families to engage in setting activities, share cultural experiences,
o Development of practitioner inter- and intrapersonal skills and knowledge,
o supporting appropriate behaviours
o cultural awareness/competency |
| 2. Understand how to develop inclusive relationships through equality, diversity and anti-discriminatory practice. | 1.1 Discuss the impact of parental rights, views and experiences on partnership work in early 4 years settings.
1.2 Explain why it is important to work in partnership with parents and approaches that can be useful
1.3 Analyse and demonstrate key relationship building strategies and skills involved in working with parents in partnership
1.4 Evaluate the benefits for children and | **Parental views and styles**
o personal views about the nature of childhood and how these affect their parenting style, e.g. gender, attitude to risk, routines.
o parents' own upbringing and education
o authoritative, authoritarian, permissive, neglectful/disengaged.

Effective partnerships with parents
o Responsibility of early years professionals to work in partnership with parents relevant to policies and statutory frameworks. |

| | families of working in partnership with professionals in early years settings | o recognising limitations to own responsibilities.
o good communication/interpersonal skills, to include verbal and non-verbal.
o Key person approaches
o open door policy
o exchange and share information safely.
o obtain parental consent to make referrals and share information with other professionals
o respect the emotional attachment that influences parents' choices and behaviours.
o support separation and provide continuation of care.
o Signpost parents to relevant services
o Encourage parents to take an active role in children's play, learning and development

Key communication strategies
o reflective listening
o communication cycle
o verbal and non-verbal skills
o methods of communication e.g. verbal, websites, letters, notice boards
o processes for two-way communication
o awareness of cultural differences
o providing information in community languages
o being able to assert professional opinions
o dealing with conflict
o restricting the use of jargon

Key relationship building strategies
o one-to-one and group meetings
o open door policies
o home/school or nursery liaison
o respecting parents' views and differences in opinions
o using preferred terms of address
o being non-judgemental |

o recognising and acknowledging cultural differences
o role of key worker as first contact
o role home liaison worker
o developing projects to involve fathers
o use of gender-neutral terms

Health professionals
o health visitors
o dieticians social care
o family support workers
o early years educators.

Strategies for working in partnership with external professionals
o cooperative working
o partnership working
o multidisciplinary teams

Benefits of cooperative working
o improve life chances and outcomes for all children
o services tailored to meet the different needs of individual children
o identify and coordinate support from different services professionals sharing knowledge, skills and resources.

Barriers to effective working
o priorities and approaches
o ethos of service/setting.

Information sharing
o policy, procedures and statutory guidance for data protection.
o maintaining confidentiality.
o parental consent.
o purpose of multidisciplinary meetings, to include case conferences.

3. Understand barriers to parents being involved in their children's early learning	2.1 Discuss strategies to overcome barriers to parental involvement in their child's early learning 2.2 Explain personal, social and cultural barriers to parents being involved in their children's early learning 2.3 Explain how managing and celebrating diversity facilitates the overcoming of barriers to parental involvement in their child's early learning .	**Personal, social and cultural barriers** o values o attitudes towards education o cultural background o language o home circumstances o working patterns o disability o health problems o learning difficulties o sensory difficulties o low aspirations o lack of self-esteem o lack of confidence when speaking to practitioners. **Parental attitudinal barriers** o reluctance to change o belief that practitioners are the experts o lack of flexibility o reluctance to provide information o the parent's own educational experiences o parent's belief that it is the sole responsibility of the school or setting to educate the child o the impact on achievement when parents do not value education **Strategies to aide to parental involvement** o provide physical access o good communication o flexible meetings/open days o parenting classes o parent engagement o parent partnerships o briefings o openness

		o information for parents e.g. routines, curriculum; home/school or nursery diaries; parent/school contracts
		o home visits
		o role of home school liaison/welfare officer
		Celebrating and managing diversity
		o Siraj -Blatchford and Clarke (2007) – foster children's self-esteem; acknowledge the cultural and linguistic background of all children; actively maintain or develop the children's first language
		o Promote the learning of English as an additional language
		o Value bilingualism as an asset
		o Value what boys and girls can do equally
		o Support families in their efforts to maintain their languages and their culture
		o Foster awareness in the environment of diversity
		o Challenge bias and prejudice
		o Promote principle of inclusion and equity
		o Support the participation of parents in the children's learning

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1	All ACs under LO1	Coursework	1500 words
LO2	All ACs under LO2	Coursework	1000 words
LO3	All ACs under LO3	Coursework	1500 words

Indicative Reading List

Daniel, V. (2023). Anti-racist practice in the early years: A holistic framework for the wellbeing of all children. Routledge.

Cortvriend, V. et al. (2008) Advanced early years: For foundation degrees and levels 4/5. 2nd ed. Edited by I. MacLeod-Brudenell and J. Kay. Harlow, England: Heinemann.

Sharma, A., Cockerill, H. and Sanctuary, L. (2021) Mary Sheridan's from birth to five years: Children's developmental progress. 5th ed. London, England: Routledge.

Veale, F. (ed.) (2020) Early years for levels 4, 5 and foundation degree second edition. London, England: Hodder Education

Additional Resources

Bradbury, A., & Swailes, R. (Eds.). (2022). Early childhood theories today. Learning Matters.

LEARNING AND DEVELOPMENT THROUGH PLAY

Unit Reference Number	L/651/3765
Unit Title	Learning and Development Through Play
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Type	Pass / Fail

Unit Aims

This unit emphasises learning and development through play. Adults play a crucial role in encouraging children to think independently and solve problems. Learners explore how to create meaningful play experiences for children. The focus is on promoting quality and age-appropriate activities that enhance learning.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content

1. Understand how play and learning activities promote children's learning and development	1.1 Outline theoretical perspectives of learning and development in early childhood
	1.2 Summarise the different types of play
	1.3 Explain the stages of children's play
	1.4 Analyse the impact of play deprivation on children's learning and development.
	1.5 Evaluate the benefits of different types of play and learning activities for children's learning and development at the following stages:
	   o Birth to 2 years
	   o 3 years to 5 years
	   o 6 years to 8 years
		Stages of children's play
		o Unoccupied play, birth to 3 months: baby makes movements with arms, legs, hands, feet, learning and discovering how their body moves.
		o Solitary play, birth to 2 years: a child plays alone, not yet interested in playing with others.
		o Spectator/onlooker play, 2 years: a child watches other children play but does not play with them.
		o Parallel play, 2+ years: a child plays alongside or near others but does not play with them.
		o Associative play, 3-4 years: a child starts to interact with others during play but there is not a large

amount of interaction at this stage; a child might be doing an activity related to the children around him but might not actually be interacting with another child.
o   Cooperative play, 4+ years: a child interacts fully with others and has interest in both the activity and other children involved, they create their own rules.

Types of play
o   Physical play
o   Object play
o   Pretend play
o   Symbolic play
o   Games with rules
o   Digital play
o   Free flow play – Bruce (2015)

Theoretical perspectives of learning and development
o   **Piaget** – stages approach to cognitive development
o   **Vygotsky** – scaffolding Bruner – spiral curriculum
o   **Athey** – schemas in child development
o   **Frobel** – holistic child-led learning through direct experiences
o   **Montessori** – learning independently through structured sensory experiences.

The benefits of play for children's learning and development
o   **physical development**, coordination, stamina, control of fine and gross movements
o   **cognitive development** - problem-solving, creativity, working with adults' communication and language development
o   **oral language development**

		o **understanding of numeracy -** mathematical language, mathematical concepts o **early literacy development** - reading skills, early writing skills o **social development** - building relationships, social skills o **emotional development** - self-awareness, confidence, independence
2. Understand curriculum approaches to outdoor play	1.1 Identify key theorists and their key approaches 1.2 Critique key theories of outdoor play 1.3 Explain key theorists influence on current outdoor play and learning practices 1.4 Analyse the risks and benefits for children in relation to outdoor play and learning .	**Curriculum approaches to play** o Reggio Emilia o High Scope o Forest Schools o The New Zealand o Te Whāriki o Montessori **Outdoor play** o theories and approaches relevant to outdoor play including, Froebel, Rachel and Margaret McMillan, Fraser Brown. o outdoor experiences offered beyond settings, e.g. local parks, woodland. o the use of outdoor provision to complement and extend indoor provision. o make use of outdoor environments, including space and natural features. o use naturally occurring, spontaneous outdoor features, e.g. seasonal changes, weather **The benefits of outdoor play** o the impact on children's wellbeing o physical development, including locomotive skills, balance and coordination o social development, encouraging cooperation and negotiation

		o emotional development, including self-confidence and self-worth o cognitive development, including creativity and problem solving. o **Risky play -** refers to activities that contain an element of risk for children but are managed by adults. These activities can include physical challenges (such as climbing or sports), using sharp tools, or even facing the "emotional risks" of new social situations (like starting nursery or meeting new people). **Balancing Safety and Challenge:** o children need opportunities to take calculated risks. o explain new tools or activities clearly, emphasising both their benefits and potential risks.
3. Understand how to support purposeful play	2.1 Identify and summarise the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play 2.2 Explain the professional skills required to support purposeful play and learning 2.3 Analyse how play be organised to promote learning 2.4 Evaluate the role of the adult in supporting play	**The United Nations Convention on the Rights of the Child** o every child has the right to relax, play and join in a wide range of cultural and artistic activities **Skills purposeful play supports:** o children's play interests o modelling new skills o sensitive interactions o engaging children o encouraging participation o children's physical communication and social skills o positive attitudes through play, to include valuing and respecting others. o promoting diversity, equality and inclusion. **The Importance of Play** o **Children's Wellbeing:** Play improves children's cognitive, physical, social, and emotional wellbeing.

		It's a joyful opportunity for them to engage in various activities and be with others.
		o **Exploration and Learning**: Through play, children explore the world around them and learn about themselves. It lays the groundwork for future learning and development potential.
		o **Creating Play-Supportive Environments**: Stimulating Activities: Early years environments should offer a range of stimulating activities, resources, and materials appropriate to each child's age, interests, and developmental stage. Open-Ended Resources: Provide open-ended resources (such as loose parts, natural materials, and art supplies) that allow children to explore, experiment, and create without predefined outcomes.
		o **Flexible Spaces**: Design flexible spaces that can adapt to different play scenarios. Consider both indoor and outdoor environments.
		o **Child-Led Play**: Encourage child-led play, where children choose what to do, how to play, and whether to play alone or with others. Autonomy fosters confidence and agency.
		o **Observation and Reflection**: Adults should observe and reflect on children's play. Insights gained from observing play help educators understand each child's purposes and tailor support accordingly.
		o **Balancing Safety and Challenge**: While safety is essential, allow for calculated risks. Children need opportunities to take risks, explore, and challenge themselves.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1-LO3	All ACs under LO1-LO3	Coursework	3500 words

Indicative Reading List

Bruce, T. (ed.) (2012) Early childhood practice: Froebel today. London, England: SAGE Publications

Cortvriend, V. et al. (2008) Advanced early years: For foundation degrees and levels 4/5. 2nd ed. Edited by I. MacLeod-Brudenell and J. Kay. Harlow, England: Heinemann.

Howard, J. (2017) Mary D. Sheridan's play in early childhood: From birth to six years. 4th ed. London, England: Routledge.

Sharma, A., Cockerill, H. and Sanctuary, L. (2021) Mary Sheridan's from birth to five years: Children's developmental progress. 5th ed. London, England: Routledge.

Veale, F. (ed.) (2020) Early years for levels 4, 5 and foundation degree second edition. London, England: Hodder Education

Additional Resources

Bradbury, A., & Swailes, R. (Eds.). (2022). Early childhood theories today. Learning Matters.

UNLOCKING WORDS: EXPLORING EARLY LANGUAGE AND COMMUNICATION

Unit Reference Number	M/651/3766
Unit Title	Unlocking Words: Exploring Early Language and Communication
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Type	Pass / Fail

Unit Aims

This unit focuses on language and communication and how they are central to children's emotional, social and cognitive development. The ability to express needs, feelings, opinions and questions unlocks the world of understanding, knowledge and relationships for the young child. The learner will explore the range of theories of language development.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the role of communication and language in children's development	1.1 Explain the impact of key theories on developing children's speech, communication and language 1.2 Analyse what role adults play in the development of children's language	**Lev Vygotsky** o Social constructivism – language plays a central role in cognitive development o 4 stages of development: o Primitive o Practical intelligence o External symbolic stage o Internalisation of symbolic tools **Jean Piaget** o Speech is constructed through nurture

		B.F. Skinner (1904-90) o language is developed through means of external stimuli. **Jerome Bruner** o Instrumental conceptualisation o Language acquisition support system **Noam Chomsky** o Theory of Universal Grammar o LAD **Roger Brown** o five stages of language development and mean length of utterance (MLU) **Role of adults** o giving children time to respond acknowledging children's attempts to communicate o reflecting the correct word/pronunciation o sensitively expanding children's statements. o the concept of 'parentese' in child directed speech. a language promoting environment, to include small spaces, low-level background noise, activities and objects that excite children's interest, keeping group size to a minimum. o drawing on children's attention to detail o accurate naming o active listening o helping children to sequence o making sure that children have new and interesting things to talk about
2. Understand the development of communication and language	1.1 Discuss the key components of language 1.2 Explain the milestones in language development	**Components of language:** o phonology o semantics

	1.3 Analyse age-appropriate activities to stimulate and aid language development	o grammar o pragmatics **Milestones from birth - 5 years** o **Birth to 6 Months:** Talking and Singing: Engage in one-on-one conversations with your baby. Describe what you're doing, sing lullabies, and use a soothing tone. o High-Contrast Books: Show black-and-white or high-contrast picture books to stimulate visual attention and language processing. o **6 to 12 Months:** Peek-a-Boo: Play peek-a-boo games to encourage anticipation and social interaction. Interactive Toys: Use toys that make sounds (e.g., rattles, squeaky toys) and label the sounds. o **12 to 18 Months:** Simple Songs with Actions: Sing songs like "Twinkle, Twinkle, Little Star" and incorporate hand movements. Point and Name: Point to objects and name them (e.g., "Look, a dog!"). o **18 to 24 Months:** Picture Books with Labels: Explore picture books with clear images and labels (e.g., animals, everyday objects). Imitate Animal Sounds: Encourage children to imitate animal sounds (e.g., "What does a cow say?"). o **2 to 3 Years:** Storytelling: Create simple stories together. Use props or drawings to enhance the narrative. Role-Playing: Pretend play with dolls, action figures, or stuffed animals. Encourage dialogue during play. o **3 to 4 Years:** Rhyming Games: Play rhyming games (e.g., "What rhymes with cat?"). Cooking Together: Describe the steps while cooking or baking. Use descriptive words (e.g., "stir," "mix,"

		"hot"). o **4 to 5 Years:** Scavenger Hunts: Give clues and encourage children to find specific items. Guess the Word: Describe an object without saying its name
3. Understand the critical periods of language development	2.1 Describe what a 'critical period' is and why it's relevant to language learning. 2.2 Explain common difficulties that children may experience with their language skills. 2.3 Evaluate the specialist support available for children with complex needs in language development.	**Intervention Strategies**: o **Talking**: Engage in frequent conversations with infants and toddlers. Describe daily activities, point out objects, and respond to their vocalisations. o **Reading**: Read age-appropriate books aloud. Choose colourful, interactive books with simple sentences. o **Singing**: Sing nursery rhymes, lullabies, and songs. Music enhances language processing and memory. o **Pretend Play**: Encourage imaginative play. Children can create scenarios, use different voices for characters, and engage in dialogue. o **Role-Playing:** Set up play scenarios (e.g., grocery store, doctor's office) where children take on roles and interact using language. o **Storytelling:** Encourage children to make up stories. They can use toys, drawings, or their imagination. o **Visuals:** Use pictures, illustrations, and visual aids to support language comprehension. o **Gestures**: Pair spoken words with gestures (e.g., pointing to a ball while saying "ball"). o **Songs and Rhymes**: Music and rhythm enhance language processing. o **Talking**: Engage in frequent conversations with infants and toddlers. Describe daily activities, point out objects, and respond to their vocalisations. o **Reading:** Read age-appropriate books aloud. Choose colourful, interactive books with simple sentences. o **Singing:** Sing nursery rhymes, lullabies, and songs.

		Music enhances language processing and memory. **Common difficulties** o background noise, television and radio, the quality of adult interaction**.** o Children with ASD often find it challenging to communicate with others. They may exhibit delays in language development, have difficulty understanding spoken language, or struggle with expressive communication. o hearing impairment - lack of response to sounds; delayed speech and language milestones; misunderstanding of the spoken language o articulation disorders o phonological disorders o selective mutism **Specialist support** o Every Child is a Talker (ECat) o Speech and language therapy o Collaboration with educational settings o Augmentative and alternative communication (AAC) o Sensory impairment team o Portage workers

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 – LO3	All ACs under LO1-LO3	Coursework	3500 words

Indicative Reading List

Cortvriend, V. et al. (2008) Advanced early years: For foundation degrees and levels 4/5. 2nd ed. Edited by I. MacLeod-Brudenell and J. Kay. Harlow, England: Heinemann

Sharma, A., Cockerill, H. and Sanctuary, L. (2021) Mary Sheridan's from birth to five years: Children's developmental progress. 5th ed. London, England: Routledge

Veale, F. (ed.) (2020) Early years for levels 4, 5 and foundation degree second edition. London, England: Hodder Education

EARLY PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Unit Reference Number	R/651/3767
Unit Title	Early Personal, Social and Emotional Development
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Type	Pass / Fail

Unit Aims

In this unit, learners research into the development of young children's personal, social, and emotional skills. The learner will explore both effective practices that support child development and potential challenges that might hinder or delay progress. By understanding these aspects, it will empower children to thrive emotionally, socially, and personally.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand different aspects of personal development	1.1 Explain how children develop empathy, understanding and consider each other's' feelings 1.2 Explain how children develop a positive sense of self. 1.3 Analyse how children should be supported to manage emotions, develop a positive sense of self and set themselves simple goals.	**Personal development** o sense of self o self-awareness o self-esteem and self-confidence o building resilience**.** **Sense of Others** o **Hughes & Dunn -** Biological explanations o **Pfeifer et al -** empathy and interpersonal skills **Becoming Independent** o Mosaic approach **(**Clarke and Moss 2001)

		Factors which shape children's personality: o Gerhard (2015) - roots of personality development from influences in the home o Hill (2011) - assessed consumerism in Western society and how it impacted on identity **Support to manage emotions and develop a sense of self** o offer a wide selection of activities planned around children's individual interests. o support children to feel good about themselves and their choices as this will increase their confidence. o The way you interact with children will encourage their sense of themselves and self-confidence. o knowing each child is the key to supporting their sense of self, so plan the environment to reflect their interests. o a predictable routine encourages a secure sense of self.

2. Understand emotional development	1.1 Discuss how personal and social factors influence a child
	1.2 Explain how to value children's emotional intelligence.
	1.3 Explain how to value children's linguistic or mathematical intelligence
	1.4 Evaluate actions or activities to engage a child in to encourage emotional development
		Emotional development
		o Attachment theory -The strange situation Dilemma (Ainsworth and Bell (1970)
		    o Key person role
		    o Emotional Intelligence

3. Understand social development	2.1 Describe the consequences of 'theory-of-mind' development for children's social competence and their success in school. 2.2 Explain how children learn to interact with others, form connections, and build	**Social development** o Vygotsky – social experiences o Bandura Social learning theory o Bronfenbrenner – ecological systems theory o Friendships

	friendships. 2.3 Analyse how, Vygotsky, Bandura and Bronfenbrenner see social development as important for a child's global development	o Theory of Mind o Quality of interaction
4. Understand factors that might impact Personal Social and Emotional Development (PSED)	3.1 Discuss the factors which might hinder or delay PSED in children 3.2 Explain strategies that can promote PSED development 3.3 Analyse the benefits of strategies that promote PSED	**Factors that can hinder PSED in young children** o **Premature Birth or Poor Health**: Health challenges may affect emotional well-being. o **Lack of Affection or Warmth**: Children need secure attachments for healthy development. o **Poor Housing or Unstable Environment**: Stressful living conditions impact emotional resilience. parental alcohol or substance dependence; having a parent in prison o **Abuse or Neglect**: Trauma affects emotional regulation and relationships. o **Loss from death, illness or separation** o **Additional Needs** Children may also have additional needs such as: • Autistic Spectrum Conditions; Developmental delay; Cerebral palsy; Down's syndrome; Visual impairment; Hearing loss or implants **Strategies that can promote PSED** o Empathy o Touch o Voice o Co-regulation o Mirroring o Consistency o Repairing disputes o Watchful listening o Sensitive conversations with parents and carers o Good nutrition and physical activity

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1-LO4	All ACs under LO1-LO4	Coursework	3500 words

Indicative Reading List

Cortvriend, V. et al. (2008) Advanced early years: For foundation degrees and levels 4/5. 2nd ed. Edited by I. MacLeod-Brudenell and J. Kay. Harlow, England: Heinemann.

Siraj, I., Kingston, D. and Melhuish, E. (2023) The sustained shared thinking and emotional well-being (SSTEW) scale: Supporting process quality in early childhood. London, England: Taylor & Francis.

Sharma, A., Cockerill, H. and Sanctuary, L. (2021) Mary Sheridan's from birth to five years: Children's developmental progress. 5th ed. London, England: Routledge.

Veale, F. (ed.) (2020) Early years for levels 4, 5 and foundation degree second edition. London, England: Hodder Education

Additional Resources

Bowlby, J. (2005). A Secure Base. Routledge.

LEVEL 5 UNIT SPECIFICATION

EXPLORING EARLY YEARS PEDADGOGY AND BEST PRACTICES

Unit Reference Number	T/651/3768
Unit Title	Exploring Early Years Pedagogy and Best Practices
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Type	Pass / Fail

Unit Aims

This unit aims to equip the learner with knowledge to examine various approaches to the early childhood curriculum and how these curricula relate to a range of theories of learning and pedagogical approaches / practices. The learner can assess the value of different curricular and pedagogical approaches in promoting children's learning and development and gain appropriate subject and pedagogical knowledge.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the role of the pedagogue in supporting children's learning and development	1.1 Discuss how is the environment can be viewed as the 'third teacher' 1.2 Explain how a pedagogue supports social and emotional development. 1.3 Analyse how children learn through play and engaging senses	**Adopting a holistic approach** ○ **Reggio Emilia Approach**: view the pedagogue's role as a co-educator ○ Co-construction and knowledge building ○ Extending the child's learning capacity ○ Asking questions to challenge children's thinking ○ Sustained shared thinking ○ **Te Whariki:** the environment ○ **Rousseau, Frobel, McMillian and Isaacs**: play is the work of the child, and play is the principal means of learning in early years. ○ **Montessori:** children can learn through play

		o **Athey (2007):** development of schemas in children's play and development
2. Understand how to involve the family and the home learning environment	1.1 Describe how a pedagogue engages with families to support children's learning. 1.2 Explain how a pedagogue contributes to creating a positive learning environment. 1.3 Evaluate the challenges and benefits of collaboration	**The family and home learning environment** o Working in partnership o The Home learning environment o Literacy and numeracy development – parents play a vital role in children's early reading and writing o Children imitate or roleplay everyday experiences such as shopping – which can be replicated in the childcare setting. o **Vandermaass-Peeler et al (2012)**: cookery sessions – recommends parental awareness of using numeracy and other opportunities in the home. o Practitioners can draw on everyday experiences in the home and parents can also be drawn into the setting
3. Understand the concepts of making creativity part of the curriculum	2.1 Categorise approaches to creativity and creative learning in early childhood 2.2 Explain the value of fostering creativity in the Early Years curriculum 2.3 Evaluate how creativity can support young children's emotional, social, intellectual, communication and physical development	**Creative Learning** o **Pramling Samuelsson and Asplund Carlsson (2008)**: play and learning should include creativity in early years o Activities inviting imagination and creativity, storytelling; role play; dance; music. Arts o Outdoor environment -natural resources and materials – children use senses and engage with others. o **Worthington (2006):** mathematical concepts can be developed when counting steps, colour of the rainbow etc. o important connections between creativity, problem-solving and critical thinking; link between play and development of creativity in babies and young children. o **Craft (2008):** posing questions, play,

		immersion, innovation, being imaginative, self-determination and risk taking. ○ Steiner Waldorf approach **The value of creativity** ○ The importance of creativity, to include curiosity, exploration, investigation and mastery. ○ Information processing theories associated with creativity, to include Bruner's enactive mode, iconic mode and symbolic mode. ○ The benefits of creativity for children's holistic development and learning. ○ The link between creativity and areas of the curriculum, including expressive arts, early science, ICT and early maths.
4. Understand the need to manage diversity and celebrate it within the curriculum	3.1 Discuss how parental and community engagement could provide broader support and resources 3.2 Explain how the curriculum should integrate managing and celebrating diversity 3.3 Analyse the importance of resources to celebrate and manage diversity for children	**Managing diversity** ○ fostering self-esteem in children ○ acknowledgment of cultural and linguistic background ○ maintain the children's first or home language, and promote the learning of English as an additional language ○ value bilingualism ○ value what boys and girls can do equally ○ celebrating different cultural festivals, sharing traditions ○ Using inclusive language, designing the setting to be as inclusive as possible and making sure to celebrate all similarities and differences between people ○ regular assessments of all children's needs, ensuring that settings are providing an inclusive environment and promoting diversity ○ Practitioners should share their willingness to challenge stereotypes and misunderstandings

		as they arise in play, conversation, books or other contexts – whether about communities, families, languages, gender, special educational needs, disabilities, race, ethnicity, faith or cultures ○ The UN Convention on the Rights of the Child (UNCRC) is clear that every child has a right to an identity and part of the goals of education is to foster respect for their own and other cultures. ○ Actively encouraging home stories and valuing family ways of being supports children to develop a positive self-identity. ○ Practitioners working with children with Special Educational Needs and Disabilities (SEND) acknowledge and value each child, emphasising what they can do through a strengths-based perspective on disability. ○ Offering all children opportunities to explore, discover and take risks in early years provision helps them to become competent, capable and resilient learners. ○ practitioners should actively plan to help children develop positive peer relationships, for example having focused small group times, celebrating difference and diversity **Resources** ○ Incorporate multicultural resources -books in the first languages in setting ○ posters and toys reflect positive images of ethnic groups, genders and ages/abilities. ○ Children with disabilities are represented and activities adapted ○ Different sorts of family (gay/lesbian parents) - comparing family structures.

		o Community festivals/traditions recognised and celebrated
		o Working with outside agencies for children in need
		o Creating an inclusive curriculum to meet the needs of the children
		o Ensuring resources are free from bias and stereotypes
		o Understanding of a diverse world also includes understanding technological and ecological diversity.
		o The more experience children have of being out and about in their community the more they are able to understand their community and make a contribution
		o Visits to cafes that offer foods from different parts of the world

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1-LO2	All ACs under LO1-LO2	Coursework	1500 words
LO3	All ACs under LO3	Coursework	1500 words
LO4	All ACs Under LO4	Coursework	1000 words

Indicative Reading List

Beigi, R. (2020). Early years pedagogy in practice: A guide for students and practitioners. Routledge

Bruce, T. (ed.) (2012) Early childhood practice: Froebel today. London, England: SAGE Publications

Cortvriend, V. et al. (2008) Advanced early years: For foundation degrees and levels 4/5. 2nd ed. Edited by I. MacLeod-Brudenell and J. Kay. Harlow, England: Heinemann

Mainstone-Cotton, S. (2023). Creativity and wellbeing in the early years: Practical ideas and activities for young children. Routledge

Grimmer, T. (2021). Developing a loving pedagogy in the early years: How love fits with professional practice. Routledge

Sharma, A., Cockerill, H. and Sanctuary, L. (2021) Mary Sheridan's from birth to five years: Children's developmental progress. 5th ed. London, England: Routledge

Tovey, H. (2016) Bringing the Froebel approach to your early years practice. 2nd ed. London, England: Routledge

Veale, F. (ed.) (2020) Early years for levels 4, 5 and foundation degree second edition. London, England: Hodder Education

Additional Resources

Bradbury, A., & Swailes, R. (Eds.). (2022). Early childhood theories today. Learning Matters

UNDERSTANDING CHILD BEHAVIOUR: THEORETICAL PERSPECTIVES AND INSIGHTS

Unit Reference Number	Y/651/3769
Unit Title	Understanding Child Behaviour: Theoretical Perspectives and Insights
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Type	Pass / Fail

Unit Aims

In this unit, learners explore the complexities of children's behaviour. Behaviour isn't a standalone phenomenon; it's intricately connected to various factors. Behaviour cannot be isolated—it's influenced by social dynamics, cultural norms, and the environment. The unit is guided by various theoretical frameworks that explainwhy children behave the way they do. By examining key psychological theories and the insights they offer, this unit aims to provide a comprehensive understanding of child development and behaviour.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content

1. Understand theoretical perspectives of behaviour	1.1 Explain the principles of the Freudian theory that childhood experiences shape adult personalities
	1.2 Explain how attachment theory impacts the relationships children form
	1.3 Critically analyse how behavioural learning theory suggests children learn through actions and events
	1.4 Evaluate the suitability of Freud's theory in explaining childhood experiences
		Theoretical perspectives
		  o Freud's Psychoanalytic Theory
		  o Attachment theory – John Bowlby/ Mary Ainsworth
		  o Behavioural learning theory – John Watson; Edward Thorndike; Ivan Pavlov; B.F. Skinner
		
		Children who experience secure attachment tend to
		  o Develop stronger self-esteem and self-reliance as they grow older.
		  o Be more independent and perform better in

		o school.
		o Have successful social relationships.
		o Experience less depression and anxiety.
		o Securely attached individuals in adulthood:
		o Form long-term relationships.
		o Have fewer trust issues.
		o Enjoy engaging with others.
		o Reciprocate feelings.
2. Understand the social learning theory of child development	1.1 Describe the fundamentals of Bandura's social learning theory 1.2 Explain the limitations of the Bobo doll experiment 1.3 Analyse the key principles of Bandura's social learning theory	**Fundamentals of Bandura's Social Learning theory** o Observational learning o Bandura's social learning theory emphasises that we learn by observing others, considering the consequences of their actions, and adjusting our behaviour accordingly **Limitations of the Bobo Doll experiment** o Ecological validity o Demand characteristics o Short-term behaviour **Key Principles of Bandura's Social Learning Theory** o Albert Bandura's social learning theory suggests that people learn new behaviours by observing and imitating others. o The theory emphasises the importance of observational learning, where individuals acquire knowledge, skills, attitudes, and beliefs by watching the actions of others and the consequences that follow, leading to the modelling and adoption of observed behaviours. o Social learning theory, proposed by Albert Bandura, emphasises the importance of observing, modelling, and imitating the behaviours, attitudes, and emotional reactions of others.

		o Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behaviour.
3. Understand Vygotsky's Sociocultural Theory	2.1 Explain Zone of Proximal Development (ZPD) in early years contexts and understand its significance for scaffolding learning 2.2 Critically analyse the strengths and limitations of Vygotsky's theory.	**Vygotsky's sociocultural theory** o Vygotsky emphasised social interaction and cultural context. The "zone of proximal development" is where learning occurs with guidance. o Strengths: Vygotsky introduced the idea of cultural tools (language, symbols, and artefacts) that influence cognitive development. o These tools mediate a child's understanding of the world and enable higher mental functions o Limitations: One notable shortcoming is Vygotsky's failure to account for specific developmental stages in children. o Understanding how cognitive stages impact the integration of socialisation and cultural values is missing from his theory.
4. Understand Bronfenbrenner's Ecological Systems Theory	3.1 Explain the strengths of Bronfenbrenner's theory of the relationship between individuals and their environment 3.2 Explain the weaknesses of Bronfenbrenner's theory of the relationship between individuals and their environment 3.3 Analyse how the social environment is influential in gender behaviour	**Bronfenbrenner's theory** o considers the child's environment at multiple levels - microsystem (family), mesosystem (school), exosystem (community), and macrosystem (culture). o **Social Expectations**: From an early age, children learn societal expectations associated with their sex. These expectations guide their behaviour, interests, and self-concept. o **Gender Identity Formation**: Children develop their gender identity—their sense of being male, female, or non-binary—based on cultural norms and social cues. o **The social environment**: through modelling, reinforcement, and cultural cues—plays a

		pivotal role in shaping gender behaviour
5. Understand how factors such as parenting style; divorce and separation impact children's behaviour	4.1 Explain how parenting style influences the social, and emotional development of children 4.2 Explain how adverse situations of parental interaction, divorce or separation affect children's behaviour	**Parenting styles** o Authoritarian, authoritative, permissive, non-conformist o James and Prout (2015) parental interaction /divorce/separation. **Children's behaviour** o **Sense of Loss**: When parents separate, children often experience a profound sense of loss. They may feel like their world has been turned upside down—losing not only their home but also their entire way of life. o **Fear of Abandonment**: Children may become fearful of being left alone. If one parent can leave, they worry that the other might do the same. o **Anger and Guilt**: Children may feel angry at one or both parents for the relationship breakdown. Additionally, they might harbour guilt, believing they caused the separation. o **Insecurity**: Children's insecurity can manifest in various ways. Younger children might exhibit behaviours typical of a much younger age, such as bedwetting, clinginess, nightmares.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 to LO5	All ACs under LO1 – LO5	Coursework	4000 words

Indicative Reading List

Grimmer, T. (2022) Supporting behaviour and emotions in the early years: Strategies and ideas for early years educators. London, England: Routledge.

Sharma, A., Cockerill, H. and Sanctuary, L. (2021) Mary Sheridan's from birth to five years: Children's developmental progress. 5th ed. London, England: Routledge.

Veale, F. (ed.) (2020) Early years for levels 4, 5 and foundation degree second edition. London, England: Hodder Education.

Additional Resources

Bowlby, J. (2005). A Secure Base. Routledge.

Bradbury, A., & Swailes, R. (Eds.). (2022). Early childhood theories today. Learning Matters.

Mainstone-Cotton, S. (2021) Supporting children with social, emotional and mental health needs in the early years: Practical solutions and strategies for every setting. London, England: Routledge

INCLUSION AND DIVERSITY: SUPPORTING CHILDREN WITH SPECIAL NEEDS AND DISABILITIES IN EARLY EDUCATION

Unit Reference Number	F/651/3770
Unit Title	Inclusion and Diversity: Supporting Children with Special Needs and Disabilities in Early Education
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Type	Pass / Fail

Unit Aims

The purpose of this module is to provide learners with a sound understanding of the issues and debates related to Special Educational Needs and Disability, inclusion and the impact on learners. Learners are encouraged to apply knowledge of and reflect upon these contemporary issues.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand a wide range of special educational needs and disabilities	1.1 Describe a minimum of four special educational needs and disabilities that impact children's learning and development. 1.2 Explain how to adjust activities, resources, and communication to meet individual needs. 1.3 Analyse common conditions and their effect on children's learning and development.	**Common conditions that can impact children's learning and development** ○ **Autism Spectrum Disorder (ASD):** Autism is a neurodevelopmental disorder characterised by challenges in behaviour, communication, sensory processing, and social interaction. **Effects on Learning and Development:** ○ **Communication:** Children with ASD may struggle with verbal and nonverbal

| | | communication. Some may have limited speech, while others might have difficulty understanding social cues.
o **Social Skills:** Difficulties in forming and maintaining relationships can impact social interactions and friendships.
o **Sensory Sensitivities:** Heightened sensitivity to sensory stimuli (e.g., lights, sounds, textures) can affect their learning environment.
o **Learning Strengths:** Many autistic children exhibit specific talents or intense interests in certain areas (often referred to as "special interests").

Developmental Language Disorder (DLD)

o DLD is a communication disorder that interferes with learning, understanding, and using language.
o Children with DLD struggle with language comprehension and expression.
o They may have difficulty forming sentences, understanding complex instructions, or using appropriate vocabulary.
o Academic achievement may be affected due to challenges in reading, writing, and verbal expression.
o Social interactions and participation in classroom discussions can be impacted

Physical Disabilities: |

		Description: Physical disabilities encompass a wide range of conditions affecting mobility, coordination, or physical function. o Some physical disabilities directly impact speech production (e.g., cerebral palsy affecting oral muscles). o Fine motor difficulties may affect writing and typing. o Access to educational materials and physical spaces may be limited. o Adaptations (assistive technology, modified seating) are essential for inclusion. o Emotional well-being and self-esteem can be influenced by physical limitations **Other Co-occurring Conditions:** o **Intellectual Disability (ID):** Affects cognitive abilities and adaptive functioning. o **Downs Syndrome:** Genetic condition causing developmental delays and intellectual challenges. o **Hearing Impairment:** Affects language acquisition and communication. o **Acquired Brain Injury:** Trauma-related brain damage impacting various functions. o **Speech Language Disorders:** Isolated difficulties in speech and language. o **Effect on Learning and Development:** Varies based on the specific condition but often involves tailored support, individualised education plans, and early intervention

2. Understand the principles of working inclusively with disabled children with specific requirements	1.1 Explain legal entitlements for equality of treatment for children with disabilities and specific requirements 1.2 Critique the social model of disability 1.3 Critique the medical model of disability 1.4 Evaluate environmental adaptations that foster inclusive practice within an early year's settings	**The Equality Act 2010 (UK)** o Under this act, disabled children have specific rights, including: o Reasonable Adjustments: Public bodies, schools, and service providers must make reasonable adjustments to accommodate disabled children. For example, schools must provide accessible facilities, reasonable support, and adjustments to the curriculum. o Protection from Direct and Indirect Discrimination: Disabled children cannot be treated less favourably due to their disability. o Protection from Harassment: Disabled children are protected from harassment related to their disability. o Positive Duties: Public bodies must actively promote equality and eliminate discrimination. o Disability Equality Schemes: Public authorities must publish schemes outlining how they will promote equality for disabled people. **Children Act 1989 and Children Act 2004:** o These acts emphasise the welfare and best interests of the child. They apply to all children, including those with disabilities. o Specific Requirements: o **Assessment of Needs:** Local authorities must assess the needs of disabled children and provide appropriate services. o **Safeguarding:** Ensuring the safety and protection of disabled children. o **Participation:** Involving disabled children in decisions that affect them.

Special Educational Needs and Disability Act (SENDA) 2001:

Specific Requirements:

- o **Access to Education:** Disabled children have the right to access education on an equal basis with their peers.
- o **Reasonable Adjustments in Education:** Schools and colleges must make reasonable adjustments to accommodate disabled students.
- o **Anti-Discrimination Measures:** Disabled children should not face discrimination in education

Codes of Practice and Policies:

- o **Special Educational Needs Code of Practice 2001**: Provides guidance on identifying and supporting children with special educational needs (SEN).
- o **Disability Rights Commission (DRC) Code of Practice 2002**: Offers guidance on preventing discrimination against disabled people.
- o **Statement of Special Educational Needs**: A formal document outlining the support required for a child with SEN.

Prohibited Forms of Discrimination:

- o **Direct Discrimination**: Schools cannot refuse admission to a student or exclude them solely because of their disability.
- o **Indirect Discrimination**: Providing application forms in a format that may not be accessible (e.g., only in print) would be considered indirect discrimination.

| | | o Education providers have a duty to make "reasonable adjustments" to ensure disabled students are not discriminated against.

Comparing & Contrasting the Models:
 o **Medical Model**: Places responsibility on the individual to overcome their limitations.
 o Social Model: Places responsibility on society to remove barriers and create an inclusive environment.
 o **Medical Model**: To cure or manage the disability.
 o **Social Model**: To support individual independence and societal participation by removing barriers.
 o **Medical Model**: Often results in medical interventions and specialised services.
 o **Social Model**: Advocates for universal design, inclusive education, and anti-discrimination laws.

Environmental Adaptations:
 o **Adjusting Equipment**: Modify the height of furniture or play equipment to accommodate children of varying abilities.
 o **Creating Relaxation Spaces**: Allocate a designated area where children can unwind and have quiet time.
 o **Accessibility**: Ensure that the physical environment is accessible to all, including those with mobility challenges or sensory sensitivities |

| 3. Understand how to work in partnership with parents and/or carers with disabled children with specific requirements | 2.1 Describe the principles of partnerships with parents and/or carers of disabled children and those with specific requirements

2.2 Explain the roles and responsibilities of external agencies who are involved with disabled children and those with specific requirements

2.3 Evaluate the types of support and information parents and/or carers of disabled children or those with specific requirements may require | **Building effective partnerships**

Putting the Child at the Centre: Always prioritise the views, life goals, and preferences of the disabled child or young person with severe complex needs. Recognize that each child is unique, and their individual needs should guide planning and decision-making. **Involving Parents and Carers**: Take the views of parents and carers into account. Involve them in discussions, assessments, and planning. Acknowledge their expertise as they know their child best. **Cultural Sensitivity**: Consider the cultural background of the child or young person and their parents and carers. Be aware of cultural differences and adapt your approach accordingly. **Building Positive Relationships**: Establish a positive working relationship with parents and carers. Understand their perspectives, concerns, and aspirations. Regular communication and active listening are essential. **Shared Goals and Collaboration:** Work collaboratively to set shared goals for the child's development. |

		o Collaborate on strategies, interventions, and support plans. o Recognize that parents and carers play a vital role in achieving these goals. **Empowering Parents and Carers:** o Provide information, resources, and training to empower parents and carers. o Support them in making informed decisions about their child's care and education. **Promoting Social Participation**: o Encourage parents and carers to engage in social activities and networks. o Foster connections with other families, support groups, and community services. **Understanding Special Educational Needs (SEN):** o Parents may need information about their child's specific needs, learning styles, and any accommodations required in the classroom. o Navigating the Education System: Learning about available educational pathways, local schools, and special education services. o Individualised Education Plans (IEPs): Guidance on creating, implementing, and reviewing personalised education plans for their child. **Healthcare and Medical Support:** o **Access to Specialists:** Information about medical specialists, therapists, and interventions relevant to their child's condition.

| | | o **Managing Medications and Therapies**: Understanding treatment plans, medication schedules, and therapy sessions. |
| | | o **Healthcare Rights and Entitlements:** Awareness of healthcare rights, funding, and available services |

Emotional and Social Support:
- o **Peer Support Groups:** Connecting with other parents and carers who share similar experiences.
- o **Counselling and Emotional Well-being**: Coping strategies, stress management, and emotional support.
- o **Building Social Networks:** Encouragement to participate in community events and activities.

Legal and Financial Information:
- o **Disability Benefits and Financial Assistance:** Understanding eligibility criteria and how to access financial support.
- o **Legal Rights and Advocacy:** Knowledge about disability rights, anti-discrimination laws, and advocacy organisations.

Practical Support:
- o **Respite Care:** Information on respite services to give parents a break from caregiving responsibilities.
- o **Assistive Technology:** Guidance on using technology and tools that can enhance their child's independence.
- o **Transportation and Accessibility:** Resources related to accessible transportation and facilities.

		Transition planning: ○ **Moving Between Educational Stages**: Support during transitions from early years to primary school, secondary school, and beyond. ○ **Post-School Transition:** Information about vocational training, employment, and independent living options. **Specialist Support Services:** ○ **Educational Psychologists:** Assessing learning needs and advising schools. ○ **Speech and Language Therapists:** Supporting communication development. ○ **Occupational Therapists:** Addressing fine motor skills and daily living tasks.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 to LO3	All ACs under LO1 to LO3	Coursework	4000 words

Indicative Reading List

Cortvriend, V. et al. (2008) Advanced early years: For foundation degrees and levels 4/5. 2nd ed. Edited by I. MacLeod-Brudenell and J. Kay. Harlow, England: Heinemann

Murphy, K., & Benham, F. (2023). 50 fantastic ideas for supporting neurodiversity. Bloomsbury Education

Murphy, K. (2022a) A Guide to SEND in the Early Years: Supporting children with special educational needs and disabilities. London, England:

Featherstone
Murphy, K. (2022b). Supporting the wellbeing of children with SEND: Essential ideas for early years educators. Routledge

Veale, F. (ed.) (2020) Early years for levels 4, 5 and foundation degree second edition. London, England: Hodder Education

Warwick, J. (2019). Supporting SLCN in children with ASD in the early years: A practical resource for professionals. Routledge

Additional Resources

Bradbury, A., & Swailes, R. (Eds.). (2022). Early childhood theories today. Learning Matters

Mainstone-Cotton, S. (2021) Supporting children with social, emotional and mental health needs in the early years: Practical solutions and strategies for every setting. London, England: Routledge

Sharma, A., Cockerill, H. and Sanctuary, L. (2021) Mary Sheridan's from birth to five years: Children's developmental progress. 5th ed. London, England: Routledge

SAFEGUARDING: CHILD PROTECTION AND KEEPING CHILDREN SAFE

Unit Reference Number	H/651/3771
Unit Title	Safeguarding: Child Protection and Keeping Children Safe
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Type	Pass / Fail

Unit Aims

The unit aims to provide learners with the understanding of pertinent issues around safeguarding, protecting children and promoting their wellbeing and resilience under the legislation of their home country.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand current legislative frameworks and regulatory guidance	1.1 Explain children's right to be safe, with reference to: o the United Nations Convention on the Rights of the Child o duty of care o safe recruitment 1.2 Critically analyse the legal requirements and guidance relating to the safeguarding of children	**Legislative frameworks** o National Legislation o Children Act 1989 and the Children Act 2004 o The internationally accepted United Nations Convention on the Rights of the Child (1989) o Whistleblowing o Inspectorate (Ofsted) o Inspecting and Safeguarding in Early Years, Education and Skills settings (Ofsted 2019) o safeguarding, protecting, reporting and recording; e-safety, bullying and cyberbullying, care orders, local authority guidelines; areas of child protection applicable to one's home

		country, early intervention, improving accountability and coordination of children's services, improving support for parents and carers, a childcare workforce strategy.

2. Understand how to respond to allegations that a child has been abused or harmed	1.1 Compare the types of child abuse.
	1.2 Compare the indicators of child abuse
	1.3 Explain the roles and responsibilities of key organisations that are involved when a child has been abused or harmed
	1.4 Explain the principles of confidentiality and when to share information when a child has been abused or harmed.
	1.5 Analyse the link between adverse childhood experiences and adult health and well-being
		Types of abuse
		  o types of abuse
		  o physical abuse and injury
		  o neglect
		  o emotional abuse
		  o sexual abuse
		  o domestic abuse.
		
		Indicators of abuse
		  o changes in personality or behaviour
		  o physical marks and injuries
		  o signs of neglect
		  o inappropriate behaviour or language for age and stage of development
		  o being unusually dependent on a key person
		
		How to respond to a child who discloses abuse.
		  o How information should be recorded and shared, to include confidentiality.
		  o Child protection procedures, to include the process of investigation, assessment
		  o Child Protection Conference
		  o Child Protection Plan
		  o Whistleblowing policy
		
		Adverse Health conditions in adulthood
		  o **Emotional pathways:** poor attachment and insecure environment

		o **Behavioural pathways:** negative adult coping behaviours/ substance abuse and suicidal behaviour o **Social pathways:** difficulties in interpersonal and intimate relationships
3. Understand ways in which early years professionals can effectively contribute to safeguarding and keeping children safe	2.1 Describe why it is important to work with children to ensure they have strategies to protect themselves 2.2 Describe how to recognise and assess hazards and risks to children in childcare settings. 2.3 Explain the responsibilities and obligations to foster resilience in children and help children to protect themselves 2.4 Explain the actions to take in response to concerns that a professional may be failing to comply with safeguarding procedures.	**Fostering resilience** o the importance of children having their voice heard o recognise and support children's feelings. o the importance of supporting social and emotional development, to include independence. being an approachable adult, to include active listening. o empower children. o support children to protect themselves through games and activities. **Hazards in early years settings** o to include the environment, equipment, hazardous materials, activities. o Common types of injuries to children of different ages, including burns, scalds, cuts, poisoning, injuries from falls. o How injuries might be avoided o The role of risk assessment in identifying hazards, evaluating risk and deciding on precautions. o ICT- potential dangers /electronic devices – internet safety **Whistleblowing** o Reporting concerns about poor practice: o whistleblowing policy o Public Interest Disclosure Act 1998

		o Role of the prescribed person
		o Confidentiality
		o Complaints procedures
		o Appeals procedures

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 to LO3	All ACs under LO1 to LO3	Coursework	4000 words

Indicative Reading List

Buckler, R. (2023). Developing child-centred practice for safeguarding and child protection: Strategies for every early years setting (S. E. Jorgensen & B. D. Fath, Eds.). Routledge

Cortvriend, V. et al. (2008) Advanced early years: For foundation degrees and levels 4/5. 2nd ed. Edited by I. MacLeod-Brudenell and J. Kay. Harlow, England: Heinemann

Veale, F. (ed.) (2020) Early years for levels 4, 5 and foundation degree second edition. London, England: Hodder Education

Additional Resources

Burton, S and Reid, J. (EDS) (2017) Safeguarding and Protecting Children in the Early Years. 2nd ed. Abingdon: Routledge

Lindon, J. and Webb, J. (2016) Safeguarding and Child Protection: Linking Theory and Practice. 5th ed. London: Hodder Education

Lumsden, E. (2018) Child Protection in the Early Years: A Practical Guide . London. Jessica Kingsley

EMERGING LITERACIES IN EARLY YEARS AND DIGITAL RESOURCES

Unit Reference Number	J/651/3772
Unit Title	Emerging Literacies in the Early Years and Digital Resources
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Type	Pass / Fail

Unit Aims

The unit considers the role of emergent literacies and how adults can assist in providing support for reading and writing skills development. Integral to the unit is the role of children's emergent literacies in an increasingly digital age is addressed and consider how digital material can be used to support children's learning.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand what emergent literacy is	1.1 Explain the concept of emergent literacy skills 1.2 Explain the usual sequence by which children learn to read 1.3 Analyse the adult's role in assisting children's literacy development	**Literacy Skills** ○ Together, language and literacy skills make up what educators and researchers call emergent literacy, which embraces how children learn and develop the skills that eventually lead to reading and writing. ○ Literacy includes various skills such as reading, writing, listening, and speaking, and focuses on the ability to use and understand symbols and written words as a form of communication. At the same time, language is the ability to understand, and use spoken words. Children with strong

		verbal language skills tend to learn to read and write more easily and ultimately perform better in school.
		Phonological Awareness o Activities like rhyming games, sound matching, and clapping syllables help children develop this important pre-reading skill. o Research has shown that children with strong phonological awareness tend to become more successful readers. o By promoting phonological awareness during the emergent literacy phase, you can empower children to decode words and make meaning from text. **Sequence of reading development** o recognition of link between the verbal and visual word o recognising own name o using pictures as cues o book conventions o phonetic awareness o re-telling stories o building a visual vocabulary.
2. Understand the role of the adult in preparing children for reading.	1.1 Explain how to choose appropriate books for children 1.2 Explain how adults create stimulating experiences and activities to encourage children's reading	**The adult's role** o can support early reading development, to include o using stories and rhyme recognition o linking pictures and words to actions that carry meaning. o Use of activities to support development of literacy skills - music, storytelling, role play, story sacks, puppets, recorded stories, circle time, small world, imaginative play.

		Stimulating activities
		  o matching activities
		  o sound snap
		  o group story time
		  o using pictures as cues
		  o decoding words
		  o recognising common and irregular words.
		
		Appropriate books for children
		  o different ages and reading levels
		  o children's interests and preferences
		  o picture books and stories
		  o fiction and non-fiction books

3. Understand how to support children in making connections through early mark-making and writing development.	2.1 Describe how activities support the links between learning to write and learning to read
	2.2 Explain the development of handwriting, to include pencil grip, fine motor movements, hand–eye coordination
	2.3 Explain how to support writing development for children who are left-handed
	2.4 Analyse the sequence by which children learn to write, to include mark-making, emergence of letters, ascribing meaning to marks, applying grapheme/phoneme knowledge
		Early mark-making and writing development
		  o understanding that words convey meaning
		  o making marks as symbolic representations of thoughts/experiences
		  o using paint, sand, large markers and crayons, in either hand or in any direction
		  o correct formation of letters and numbers
		  o giving children reasons to write for purpose.
		
		Links between writing and reading
		  o sand play
		  o role play
		  o painting
		  o story sacks
		  o printmaking
		  o patterns
		  o storytelling
		  o poetry
		  o music
		  o drama
		  o cutting and sticking.

		Early signs of left handedness
		o Proposer pencil grip
		o Paper positioning
		o Left-handed scissors
		o Seating arrangement
4. Understand the use of digital resources to encourage reading	3.1 Identify any potential parent-child engagement issues in the use of digital resources. 3.2 Explain how digital sources can offer equitable access. 3.3 Evaluate the challenges that may exist in equitable access to digital books.	**Parent child engagement issues** o Early exposure to print books versus digital books leads to different patterns of parent–child engagement. o When reading print books, parents tend to provide more verbal scaffolding—meaning they discuss the story, ask questions, and encourage critical thinking. In contrast, digital books may alter this interaction due to their multimedia features o **Inclusivity:** For children facing illness, war conflict, or other challenging circumstances, digital reading bridges gaps. o **Apps for Phonics and Word Recognition:** Interactive apps can reinforce letter-sound relationships and sight words. o **Reading Comprehension Tools:** Some apps focus on comprehension strategies o **Personalized Learning Platforms:** These adapt to each child's progress, providing targeted support

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 to LO4	All ACs under LO1 to LO4	Coursework	4000 words

Indicative Reading List

Cortvriend, V. et al. (2008) Advanced early years: For foundation degrees and levels 4/5. 2nd ed. Edited by I. MacLeod-Brudenell and J. Kay. Harlow, England: Heinemann

Sharma, A., Cockerill, H. and Sanctuary, L. (2021) Mary Sheridan's from birth to five years: Children's developmental progress. 5th ed. London, England: Routledge

Veale, F. (ed.) (2020) Early years for levels 4, 5 and foundation degree second edition. London, England: Hodder Education

Additional Resources

Bradbury, A., & Swailes, R. (Eds.). (2022). Early childhood theories today. Learning Matters

UNDERSTANDING TRANSITIONS IN EARLY CHILDHOOD

Unit Reference Number	K/651/3773
Unit Title	Understanding Transitions in Early Childhood
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Type	Pass / Fail

Unit Aims

This unit focuses on helping learners grasp the significant transitions that affect both children and their families during the early years. Transitions can be pivotal moments - whether it's starting school, moving homes, or adjusting to new family dynamics.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content

1. Understand what 'transition' means	1.1 Explain what is meant by the term 'transition'
	1.2 Explain the different types of transition and what vulnerable groups these may impact.
	1.3 Critically analyse the underpinning theoretical explanations of how transitions are viewed
		Types of transition
		  o Vertical
		  o Internal
		  o horizontal
		
		Vulnerable groups
		  o looked after children
		  o children with SEND
		  o children from traveller backgrounds
		  o refugee and asylum-seeking children

Educational Transitions:
  o Moving from one educational setting to another (e.g., nursery to primary school, primary to secondary school).
  o These transitions can be both exciting and challenging for children.

Developmental Transitions:
  o Milestones such as starting to walk, talk, or toilet training.
  o These transitions affect children's physical and cognitive development.

Social Transitions:
  o Changes in social contexts (e.g., moving to a new neighbourhood, making new friends).
  o Social transitions impact a child's sense of belonging and social skills.

Family Transitions:
  o Birth of a sibling, divorce, or a change in family structure.
  o These transitions can be emotionally intense for children.

Health Transitions:
  o Coping with illness, hospitalisation, or disability.
  o Health transitions affect a child's well-being and daily routines.

Vulnerable Groups Impacted by Transitions:
  o Children with Disabilities or Specific Needs:
  o These children may struggle with changes due to their unique requirements.

		o Sensitivity and individualised support are essential during transitions.
		
		Children from Minority or Marginalised Backgrounds:
		  o Cultural transitions (e.g., migration) can be challenging.
		  o Language barriers, discrimination, and cultural adjustments impact these children.
		
		Children in Foster Care or Residential Settings:
		  o Frequent changes in caregivers or living arrangements affect stability.
		  o Emotional support during transitions is crucial.
		
		Children with Anxiety or Low Self-Esteem:
		  o Transitions can trigger anxiety.
		  o Children with low self-esteem may struggle with new situations.
		
		Children Who Have Experienced Trauma or Loss:
		  o Transitions may evoke memories of past trauma or loss.
		  o Trauma-informed approaches are necessary.
		
		Theories
		  o Bronfenbrenner ecological theory
		  o Attachment theory -Bowlby
		  o Rites of Passage Van Gennep (1960)
		  o Contemporary theory
		  o Family transitions theory (Cowan et al., 1991)
		  o Life course Theory – Elder (1998)
		  o Bridges Transitional Model (2004)

2. Understand how transitions can be supported in the first 3 years of life	2.1 Outline the transitions that may be experienced in the first 3 years of life. 2.2 Analyse why transitions in the first 3 years of life are important 2.3 Evaluate two techniques to support transitions in the first three years of life	**Transitions** o Being born - parents experience change in identity o Lifestyle family dynamics o Attachment development o Crawling o Walking o Talking o Weaning and toilet training **Supporting transitions** o The Caring Triangle Brooker (2008) o Creating a secure base – Ainsworth o Supporting parents and carers o Helping a child to develop resilience
3. Understand strategies to support transitions	2.1 Explain the strategies to support the child to transition to early years settings 2.2 Examine the transition faced by children in prisoner families and what strategies can support these children 2.3 Explain the support required for asylum and refugee children in early years settings 2.4 Analyse two strategies that would support a child's transition to an early year's setting.	**Strategies for transitioning to early years provision** o Collaboration o Stay and play sessions o Home visits o Preparing children: reading stories about going to early years setting **Family Transitions** o Divorce o Bereavement **Prisoner Families** o Strategies – valuing differences; reducing stigma; emailing parents in prison; Prisoners can record stories for children, so the relationship is maintained **Asylum seekers and refugees** o Often experience very traumatic events

| | | o Experience of poverty, food clothing and social security benefits

Strategies
 o valuing the child and their home language
 o the use of PECS.
 o Key person support |
| | | |

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 to LO3	All ACs under LO1 to LO3	Coursework	4000 words

Indicative Reading List

Brooker, L. (2008) Supporting transitions in the early years. Buckingham, England: Open University Press.

Cortvriend, V. et al. (2008) Advanced early years: For foundation degrees and levels 4/5. 2nd ed. Edited by I. MacLeod-Brudenell and J. Kay. Harlow, England: Heinemann.

Fabian, H. and Dunlop, A.-W. (2006) Informing transitions in the early years. Buckingham, England: Open University Press.

O'Connor, A. (2017) Understanding transitions in the early years: Supporting change through attachment and resilience. 2nd ed. London, England: Routledge.

Sharma, A., Cockerill, H. and Sanctuary, L. (2021) Mary Sheridan's from birth to five years: Children's developmental progress. 5th ed. London, England: Routledge.

Veale, F. (ed.) (2020) Early years for levels 4, 5 and foundation degree second edition. London, England: Hodder Education

Additional Resources

Bradbury, A., & Swailes, R. (Eds.). (2022). Early childhood theories today. Learning Matters.

Bowlby, J. (2005). A Secure Base. Routledge.

Sharma, A. and Cockerill, H. (2021) From birth to five years: Practical developmental examination. 2nd ed. London, England: Routledge.

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website www.othm.org.uk.