

NATIONAL SKILLS QUALIFICATION

NSQ

Early Years Child Care and Education (EYCCE)

Level 1

NATIONAL SKILLS QUALIFICATION

Level 1 Early Years Child Care and Education

Unit	Ref	Content	Remarks	Credit Value	GLH
01	SCD/EYCCE/001/L1	Introduction to the role of the early year's practitioner	Mandatory	2	20
02	SCD/EYCCE/002/L1	Understand and use legislation relating to the health, safety, safeguarding, protection and welfare of children	Mandatory	2	20
03	SCD/EYCCE/003/L1	Understand legislation relating to equality, diversity and inclusive practice	Mandatory	2	20
04	SCD/EYCCE/004/L1	Understand how to work in a Team	Mandatory	2	20
05	SCD/EYCCE/005/L1	Introduction to communication in health, social care or children's and young people's settings	Mandatory	2	20
06	SCD/EYCCE/006/L1	Understand planning in meeting the needs of the developing children	Optional	1	10
07	SCD/EYCCE/007/L2	Promoting Social Skills in Early Years	Optional	2	20
08	SCD/EYCCE/008/L1	Support healthy lifestyles for children through the provision of food and nutrition	Optional	1	10
09	SCD/EYCCE/009/L2	Support children's play through creative play Activities in Early years setting	Optional	3	30
10	SCD/EYCCE/010/L1	Understand supporting the needs of the child in preparing for school 3	Optional	3	30
11	SCD/EYCCE/011/L1	Supporting children's development	Optional	2	20
12	SCD/EYCCE/012/L2	Use observation, assessment and planning	Optional	3	30
13	SCD/EYCCE/013/L1	Support children's positive behavior	Optional	2	20

Unit	Ref	Content	Remarks	Credit Value	GLH
14	SCD/EYCCE/014/L1	Engage in professional development	Optional	1	10
15	SCD/EYCCE/015/L1	Support Physical care routines for Children	Optional	2	20
16	SCD/EYCCE/016/L2	Support healthy lifestyles for children through exercise	Optional	2	20
17	SCD/EYCCE/017/L2	Support children with additional needs	Optional	2	20

This qualification is for those interested in working early years environment as child care practitioner.

To gain this qualification at **level one**, learner will need to achieve 15 credits of which 10 credit has to be from the mandatory units and 5 credits from the optional units.

Learners are required to complete one hundred hours (100hrs) of practical work place experience in a setting that cares for children's Physical, social, psychological and cognitive development

Mandatory units are "Compulsory"

Optional units are "Elective"

To gain the qualification **at level Two**, learner will need to achieve 32 credits of which 10 credit has to be from the mandatory units and 22 credits from the optional units.

The required guided learning hours: 200 (This includes gaining underpinning Knowledge and simulated practice) plus a hundred and Twenty hours of work placement practical activities.

Key to Evidence Gathering Methods: A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learner to be taken into account.

- Direct Observations, Oral and written questions, Witness Testimony Case Studies, projects, assignments, Reflective Accounts, Professional Discussion, Work Products, Accreditation of prior learning

Unit 1: Introduction to the role of the early year's practitioner

Unit Reference: SCD/EYCCE/001/L1

Level: 1

Credit Value 2

GLH: 20

Unit Aim: This unit provides the learner with an introduction to the role of the early years practitioner.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand the role of the early years practitioner.	1.1. Identify the skills, knowledge and attributes required for the role of the early years practitioner.		
	1.2. Identify settings which provide early years education and care		
	1.3. Describe the relationship between legislation, policies and procedures.		
	1.4. Describe the role of the early years practitioner in relation to current frameworks.		
	1.5. Identify every day routine tasks which ensure a safe and stimulating setting.		
	1.6. Describe reasons for adhering to the agreed scope of the job role.		
LO: 2. Be able to communicate to meet individuals' needs and preferences.	2.1. Identify reasons why people communicate.		
	2.2. Explain how communication affects all aspects of own practice.		
	2.3. Use communication methods that meet individuals' communication needs and preferences.		

Unit 1: An introduction to the role of the early year's practitioner

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 3. Understand working relationships in early years.	3.1. Explain how a working relationship is different to a personal relationship.		
	3.2. Identify different working relationships in early year's settings.		
	3.3. Explain reasons for working in partnership with others.		
	3.4. Identify skills and approaches needed for resolving conflict.		
LO: 4. Understand why Continuing Professional Development is integral to the role of the early year's practitioner.	4.1. Explain why Continuing Professional Development is integral to the role of the early year's practitioner		
	Take part in continue professional development activities in your setting		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 2: Understand and use legislation relating to the health, safety, safeguarding, protection and welfare of children

Unit reference: SCD/EYCCE/002/L1

level 1

Credit value 2

GLH 20

Unit aim: This unit provides the knowledge and understanding required to support the health and safety, safeguarding, protection and welfare of children from birth to 7 years.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand legislation and guidelines for the safeguarding, protection and welfare of children.	1.1. List current legislation and guidelines for the safeguarding, protection and welfare of children.		
	1.2. Identify policies and procedures relating to the safeguarding, protection and welfare of children.		
	1.3. Explain what is meant by the term 'whistleblowing'.		
LO: 2. Understand policies and procedures for the safeguarding, protection and welfare of children.	2.1. Explain roles and responsibilities in relation to the safeguarding, protection and welfare of children.		
	2.2. Explain the boundaries of confidentiality in relation to the safeguarding, protection and welfare of children.		
	2.3. Explain the benefits of working with others in the context of safeguarding, protection and welfare of children.		
LO: 3. Understand how to respond to evidence or concerns that a child has been abused or harmed.	3.1. Describe signs, symptoms, indicators and behaviors' that may cause concern.		
	3.2. Describe actions to take if harm or abuse is suspected and/or disclosed.		
	3.3. Explain the responsibilities of the early year's practitioner in relation to whistleblowing.		
	3.4. Explain why serious case reviews are required.		

Unit 2: Understand and use legislation relating to the health, safety, safeguarding, protection and welfare of children

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 4. Understand legislation and guidelines for health and safety.	4.1. List current legislation and guidelines relating to the health and safety of children.		
	4.1. Identify policies and procedures relating to the health and safety of children.		
LO: 5. Understand policies and procedures for health and safety.	5.1. Explain how legislation and guidelines for health and safety inform day to day practice with children.		
	5.2. Describe roles and responsibilities when keeping children safe.		
LO: 6. Be able to identify hazards and manage risk within an early years environment	6.1. Identify hazards to health and safety in an early years environment.		
	6.2. Carry out risk assessment within own setting.		
	6.3. Describe how health and safety risk assessments are monitored and reviewed.		
	6.4. Support children in own setting to manage risk.		
	6.5. Reflect on own role in the setting when managing risk.		
LO: 7. Understand how to identify and record accidents, incidents and emergencies.	7.1. List accidents and incidents which may occur in a setting.		
	7.2. Describe actions to take in the event of: • accidents • incidents • emergencies.		
	7.3. Identify forms for completion in the event of: • accidents • incidents • emergencies.		
Learners Signature:		Date:	
Assessors Signature:		Date:	
IQA's Signature: (if sampled)		Date:	
EQA's Signature : (if sampled)		Date:	

Unit 3: Understand legislation relating to equality, diversity and inclusive practice

Unit reference: SCD/EYCCE/003/L1

level 1

Credit value 2

GLH 20

Unit aim: This unit provides the knowledge, understanding and skills required to support equality, diversity and inclusive practice.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand how legislation and codes of practice inform equality, diversity and inclusive practice.	5.1. Explain what is meant by: • equality • diversity • inclusion • discrimination.		
	5.2. Explain current legislation and codes of practice relating to equality, diversity and inclusive practice.		
LO: 2. Understand how policies and procedures inform equality, diversity and inclusive practice.	2.1. Identify policies and procedures relating to equality, diversity and inclusive practice.		
	2.2. Explain your roles and responsibilities when supporting equality, diversity and inclusive practice.		
LO: 3. Know how to access information, advice and support about equality, diversity and inclusion.	3.1. Identify sources of information, advice and support about equality, diversity and inclusion.		
	3.2. Explain when to access information, advice and support about equality, diversity and inclusion.		
LO: 4. Be able to work in ways which support equality, diversity and inclusive practice.	4.1. Interact with children in a way that values them and meets their individual needs.		
	4.2. Reflect on the impact of own attitudes, values and behavior when supporting equality, diversity and inclusive practice.		

Learners Signature:	Date:
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EQA's Signature : (if sampled)	Date:

Unit 4: Understand how to work in a Team

Unit reference: SCD/EYCCE/004/L1

level 1

Credit value 2

GLH 20

Unit aim: This unit provides the learner with the knowledge to understand how to work in partnership.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand the Principles of team working in relation to your setting and current frameworks when working with children.	1.1. Identify and explain the reasons and benefits for team work.		
	1.2. Demonstrate working in team in line with your settings standard.		
LO: 2. Understand how to work in a team.	2.1. Explain the roles of others involved in team working when: • meeting children's additional needs • safeguarding children • supporting children's transitions.		
	2.2. Explain benefits of working in partnership with parents/carers.		
LO: 3. Understand challenges to Team working.	3.1. Identify barriers to Team working.		
	3.2. Explain ways to overcome barriers when working in a team.		
	3.3. Give examples of support which may be offered to: a) Your team members b) Parents of children.		

Unit 4: Understand how to work in a Team

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
4. Understand recording, storing and sharing information in relation to Team working.	4.1. Identify records to be completed in relation to team working.		
	4.2. Explain reasons for accurate and coherent record keeping.		
	4.3. Explain the reasons for confidentiality when maintaining records.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature : (if sampled)	Date:

Unit 05: Introduction to communication in health, social care or children's and young people's settings

Unit Reference: SCD/EYCCE/005/L1

Level 1

Credit Value 3

GLH 30

Unit Aim: The learners will understand why communication is important in the work setting. They will be able to meet the communication and language needs, wishes and preferences of individuals. They will also be able to reduce barriers to communication and apply principles and practices relating to confidentiality at work.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1 Understand why communication is important in the work setting	1.1 Identify different reasons why people communicate		
	1.2 Explain how effective communication affects all aspects of own work		
	1.3 Explain why it is important to observe an individual's reactions when communicating with them		
LO: 2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual child communication and language needs, wishes and preferences		
	2.2 Demonstrate communication methods that meet an individual's child's communication needs, wishes and preferences		
	2.3 Show how and when to seek advice about communication		
LO 3: Be able to reduce barriers to communication	3.1 Identify barriers to communication		
	3.2 Demonstrate how to reduce barriers to communication in different ways		
	3.3 Demonstrate ways to check that communication has been understood		
	3.4 Identify sources of information and support or services to enable more effective communication		

Unit 05: Introduction to communication in health, social care or children's and young people's settings

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 4 Be able to apply principles and practices relating to confidentiality at work	4.1 Demonstrate confidentiality in day-to-day communication, in line with agreed ways of working		
	4.2 Describe situations where information normally considered to be confidential might need to be passed on		
	4.3 Explain how and when to seek advice about confidentiality		

Learners Signature:		Date:
Assessors Signature:		Date:
IQA's Signature: (if sampled)		Date:
EQA's Signature: (if sampled)		Date:

Unit 6: Understand planning in meeting the needs of the developing children

Unit reference: SCD/EYCCE/001/L1

level 1

Credit value 1

GLH 10

Unit aim: This unit provides the learner with the knowledge and understanding to plan to meet the needs of the developing child.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand approaches to planning when working with children from birth to 7 years.	1.1. Explain why the early years practitioner plans to meet individual needs of children.		
	1.2. Explain why the early years practitioner plans to meet individual needs of children. • short term • long term.		
	1.3. Explain planning in relation to current frameworks.		
LO: 2. Understand the importance of planning in meeting the needs of children.	2.1. Explain the importance of the information early years practitioner requires to be able to plan to meet the needs of children.		
	2.2. Explain the reasons for identifying children's needs, interests and stage of development prior to planning.		
	2.3. Explain the role of observation in planning.		
	2.4. Demonstrate following devised plan to meet the needs of an individual child.		
	2.5. Explain why the early years practitioner involves others in planning for the next steps of children's development.		
	2.6. Explain the reasons for tracking children's progress.		

Learners Signature:	Date:
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IQA's Signature: (if sampled)	Date:
EQA's Signature : (if sampled)	Date:

Unit 7: Promoting Social Skills in Early Years

Unit reference: SCD/EYCCE/007/L1

level 1

Credit value 2

GLH 20

Unit aim: This unit provides the learner with the knowledge, understanding and skills required to contribute to enabling play environments.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand the play environment.	1.1. Explain what is meant by 'the play environment'.		
	1.2. Explain how environments support play.		
	1.3. Explain how to work with others to create enabling play environments in early years settings.		
LO: 2. Understand how the early years practitioner supports children's behavior and socialization within play environments.	2.1. Explain the role of the early years practitioner in supporting children's socialisation within play environments.		
	2.2. Explain how modelling positive behaviours impacts on children's behaviour.		
LO: 3. Support children's behaviour and socialisation within play environments.	3.1. Demonstrate Modeling positive behaviour		
	3.2. Identify and collect information needed in creating an activity that supports Children's socialisation.		
	3.3. Carry out an activity which supports children's socialisation.		
	3.4. Reflect on own role in supporting children's behaviour and socialisation within play environments.		

Unit 7: Supporting children's play

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 4. Understand how to create an enabling play environment which meets the age, stage and needs of children to enhance their social behaviour	1.1. Explain how an enabling play environment meets the age, stage, social and other needs of children.		
	1.2. Participate in Creating an enabling social environment for children.		
	1.3. Reflect on own role in creating enabling play environments that enhance child's socializing		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature : (if sampled)	Date:

Unit: 8 Support healthy lifestyles for children through the provision of food and nutrition

Unit reference SCD/EYCCE/008/L1:

level 1

Credit value 1

GLH 10

Unit aim: This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand the impact of food and nutrition on children's health and development.	1.1. Explain what is meant by healthy eating.		
	1.2. identify national and local initiatives which promote healthy eating.		
	1.3. Explain food and drink requirements in relation to current frameworks.		
LO: 2. Understand how food choices impact on health and development during pre-pregnancy, pregnancy and breastfeeding.	2.1. Explain the impact on health and development of food choices during: • pre-pregnancy • pregnancy • breastfeeding.		
LO: 3. Understand the nutritional needs of children.	3.1 Explain the nutritional value of the main food groups.		
	3.2. Use current government guidance to identify the nutritional needs of babies until they are fully weaned.		
	3.3. Explain how to plan a weaning programme.		

Unit 8: Support healthy lifestyles for children through the provision of food and nutrition

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 3. Understand the nutritional needs of children.	3.4. Identify the nutritional requirements of children aged: • 1-2 years • 2-3 years • 3-5 years • 5-7 years.		
	3.5. Explain strategies to encourage healthy eating.		
LO: 4. Understand the impact of poor diet on children's health and development.	4.1. Explain the impacts of poor diet on children's health and development in the: • short term • long term.		
LO 5. Understand individuals' dietary requirements and preferences.	5.1. Identify reasons for: • special dietary requirements • keeping and sharing coherent records with regard to special dietary requirements.		
	5.2. Explain the role of the early year's practitioner in meeting children's individual dietary requirements and preferences.		
	5.3. Describe benefits of working in partnership with parents/carers in relation to special dietary requirements.		
LO: 6. Be able to support healthy eating in own setting	6.1 Plan an activity to support healthy eating in own setting.		
	6.2. Implement an activity to support healthy eating in own setting		
	6.3. Reflect on own role when supporting healthy eating in own setting.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature : (if sampled)	Date:

Unit 9: Support children's play through creative play Activities in Early years setting

Unit reference: SCD/EYCCE/009/L2

level 2

Credit value 3

GLH 30

Unit aim: This unit provides the learner with skills, knowledge and understanding of the value of play in early years and skills to support children's creative play.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand the role of play in children's development.	1.1. Explain why play is necessary for the development of children.		
LO2. Understand children's rights in relation to play.	2.1. Identify the rights of children in relation to play, as detailed in the UN Convention on the Rights of the Child'.		
	2.2. Explain how settings meet the right for children to play.		
LO: 3. Understand how children play during different stages of development.	3.1. Explain: • child-initiated play • adult-led play.		
	3.2. Identify how children's play needs and preferences change in relation to their stage of development.		
LO: 4. Be able to support of: different types of play for children.	4.1. Explain benefits of: • physical play • creative play • imaginative play • sensory play • heuristic play.		

Unit 9: Support children's play through creative play Activities in Early years setting

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 4. Be able to support of: different types of play for children.	4.2. support children's activities which encourages: • physical play • creative play • imaginative play • sensory play • Heuristic play.		
LO: 5. Understand creative play.	5.1. Explain what is meant by the term 'creative play'.		
	5.2. Explain the role of creative play in children's learning and development.		
	5.3. Explain how creative play links to areas of learning and development within current frameworks.		
LO: 6. Be able to support children's creative play	6.1. Seek guidance in Planning creative play activities for children which support: • imaginative play • messy play • music, dance and movement.		
	6.2. Follow your setting standard to Implement creative play activities with children which support: • imaginative play • messy play • music, dance and movement.		
	6.3. Demonstrate use of encouragement and praise when supporting children during creative play activities.		

Unit 9: Support children's play through creative play Activities in Early years setting (continue)

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:`	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 7. Be able to reflect on own contribution to children's creative play.	7.1. Reflect how own professional practice has contributed to children's learning and development during creative play.		
	7.2. Identify next steps for children's learning and development through creative play.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature : (if sampled)	Date:

Unit 10: Understand supporting the needs of the child in preparing for school

Unit reference: SCD/EYCCE/010/L1

level 1

Credit value 3

GLH 30

Unit aim: This unit provides the learner with the knowledge, understanding and skills required to support children during transition to school..

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1 .Understand 'school readiness' in relation to the role of the early years practitioner.	1.1. Explain the term 'school readiness.		
	1.2. Explain how the early years practitioner supports children to prepare for school. .		
	1.3 Explain the holistic needs of the child as they prepare for school.		
LO: 2. Understand how working in partnership with others contributes to children's school readiness.	2.1. Identify others involved in helping children prepare for school.		
	2.2. Identify the information required to enable the school to meet the individual needs of the child during transition.		
LO: 3. Be able to support children's language and communication needs in preparation for school readiness.	3.1. Explain what is meant by 'a language rich environment'.		
	3.2. Contribute to a language rich environment for children from birth to 5 years.		
	3.3. Participate in Planning for children's participation in activities which encourage: • speaking and listening • reading • writing • digital literacy.		

Unit 10: Understand supporting the needs of the child in preparing for school

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 3. Be able to support children's language and communication needs in preparation for school readiness.	3.4. Carry out activities which encourage: • speaking and listening • reading • writing • digital literacy.		
LO: 4. Be able to support children's mathematical development in preparation for school readiness.	4.1. Demonstrate how to create an environment which supports children's mathematical development.		
	4.2. Participate in Planning for children's participation in activities which encourage an understanding of: • number • shape, size and pattern • weight, volume and capacity • matching and sorting.		
	4.3. Carry out activities which encourage an understanding of: • number • shape, size and pattern • weight, volume and capacity • matching and sorting.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature : (if sampled)	Date:

Unit 11: Supporting children's development

Unit reference: SCD/EYCCE/011/L1

level 1

Credit value 2

GLH 20

Unit aim: This unit aims to develop knowledge and understanding of children's development.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand the stages of child development from birth to 7 years.	1.1. Identify the expected pattern of: - physical development - language and - communication development - cognitive development - social, emotional and - behavioural development.		
	1.2. Explain the difference between the sequence of development and rate of development.		
LO: 2. Understand influences on children's development.	2.1. Explain factors which may influence children's development		
	2.2. Demonstrate supporting the development of children from birth to 7 years.		
LO: 3. Understand the needs of children during transition.	3.1. Identify transitions a child may experience.		
	3.2. Explain how to prepare a child for a planned transition.		
	3.3. Explain how to support the needs of children during transition.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature : (if sampled)	Date:

Unit 12: Use observation, assessment and planning

Unit reference: SCD/EYCCE/012/L2

level 2

Credit value 3

GLH 30

Unit aim: This unit aims to develop knowledge and understanding of children's development.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand the role of observation when working with children.	1.1. Explain how observations are used: - to plan for individual children's needs - for early intervention - to review the environment - during transition - when working in partnership.		
LO: 2. Be able to use observation methods.	2.1. Use observation methods: - checklist - free description.		
	2.2. Following your settings guideline, Practice observing of: - an individual child - indoor provision - outdoor provision.		
	2.3. Reflect on outcomes of observations carried out in own setting in relation to: - an individual child - indoor provision - outdoor provision.		
	2.4. Work with others to plan next steps in relation to the needs and interests of an individual child.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature : (if sampled)	Date:

Unit 13: Support children's positive behaviour

Unit reference: SCD/EYCCE/013/L1

Credit value 2

level 1

GLH 20

Unit aim: This unit provides the knowledge, understanding and skills required to support children's positive behaviour.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand policies and procedures relating to children's positive behaviour.	1.1. Identify policies and procedures relating to children's positive behaviour		
	1.2. Explain the need for a consistent approach in applying boundaries and guidelines for children's behaviour.		
LO: 2. Be able to support positive behaviour.	2.1. Describe the benefits of encouraging and rewarding positive behaviour.		
	2.2. Explain how modelling positive behaviours impacts on children's behaviour.		
	2.3. Model positive behaviour.		
	2.4. Use positive reinforcement with children.		
LO: 3. Be able to respond to inappropriate behaviour.	3.1. Identify inappropriate behaviour.		
	3.2. Follow procedures for reporting inappropriate behaviour.		
	3.3. Use agreed strategies for dealing with inappropriate behaviour.		
LO: 4. Be able to reflect on own role in relation to managing children's behaviour in own setting.	4.1 Identify your role in managing children behaviour		
	4.2. Reflect on own role in relation to managing children's behaviour in own setting.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature : (if sampled)	Date:

Unit 14: Engage in professional development

Unit reference: SCD/EYCCE/014/L1

level 1

Credit value 1

GLH 10

Unit aim: This unit provides the learner with the knowledge, understanding and skills required to engage in professional development.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand Professional development.	1.1 Explain the term 'professional development'.		
	1.2. Identify professional development opportunities.		
LO: 2. Be able to use reflective practice to contribute to own personal and professional development.	2.1. Review and Create a Curriculum Vita.		
	2.2. Identify own professional development needs.		
	2.3. Work with your supervisor / line manager to agree own personal development plan.		
	2.4. Explain how reflecting on work activities develops knowledge, skills and practice		
	2.5. Identify how feedback from others develops own knowledge, skills and understanding.		
	2.6. Reflect on work activities in relation to own professional development.		
	2.7. Record progress in relation to personal and professional development.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature : (if sampled)	Date:

Unit 15: Support physical care routines for children

Unit Reference: SCD/EYCCE/015/L1

Level : 1

Credit Value: 2

GLH : 20

Unit Aim: This unit provides the learner with the knowledge, understanding and skills to support children's physical care as part of a healthy lifestyle.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand the physical care needs of children.	1.1. Describe routine physical care needs for children in relation to: • nappy changing • toilet training • washing and bath time • skin, teeth and hair • meal times.		
LO: 2. Understand hygienic practice in preparing formula feeds.	2.1. Explain the role of the early years practitioner during: • nappy changing • toilet training • washing and bath time • care of skin, teeth and hair • meal times.		
	2.2. Explain how poor hygiene may affect the health of babies in relation to: • preparing formula feeds • sterilisation.		
LO: 3. Understand hygienic practice in relation to control of infection.	3.1. Describe the role of the early years practitioner in relation to: • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment.		

Unit 15: Support physical care routines for children (continue)

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO :4. Be able to use hygienic practice to minimise the spread of infection.	4.1. Use hygienic practice in relation to: • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment.		
LO: 5. Understand rest and sleep needs of children.	5.1. Explain the rest and sleep needs of: • a baby aged 6 weeks • a baby aged 7 months • a toddler aged 15 months • a child aged 2 and a half years • a child aged 4 – 5 years • a child aged 6 – 7 years.		
	5.2. Explain safety precautions which minimise the risk of sudden infant death syndrome.		
LO: 6. Understand Childhood immunisation.	6.1. Outline the reasons for immunisation.		
	6.2. Identify the immunization schedule.		

Unit 15: Support physical care routines for children (continue)

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 6. Understand childhood immunisation.	6.3. Explain the reasons why some children are not immunised.		
LO: 7. Be able to support children in personal physical care routines.	7.1. Support children in personal physical care routines in relation to: • toileting • washing and/or bath time • skin, teeth and hair • meal times • resting and/or sleeping.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit : 16 Support healthy lifestyles for children through exercise

Unit reference: SCD/EYCCE/016/L1

level 2

Credit value 2

GLH 20

Unit aim: This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children through exercise.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand children's need for exercise.	1.1. Outline the benefits of exercise for children.		
	1.2. Identify the requirements of current frameworks for: • outdoor access • regular exercise for children.		
	1.3. Evaluate national and local initiatives which promote children's exercise.		
	1.4. Describe benefits of working in partnership with parents/carers in relation to supporting children's exercise.		
LO: 2. Understand inclusive practice in relation to the use of provision for children's exercise.	2.1. Evaluate a local indoor provision in relation to inclusive practice.		
	2.2. Evaluate a local outdoor provision in relation to inclusive practice.		
LO: 3. Be able to support children's exercise in an outdoor space.	3.1. Plan an activity which supports children's exercise in an outdoor space.		
	3.2. Implement an activity which supports children's exercise in an outdoor space.		
	3.3. Reflect on an activity which supports children's exercise in an outdoor space.		
	3.4. Make recommendations for the outdoor provision for own setting.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature : (if sampled)	Date:

Unit : 17 Support children with additional needs

Unit reference : SCD/EYCCE/017/L1

level 2

Credit value 2

GLH 20

Unit aim: This unit provides the learner with the knowledge, understanding and skills required to support children with additional needs.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand factors which may result in children needing additional support.	1.1. Describe factors which may result in children needing additional support in the: • short term • long term		
LO: 2. Understand how personal experiences, values and beliefs impact on practice.	2.1 Explain how personal experiences, values and beliefs impact on practice		
LO: 3. Understand inclusive practice.	3.1. Identify the requirements of current legislation and frameworks in relation to inclusive practice.		
	3.2. Give examples of inclusive practice.		
LO: 4. Understand the role of early intervention in partnership working.	4.1. Describe the reasons for early intervention in order to meet children's additional needs.		
	4.2. Explain reasons for working in partnership with others to meet children's additional needs.		
LO: 5. Be able to support the additional needs of children.	5.1. Identify the individual needs of children in own setting.		
	5.2. Plan activities in partnership with others to meet children's additional needs.		
	5.3. Work in partnership with others to provide activities to meet children's additional needs.		

Unit : 17 Support children with additional needs (continue)

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 5. Be able to support the additional needs of children.	5.4. Explain how to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.		
	5.5. Reflect on own practice in meeting children's additional needs.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature : (if sampled)	Date: