



**FAQ LEVEL 3 DIPLOMA IN**

# **EARLY YEARS EDUCATION AND CHILDCARE (EARLY YEARS EDUCATOR)**

## **EVIDENCE LOGBOOK**

QN: **601/3816/6**

Qualification Reference: **L3DEYECEYE**



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## **Welcome**

Welcome to the FUTURE Learner's log book for the FAQ **Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)** .The aim of this document is to provide learners and assessors with a document which enables assessors to track evidence and confirm competence as learners progress through their qualification

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## **Data protection**

FUTURE is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

## **Complaints**

FUTURE aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

There may be times, however, when our centres do not feel we have met these needs. In these cases, centres may complain in writing to FUTURE Centre Support. FUTURE will attempt to resolve all complaints within the published timescales, and will record and review all complaints as part of our customer service commitment.

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## Introduction

This qualification has been developed to meet the criteria set by the Department for Education and National College for Teaching and Leadership Policy, Improving the quality and range of education and childcare from birth to 5 years. This qualification confirms competence and provides a 'licence to practise' in the following work role:

- Level 3 practitioner in day nursery or in nursery school
- Practitioner in reception classes in a primary school
- Level 3 practitioner in a pre-school
- Assistant in Children's Centres

To achieve this qualification the learner will need to:

- Achieve all 20 components.
- Gain experience in a real work environment.
- Achieve competence whilst working with **young children from birth to 5 years**.
- Take part in personal professional development activities.

In addition, to gain employment in the early years workforce the learner must have or achieve a General Certificate of Secondary Education (GCSE) grade C or above in English Language and Mathematics.

## Qualification Rules of Combination

In order to achieve the FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator), learners must gain a total of **65 credits**. To do this all **20 mandatory** components must be achieved.

## Qualification recommended Guided Learning hours (GLH)

Each component is allocated a recommended number of GLH, which indicates the approximate number of hours for supervised or directed study time and assessment.

The total recommended GLH for this qualification is: **495hrs**

## Age Ranges for learners

<b>Pre 16</b>	<b>No</b>
<b>16-18</b>	<b>Yes</b>
<b>18+</b>	<b>Yes</b>
<b>19+</b>	<b>Yes</b>

### Qualification outline

The FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator), prepares learners to become Early Years Educators within the UK early years workforce, providing them with the knowledge and skills to work with children from birth to 5 years. In addition the learner will gain an understanding of the expected development of children aged 5 to 7 years.

It will enable the learner to demonstrate an in-depth understanding of early years education and care, and show that they can:

1. Support and promote children's early education and development.
2. Plan and provide effective care, teaching and learning that enable children to progress and prepares them for school.
3. Make accurate and productive use of assessment.
4. Develop effective and informed practice.
5. Safeguard and promote the health, safety and welfare of children.
6. Work in partnership with the key person, colleagues, parents and/or carers or other professionals.

## Section 1 - Guidance to assessment

This qualification relates to the requirements of the Early Years Foundation Stage 2014 and its implementation within the early years provision. The assessor must follow the principles of assessment as laid down by the National College of Teaching and Leadership.

### General information – Your assessor will:

1. Check that you are registered for the EYE qualification before assessment starts.
2. Check that you understand the cycle of assessment: plan, judge evidence, feedback to learner.
3. Check that you understand what is meant by ‘holistic’ assessment.
4. Check that you know who your internal quality assurer is.
5. Check you have all documentation ready to assessment.

Assessment documentation can be downloaded from the FUTURE website [www.futurequals.com](http://www.futurequals.com)

### Responsibility of the qualified assessor

It is the responsibility of the qualified assessor to assess the evidence which you have provided and judge it against the assessment criteria for the component (s) being assessed.

The assessor will need to ensure that the evidence is **valid, authentic, reliable, current** and **sufficient** to meet the assessment criteria in the components being assessed.

The assessor must ensure that you have provided sufficient evidence to claim that each assessment criterion has been met, in order to demonstrate that each individual learning outcome has been achieved.

### Recording assessor judgement showing competence of learner

Your assessor must ensure that each assessment decision is logged in your learner logbook identifying clearly where the evidence for each assessment criteria can be found. Your assessor must sign and date each assessment judgement or learning outcome achieved.

### Main sources evidence for assessment will be:

1. **Direct observations** – All learning outcomes that start with ‘Be able’ must be assessed through direct observation of your everyday work practice in your workplace. This observation will be recorded and must identify your competence against the assessment criteria in the component(s) being assessed.
2. **Work products** – This can include
  - a. Plans prepared by the learner identifying the curriculum areas, planned activities relating to the individual child’s interest.
  - b. Records of observations of child/children, including reviews of child’s/children’s progress and possible lines of development of next steps for the child/children.
  - c. Records of Implementation and review of individual and group activities carried out by the learner with the child/children.
  - d. Reviews of the existing policies within the setting, matching against the requirements of the EYFS and giving evidence of understanding of their role as Early Years Educator within the policy.

- e. any other work products that you have produced for use in the workplace that relate to the components being assessed.
3. **Assignments or tasks** –The assignments that you can undertake are found on pages **64 to 86** of this document. Some assignments cover one component; others cover 2 or more components. Each assignment is broken down into separate tasks which enables you to provide evidence of knowledge and understanding that will meet a) the assessment criteria in the components being assessed and b) the rules of evidence by being valid, authentic, reliable, current and sufficient. Tutors/assessors can amend the tasks to suit individual learner needs. If assessors need advice about tasks for individual learners they should contact your centre’s external quality assurer.
  4. **Professional discussion** – This is an agreed, planned, formal, in-depth discussion between you, the individual learner, and the assessor to demonstrate your knowledge and understanding to show that you have met the assessment criteria in the components being assessed. The assessor is required to make notes of the discussion in order to meet the rules of evidence and provide evidence for the assessment criteria claimed.

**Simulation** is not permissible for any assessment criteria.

**Video or photographic evidence** which includes children should not be used.

#### Presenting work clearly

Throughout this qualification you will be required to demonstrate a good command of the English language, both spoken and written.

#### Supporting Individual learner’s needs

Although oral questions can be used as valid source of evidence it is important to ensure that you have fully met the assessment requirements to demonstrate a good command of written English language.

#### Evidence Requirements for FAQ - Level 3 Diploma in Early Years Education and Childcare (Early Years Educator).

You must meet all the learning outcomes and assessment criteria identified in each component to achieve the full qualification. Evidence should be developed over a period of time and diverse assessment methods used.

#### Evidence for qualifications

Specific examples of the expected level of assessment materials can be found in Future’s document **How to gather evidence for qualifications** which can be found on our website [www.futurequals.com](http://www.futurequals.com).

## **Internal Quality Assurance**

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

## **Internal and External Quality Assurance - How sufficiency of evidence is checked**

After the Assessor has assessed your work, another member of staff - the Internal Quality Assurer - will quality assure the assessment judgments. In addition an External Quality Assurer from Future (Awards and Qualifications) will visit each assessment centre and monitor the quality of the assessment decision and quality assurance processes.

Certificates can be claimed after the completion of the above quality assurance process.

## **English language**

FUTURE qualifications and assessment materials will be provided through the medium of English. The language used within this qualification is subject to scrutiny to ensure that it is plain, clear, free from bias and appropriate to the level.

**Grading** - is competent **or** not competent.

**Competence** is demonstrated by the learner providing appropriate evidence for each assessment criterion in each component of this qualification.

## **Entry to this qualification**

There are no formal requirements for entry to this qualification, **but** the following do apply:-

- a) To gain employment with this qualification in the early years workforce you must have or achieve a General Certificate of Secondary Education (GCSE) grade C or above in English Language and Mathematics.
- b) To participate in the apprenticeship framework you are required to have General Certificate of Secondary Education (GCSE) grade C or above in English Language and Mathematics before starting this qualification.

## **Reasonable adjustments and special consideration**

Reasonable adjustments to assessment and special consideration to accommodate individual learner needs are allowed by FUTURE procedures. A full explanation and the relevant documentation can be found in the FUTURE Reasonable Adjustments and Special Consideration Policy which can be downloaded at [www.futurequals.com](http://www.futurequals.com).

### **Individual assessment/learning plans**

You should have an individual learning/assessment plan that records your needs, prior learning and progress on the learning/assessment cycle. The plan(s) provides the basis for action planning to enable you to work towards your qualification. It should identify any learning and professional needs and plan to address these needs. Plans should be negotiated and agreed with you as an individual learner and recorded in a format that details:

- Learner details
- Details of the assessor supporting you
- Any additional support you require
- Action planning
- Feedback and monitoring
- Record of progress

### **Learning resources**

Centres will need to ensure that you have access to all appropriate resources to support your learning on the programme. Resources are likely to include:

- Appropriate general and subject specific texts.
- ICT resources.
- A suitably equipped venue and resources.
- Other resources to support identified needs.

### **Assessor/Tutorial support**

Assessor/Tutor support should be provided to you either in the classroom or in your work place. You should be provided with details of how to contact your assessor/tutor and arrange support meetings as appropriate.

## Section 2 - Component Overview

<b>Qualification title :- FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)</b>					
Component Ref. No	Component	Component title	Level	component credit	GLH
A/506/2600	A	Understand supporting children's development	3	5	38
F/506/2601	B	Significance of attachment and how to promote it when working with young children	3	5	35
J/506/2602	C	Understand theoretical perspectives of young children's development	3	4	30
L/506/2603	D	Support children to develop holistically	3	3	21
Y/506/2604	E	Support the development of early literacy and mathematics	3	4	27
D/506/2606	F	Support young children through transitions and significant events	3	3	21
H/506/2607	G	Understanding current early education curriculum requirements and the importance of promoting inclusive practice	3	3	28
H/506/2610	H	Planning, leading and reflection on the delivery of the current early education curriculum	3	4	27
R/506/4837	I	Provide learning experiences, environments and learning opportunities for young children	3	4	30
A/506/2614	J	Understand modelling and promoting positive behaviour when working with young children	3	2	14
R/506/2618	K	Understand supporting young children with additional needs	3	3	25
D/506/2623	L	Assessment techniques within the requirements of the current early education curriculum	3	3	22
R/506/4840	M	Understand the importance of continuing professional development for the Early Years Educator	3	2	18
D/506/4839	N	Promote legal requirement of health and safety and welfare of young children	3	2	17
T/506/2627	O	Understand legal requirements on safeguarding of young children in early years settings	3	3	26
L/506/2634	P	Working cooperatively with key person, colleagues, parent/carer and other professionals within early years settings	3	3	23
R/506/2635	Q	Plan and implement care routines which promote health, wellbeing and healthy lifestyles.	3	4	30

Y/506/4838	R	Maintain accurate records, paperwork and respond to accidents and emergency situations	3	2	18
D/506/2637	S	Understand food and nutrition when working with young children	3	3	24
H/506/2638	T	Provide play opportunities for young children in early years settings	3	3	21
Totals				65	495

## Component 1: Understand supporting children’s development

Component Reference Number: A/506/2600

Level: 3

Credit: 5

GL: 38

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand the expected development of <i>young children</i> from birth to 5 years</b>			
1.1 Explain the expected development of <b>young children</b> from birth to 5 years in the following aspects:- <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Speech, language and communication development</li> <li>• Literacy and numeracy</li> <li>• Physical.</li> <li>• Emotional</li> <li>• Social</li> <li>• Neurological and brain development</li> </ul>			
1.2 Identify links to development theorists which underpin the following aspects:- <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Speech, language and communication development</li> <li>• Literacy and numeracy</li> <li>• Physical</li> <li>• Emotional</li> <li>• Social</li> <li>• Neurological and brain development</li> </ul>			
1.3 Identify the expected Early Years Educator’s role in supporting the development of <b>young children</b> from birth to 5 years			

**2. Be able to apply understanding of the expected patterns of child development for *young children* from birth to 5 years in the role of the Early Years Educator**

2.1 Observe and record observations of individual children and groups of children throughout the age range of birth to 5 years which cover the following development aspects:-

- Cognitive.
- Speech, language and communication development
- Literacy and numeracy
- Physical.
- Emotional
- Social
- Neurological and brain development

2.2 Record child observations to include:

- A record of child's activities and/or skills.
- A record of discussion or interaction with colleague and/or parent/carer and/or child
- Reviews and evaluations against expected development norms
- Links to the current Early Years curricula.
- Identification of possible lines of development/next steps, supporting the child to move forward
- Links to relevant theorists

**3. Be able to identify and support child developments showing a clear understanding of equality of opportunity and anti-discriminatory practice**

3.1 Extrapolate from child observations evidence that the following has been fully included:-

- The child's individual needs.
- The child's interests
- Equality of opportunity

**4. Understand further development of children age 5 to 7 years**

<p>4.1 Explain the expected development of children age 5 to 7 years in the following aspects:-</p> <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Speech, language and communication development</li> <li>• Literacy and numeracy</li> <li>• Physical</li> <li>• Emotional</li> <li>• Social</li> <li>• Neurological and brain development</li> </ul>			
<p>4.2 Discuss the expected Early Years Educator’s role in supporting the development of children from <b>5 to 7 years</b></p>			

**5. Be able to demonstrate a good command of the English language, spoken and written**

<p>5.1 Record information clearly and correctly showing a good command of the following:-</p> <ul style="list-style-type: none"> <li>• Sentence construction</li> <li>• Grammar</li> <li>• Spelling</li> <li>• Explanation</li> <li>• Discussion</li> </ul>			
<p>5.2 Provide evidence of interaction or discussion with child and or parent/carer, and/or colleague</p>			

**Learner declaration of authenticity:**  
 I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed component:**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 2: Significance of attachment and how to promote it when working with young children

Component Reference Number: F/506/2601

Level: 3

Credit: 5

GL: 35

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand theory of attachment</b>			
1.1 Explain attachment theory			
1.2 Discuss models of attachment			
<b>2. Understand the significance of attachment and the role of the Early Years Educator in promoting it</b>			
2.1 Analyse attachment theory in relation to the role of the Early Years Educator and current work practices			
2.2 Discuss the significance of attachment to children's development and learning			
<b>3. Be able to provide care and support for <i>young children</i> from birth to 5 years to enable attachment</b>			
3.1 Develop and agree individual settling-in programs with parent/carer for a child <b>new to a setting</b>			
3.2 Plan agreed settling-in programs for different children which supports attachment for the following: <ul style="list-style-type: none"> <li>• Birth to 12 months</li> <li>• 13 to 24 months</li> <li>• 25 to 48 months</li> </ul>			
3.3 Implement an agreed settling-in program for a child which supports attachment			
3.4 Evaluate and record the outcomes of an agreed settling in program			

3.5 Reflect, review and make recommendations to improve and enhance the settling-in process			
<b>4. Be able to provide activities for young children from birth to 5 years to promote attachment.</b>			
4.1 Plan activities for different children which support attachment for the following: <ul style="list-style-type: none"> <li>• Birth to 12 months</li> <li>• 13 to 24 months</li> <li>• 25 to 48 months</li> </ul>			
4.2 Implement activities which enhance attachment for the following:- <ul style="list-style-type: none"> <li>• Birth to 12 months</li> <li>• 13 to 24 months</li> <li>• 25 to 48 months</li> </ul>			
4.3 Reflect, review and make recommendations to enhance attachment			
<b>5. Understand how inclusive practice can promote attachment for children in the Early Years</b>			
5.1 Summarise how promoting attachment can enhance equality of opportunity and inclusive practise in early years care and education			
5.2 Identify the benefits of inclusive practice to children in early year's provisions			
<b>6. Be able to demonstrate a good command of the English language, spoken and written</b>			
6.1 Record information clearly and correctly showing a good command of the following:- <ul style="list-style-type: none"> <li>• Sentence construction</li> <li>• Grammar</li> <li>• Spelling</li> </ul>			
6.2 Provide evidence of interaction or discussion with child and/or parent/carer, and/or colleague			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

### Component 3: Understand theoretical perspectives of young children’s development

Component Reference Number: J/506/2602

Level: 3  
Credit: 4  
GL: 30

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand a range of child development theories</b>			
1.1 Summarise theories and/or philosophical approaches to how children learn and develop for the following:- <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Speech, language and communication development</li> <li>• Literacy and numeracy</li> <li>• Physical</li> <li>• Emotional</li> <li>• Social</li> <li>• Neurological and brain development</li> </ul>			
1.2 Discuss the importance of theories and/or philosophical approaches which support children to learn and develop			
<b>2. Understand how theories and/or philosophical approaches inform the Early Years Educator in their work role</b>			
2.1 Explain how theories and/or philosophical approaches, influence the practice of the Early Years Educator in supporting children to learn and develop			
<b>3. Understand how children’s learning and development can be affected by their stage of development and circumstances.</b>			
3.1 Analyse how children’s learning and development can be affected by the following: <ul style="list-style-type: none"> <li>• Stage of development</li> <li>• Individual circumstances</li> </ul>			

<p>3.2 Explain the effects for children's progression taking into account the following:-</p> <ul style="list-style-type: none"> <li>• Stage of development.</li> <li>• Individual circumstances</li> </ul>			
<p>3.3 Identify the role of the Early Years Educator in supporting children's progression</p>			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 4: Support children to develop holistically

Component Reference Number: L/506/2603

Level: 3

Credit: 3

GL: 21

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand the meaning of holistic development for <i>young children</i></b>			
1.1 Explain the meaning of the term 'holistic' in relation to the development of <b>young children</b>			
1.2 Discuss the importance of children developing holistically			
<b>2. Be able to support children's holistic development</b>			
2.1 Explain the importance of children's holistic development in the following: <ul style="list-style-type: none"> <li>• Speech, language and communication</li> <li>• Personal, social and emotional development</li> <li>• Physical development</li> </ul>			
2.2 Plan activities which support holistic development for <b>young children</b> from birth to 5 years in the following areas: <ul style="list-style-type: none"> <li>• Speech, language and communication</li> <li>• Personal, social and emotional development</li> <li>• Physical development</li> </ul>			
2.3 Implement activities which support holistic development for <b>young children</b> from birth to 5 years in the following areas:- <ul style="list-style-type: none"> <li>• Speech, language and communication</li> <li>• Personal, social and emotional development</li> <li>• Physical development</li> </ul>			

2.4 Evaluate activities which support children's holistic development			
2.5 Review activities showing how equality of opportunity and anti-discriminatory practice has influenced the outcome for the child			
<b>3. Be able to demonstrate a good command of the English written language</b>			
3.1 Record information clearly and correctly showing a good command of the following: <ul style="list-style-type: none"> <li>• Sentence construction</li> <li>• Grammar</li> <li>• Spelling</li> <li>• Evaluation</li> <li>• Review</li> </ul>			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 5: Support the development of early literacy and mathematics

Component Reference Number: Y/506/2604

Level: 3  
Credit: 4  
GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand systematic synthetic phonics in the teaching of reading</b>			
1.1 Explain what is meant by the term 'systematic synthetic phonics'			
1.2 Discuss the strengths and challenges in developing early literacy with <b>young children</b>			
<b>2. Be able to use systematic synthetic phonics in developing early literacy</b>			
2.1 Analyse how systematic synthetic phonics support the teaching of reading to <b>young children</b>			
2.2 Plan learning activities for <b>young children</b> using systematic synthetic phonics			
2.3 Implement learning activities with <b>young children</b> using systematic synthetic phonics			
2.4 Evaluate implemented systematic synthetic phonics activities to identify the following: <ul style="list-style-type: none"> <li>• The possible lines of development for the child/next steps</li> <li>• Equal opportunities and anti-discriminatory practice</li> </ul>			
<b>3. Be able to use a range of strategies for developing early literacy for <i>young children</i> from birth to 5 years</b>			
3.1 Explain a range of strategies for developing early literacy with <b>young children</b>			

3.2 Plan activities for developing early literacy for <b>young children</b>			
3.3 Implement activities for developing early literacy for <b>young children</b>			
3.4 Evaluate literacy activities carried out with <b>young children</b>			
3.5 Identify possible lines of development/next steps for a child in early literacy			
<b>4. Be able to use a range of strategies for developing early mathematics for young children from birth to 5 years</b>			
4.1 Explain a range of strategies for developing early mathematics <b>with young children</b>			
4.2 Plan activities for developing early mathematics for <b>young children</b>			
4.3 Implement activities for developing early mathematics for <b>young children</b>			
4.4 Evaluate mathematics activities carried out with <b>young children.</b>			
4.5 Identify possible lines of development/next steps for a child in early mathematics			
<b>5. Be able to demonstrate a good command of the English written language</b>			
5.1 Record information clearly and correctly showing a good command of the following:- <ul style="list-style-type: none"> <li>• Sentence construction</li> <li>• Grammar</li> <li>• Spelling</li> </ul>			
<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this component is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>			
<p><b>Assessor sign off of completed component:</b> I confirm that the learner has met the requirements</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>			

## Component 6: Support young children through transitions and significant events

Component Reference Number: D/506/2606

Level: 3

Credit: 3

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand the importance of supporting <i>young children</i> through transitions and significant events in their life</b>			
1.1 Discuss the potential effects for <b>young children</b> experiencing the following transitions : <ul style="list-style-type: none"> <li>• Moving to school</li> <li>• Starting and moving through day care</li> <li>• Birth of a sibling</li> <li>• Moving home</li> <li>• Living outside of the home</li> <li>• Family breakdown</li> <li>• Loss of significant people</li> <li>• Moving between settings and carers</li> </ul>			
1.2 Explain why supporting <b>young children</b> through transitions and significant events in their life is important			
1.3 Explain how promoting equality of opportunity and anti-discriminatory practice can effect transitions and significant events in the lives of <b>young children</b>			

<b>2. Understand how to prepare and support <i>young children</i> through transitions and significant events in their lives</b>			
<p>2.1 Explain how to prepare and support <b>young children</b> in the following transitions and significant events:</p> <ul style="list-style-type: none"> <li>• Moving to school</li> <li>• Starting and moving through day car</li> <li>• Birth of a sibling</li> <li>• Moving home</li> <li>• Living outside of the home</li> <li>• Family breakdown</li> <li>• Loss of significant people</li> <li>• Moving between settings and carers</li> </ul>			
<p>2.2 Explain the role of the following in supporting children through transitions and significant events:</p> <ul style="list-style-type: none"> <li>• The Early Years Educator</li> <li>• Parents/carers</li> <li>• Key persons</li> <li>• Colleagues</li> <li>• Other agencies or adults</li> </ul>			
<p>2.3 Explain the role of confidentiality for children experiencing transition or significant events</p>			
<b>3. Be able to prepare and support <i>young children</i> through transitions and significant events in their life</b>			
<p>3.1 Plan to support a child through a transition within the early year's provision</p>			
<p>3.2 Discuss child's transitions with the following:-</p> <ul style="list-style-type: none"> <li>• Key person and/or</li> <li>• Parent/carers</li> <li>• Child</li> </ul>			
<p>3.3 Carry out, plan and support a child through a transition or significant event in their life</p>			
<p>3.2 Review transition process for the following aspects:</p> <ul style="list-style-type: none"> <li>• The strengths of the plan</li> </ul>			

<ul style="list-style-type: none"> <li>• The challenges of the plan</li> <li>• The outcome for the child</li> <li>• The effects on other children</li> </ul>			
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**4. Be able to demonstrate a good command of the English written language**

<p>4.1 Record information clearly and correctly showing a good command of the following:</p> <ul style="list-style-type: none"> <li>• Sentence construction</li> <li>• Grammar</li> <li>• Spelling</li> </ul>			
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**Learner declaration of authenticity:**

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Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

**Component 7: Understand current early education curriculum requirements and the importance of promoting inclusive practice**

Component Reference Number: H/506/2607

Level: 3  
Credit: 3  
GL: 28

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand overarching principles of current early education curriculum</b>			
1.1 Explain overarching principles of current early education curriculum			
1.2 Discuss how overarching principles of current early education curriculum shape practice within early years settings			
<b>2. Understand the structure of current early education curriculum</b>			
2.1 Explain the structure of current early education curriculum			
2.2 Identify the required areas of learning and development that early year's settings			
2.3 Summarise areas of learning and development that shape educational programmes in early years settings			
2.4 Discuss how areas of learning can ignite children's curiosity and enthusiasm for learning			
<b>3. Understand the importance of providing full and inclusive learning programs for young children in an early years setting</b>			
3.1 Identify current legislation which influences equality and inclusive practice in early year's settings			
3.2 Discuss the importance of providing inclusive learning programs			
3.3 Explain the role of the Early Years Educator in providing planned activities for each child which reflect the following:			

<ul style="list-style-type: none"> <li>• A child's individual needs</li> <li>• A child's interests</li> <li>• Stage of development</li> </ul>			
<p>3.4 Explain the following terms identifying the differences between the following:-</p> <ul style="list-style-type: none"> <li>• 'Adult led activities'</li> <li>• 'Child initiated activities'</li> </ul>			
<p>3.5 Summarise how the Early Years Educator supports individual children's learning styles in the following:-</p> <ul style="list-style-type: none"> <li>• Playing and exploring</li> <li>• Active learning</li> <li>• Creating and thinking critically</li> </ul>			
<p><b>4. Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances</b></p>			
<p>4.1 Explain the importance of diversity, equality and inclusion for <b>young children</b></p>			
<p>4.2 Discuss the importance that diversity, equality and inclusion has in fully supporting cultural differences</p>			
<p>4.3 Discuss the importance that diversity, equality and inclusion has in fully supporting family circumstances</p>			
<p><b>5. Be able to demonstrate a good command of the written English language</b></p>			
<p>5.1 Record information clearly and correctly showing a good command of the following:</p> <ul style="list-style-type: none"> <li>• Sentence construction</li> <li>• Grammar</li> <li>• Spelling</li> </ul>			

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**Assessor sign off of completed component**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

**Component 8: Planning, leading and reflection on the delivery of the current early education curriculum**

Component Reference Number: H/506/2610

Level: 3  
Credit: 4  
GL: 27

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand how to plan to deliver the current early education curriculum</b>			
1.1 Explain the required content of plans which meet the requirements of the current early education curriculum for the following aged children: <ul style="list-style-type: none"> <li>• Birth to 24 months</li> <li>• 25 to 60 months</li> </ul>			
1.2 Discuss methods or formats used to develop plans that:- <ul style="list-style-type: none"> <li>• Provide purposeful play opportunities and education programmes for <b>young children</b> from birth to 5 years</li> <li>• Meet the requirements of the current early education curriculum</li> <li>• Reflect the stage of individual children’s development.</li> <li>• Reflect Individual children’s needs</li> <li>• Reflect circumstances of children</li> <li>• Reflects each child’s interest(s)</li> </ul>			

<b>2. Be able to plan to deliver the current early education curriculum</b>			
<p>2.1 Develop plans for a group which includes, for each child the following:</p> <ul style="list-style-type: none"> <li>• Individual needs and circumstances</li> <li>• Child's interests</li> <li>• Stage of development</li> <li>• Communication and language (extending vocabulary, language structure and dialogue, for example)</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the world</li> <li>• Expressive arts and design</li> </ul>			
<p>2.2 Discuss what is meant by the following terms:</p> <ul style="list-style-type: none"> <li>• Adult led activities</li> <li>• Child initiated activities</li> </ul>			
<b>3. Be able to lead purposeful play opportunities and education programmes for young children</b>			
<p>3.1 Lead planned activities for a child and a group of children which includes, for each child the following :</p> <ul style="list-style-type: none"> <li>• Individual needs</li> <li>• Interests</li> <li>• Stage of development</li> <li>• Communication and language (extending vocabulary, language structure and dialogue, for example)</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the world</li> <li>• Expressive arts and design</li> </ul>			
<p>3.2 Participate in the following:-</p> <ul style="list-style-type: none"> <li>• Child initiated activities</li> <li>• Adult led activities</li> </ul>			

**4. Be able to reflect on the delivery of the current early education curriculum**

4.1 Review the implementation of the delivery of the current early education curriculum to include:-

- Reflection
- Evaluation
- Analyses
- Recommendations for improvement

**5. Be able to demonstrate a good command of English written language**

5.1 Record information clearly and correctly showing a good command of the following:-

- Sentence construction
- Grammar
- Spelling

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 9: Risk Assessment – Principles and Practice

Component Reference Number: M/506/2612

Level: 3

Credit: 4

GL:

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Be able to provide learning environments for <i>young children</i> from birth to 5 years</b>			
1.1 Prepare learning environments for <b>young children</b> from birth to 5 years which support the following:- <ul style="list-style-type: none"> <li>• Stage and age of child/children</li> <li>• Needs of individual children</li> <li>• Needs of groups of children</li> <li>• Extending children’s learning and thinking</li> <li>• Children’s group learning and socialisation</li> </ul>			
1.2 Encourage a child’s participation in learning environments which support a balance between adult-led and child-initiation			
1.3 Provide learning environments for <b>young children</b> which support development of the following:- <ul style="list-style-type: none"> <li>• Speech</li> <li>• Language</li> <li>• Communication</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the world</li> <li>• Expressive arts and design</li> </ul>			
1.4 Provide learning environments that promote positive behaviour expected of <b>young children</b>			

1.5 Provide learning environments which support <b>young children</b> to manage their own behaviour in relation to others			
<b>2. Be able to provide learning experiences and opportunities for young children aged birth to 5 years</b>			
2.1 Provide learning experiences and opportunities for <b>young children</b> from birth to 5 years to include the following: <ul style="list-style-type: none"> <li>• Individual child</li> <li>• Group of children</li> <li>• Extending children’s learning and thinking</li> <li>• Children’s group learning and socialisation</li> </ul>			
2.2 Encourage a child or children’s participation in learning experiences and opportunities which support a balance between adult-led and child-initiation			
2.3 Provide learning experiences and opportunities for <b>young children</b> which support development of the following:- <ul style="list-style-type: none"> <li>• Speech</li> <li>• Language</li> <li>• Communication</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the world</li> <li>• Expressive arts and design</li> </ul>			
2.4 Provide learning experiences and opportunities that promote positive behaviour expected of <b>young children</b>			
2.5 Provide learning experiences and opportunities which support <b>young children</b> to manage their own behaviour in relation to others			
<b>3. Be able to engage in effective strategies to develop and extend children’s thinking</b>			
3.1 Describe strategies which would be used to develop and extend children’s learning and thinking which include the following :- <ul style="list-style-type: none"> <li>• Sustained thinking</li> </ul>			

<ul style="list-style-type: none"> <li>• Shared thinking</li> </ul>			
<p>3.2 Implement learning experiences and opportunities using strategies to develop and extend children’s learning and thinking which include the following:-</p> <ul style="list-style-type: none"> <li>• Sustained thinking</li> <li>• Shared thinking</li> </ul>			
<p><b>4. Be able to demonstrate a good command of the English language in written and spoken forms</b></p>			
<p>4.1 Record information clearly and correctly showing a good command of the following:-</p> <ul style="list-style-type: none"> <li>• Sentence construction</li> <li>• Grammar</li> <li>• Spelling</li> </ul>			
<p>4.2 Provide evidence interaction or discussion in the following</p> <ul style="list-style-type: none"> <li>• Explaining learning experiences and opportunities</li> <li>• Encouraging child/children</li> <li>• Interacting with colleagues</li> </ul>			

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Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Component 10: Understand modelling and promoting positive behaviour when working with young children**

Component Reference Number: A/506/2614

Level: 3  
Credit: 2  
GL: 14

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand the role of the Early Years Educator in modelling and promoting positive behaviours expected of <i>young children</i></b>			
1.1 Explain the role of Early Years Educator in modelling behaviour when working with <b>young children</b>			
1.2 Discuss methods of supporting positive behaviour expected of <b>young children</b> for stage/age of			
1.3 Explain the role of the Early Years Educator in working with parent/carer in promoting positive behaviour			
<b>2. Understand the support that <i>young children</i> need to manage own behaviour in relation to others.</b>			
2.1 Analyse strategies appropriate for stage/age of development which support <b>young children</b> to manage their own behaviour			
2.2 Identify the value of involving the child/children, parents/carers, and colleagues in supporting children to manage behaviour			
2.3 Discuss how promoting equality of opportunity and inclusive practice influences the implementation of strategies which support children to manage their own behaviour			

**3. Demonstrate a good command of written English language**

3.1 Record information clearly and correctly showing a good command of the following:

- Sentence construction
- Grammar
- Spelling

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Date:

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Assessor name:

Signature:

Date:

## Component 11: Risk Assessment – Principles and Practice

Component Reference Number: R/506/2618

Level: 3

Credit: 3

GL: 25

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand when children are in need of additional support</b>			
1.1 Explain what is meant by the term 'additional needs'			
1.2 Explain how to identify a child who is in need of additional support taking into account the following:- <ul style="list-style-type: none"> <li>• Biological factors on child development</li> <li>• Environmental factors on child development</li> <li>• Stage/age of development</li> </ul>			
1.3 Explain how to access additional support for <b>young children</b> within early education settings			
<b>2. Understand how to plan to meet a <i>young child's</i> additional needs</b>			
2.1 Explain the term 'working in partnership'			
2.2 Discuss the process of working in partnership with the following:- <ul style="list-style-type: none"> <li>• Professionals within the early years setting</li> <li>• Key-person</li> <li>• Parents and/or carers</li> <li>• Other professionals</li> </ul>			
2.3 Outline planned activities for <b>young children</b> with additional needs to support their development in the following areas: <ul style="list-style-type: none"> <li>• Speech, language and communication</li> <li>• Personal, social and emotional development</li> </ul>			

<ul style="list-style-type: none"> <li>Physical development</li> </ul>			
<b>3. Be able to provide activities to meet additional needs for young children</b>			
<p>3.1 Provide planned activities for <b>young children</b> with additional needs, taking into account a child's interests, to support development in the following areas:</p> <ul style="list-style-type: none"> <li>Speech, language and communication</li> <li>Personal, social and emotional development</li> <li>Physical development</li> </ul>			
<p>3.2 Review activities provided for <b>young children</b> with additional needs in the following areas:</p> <ul style="list-style-type: none"> <li>Speech, language and communication</li> <li>Personal, social and emotional development</li> <li>Physical development</li> </ul>			
<p>3.3 Recommend possible lines of development /next steps for <b>young children</b> with additional needs in the following areas:</p> <ul style="list-style-type: none"> <li>Speech, language and communication</li> <li>Personal, social and emotional development</li> <li>Physical development</li> </ul>			
<p>3.4 Discuss how to report outcomes of planned activities with the following:-</p> <ul style="list-style-type: none"> <li>Professionals within the early years setting</li> <li>Key-person</li> <li>Parents and/or carers</li> <li>Other professionals</li> </ul>			
<b>4. Be able to promote equality of opportunity and anti-discriminatory practice</b>			
<p>4.1 Explain how inclusive practice influences planning and providing activities for <b>young children</b> with additional needs in early years settings</p>			

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Date:

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Assessor name:

Signature:

Date:

**Component 12: Assessment techniques within the requirements of the current early education curriculum**

Component Reference Number: D/506/2623

Level: 3  
Credit: 3  
GL: 22

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand assessment techniques within the current early education curriculum for assessing young children</b>			
1.1 Explain the term 'formative' assessment			
1.2 Explain the term summative' assessment			
1.3 Explain the importance of continual observation of young children when making assessment judgements for a child's development			
1.4 Analyse <b>observation methods</b> used for observing <b>young children</b>			
<b>2. Be able to make assessment judgements of young children's learning and development</b>			
2.1 Carry out assessments of learning and development for the following children: <ul style="list-style-type: none"> <li>• Birth to 12 months</li> <li>• 13 to 24 months</li> <li>• 25 to 36 months</li> <li>• 37 to 60 months</li> </ul>			
2.2 Analyse assessment to identify for Individual children the following: <ul style="list-style-type: none"> <li>• Needs</li> <li>• Interests</li> <li>• Stages of development</li> </ul>			
2.3 Track child/children's progress identifying the following:- <ul style="list-style-type: none"> <li>• Possible lines of development/next steps</li> </ul>			

<ul style="list-style-type: none"> <li>• and shapes learning opportunities</li> </ul>			
2.4 Discuss child/children's progress with key person, and/or colleague, and/or parent/carer, and/or child			

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Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Component 12: Understand the importance of continuing professional development for the early year's education**

Component Reference Number: R/506/4840

Level: 3  
Credit: 2  
GL: 18

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand the importance of continuing professional development</b>			
1.1 Define the term 'continuing professional development'			
1.2 Discuss the importance of continuing professional development in order to: <ul style="list-style-type: none"> <li>• Improve own skills</li> <li>• Improve early years practice</li> <li>• Meet organisational needs</li> </ul>			
<b>2. Be able to engage in continued professional development</b>			
2.1 Take part in continuing professional development which shows the following: <ul style="list-style-type: none"> <li>• Improvement of own skills</li> <li>• Enhancement of early years practice</li> <li>• Extension of <b>subject knowledge</b></li> </ul>			
2.2 Reflect on own professional development activities			
2.3 Identify own further learning needs			
2.4 Prepare an action plan for own continuing professional development			
<b>3. Be able to demonstrate a good command of written English language</b>			
3.1 Record information clearly and correctly showing a good command of the following: <ul style="list-style-type: none"> <li>• Sentence construction</li> <li>• Grammar</li> <li>• Spelling</li> </ul>			

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Assessor name:

Signature:

Date:

## Component 13: Promote legal requirements of health and safety and welfare of young children

Component Reference Number: D/506/4839

Level: 3  
Credit: 2  
GL: 17

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand the legal requirements of health and safety within an early years setting</b>			
1.1 Explain the legal requirements for early years setting in relation to the following: <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Security</li> <li>• Confidentiality of information</li> </ul>			
1.2 Discuss the Early Years Educator's role in relation to the policies in an early years setting for the following: <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Security</li> <li>• Confidentiality of information</li> </ul>			
<b>2. Understand the role of the Early Years Educator in prevention of and control of infection</b>			
2.1 Explain <b>prevention and control of infection</b> including: <ul style="list-style-type: none"> <li>• Hand washing</li> <li>• Food hygiene</li> <li>• Sterilisation of babies' feeding equipment</li> <li>• Dealing with spillages safely</li> <li>• Safe disposal of waste</li> <li>• Using correct personal protective equipment</li> <li>• Knowledge of common childhood illnesses and immunisation</li> <li>• Exclusion periods for infectious diseases</li> </ul>			

<p>2.2 Discuss the role of the Early Years Educator in the prevention and control of infection including:</p> <ul style="list-style-type: none"> <li>• Hand washing</li> <li>• Food hygiene</li> <li>• Sterilisation of babies’ feeding equipment</li> <li>• Dealing with spillages safely</li> <li>• Safe disposal of waste</li> <li>• Using correct personal protective equipment</li> <li>• Knowledge of common childhood illnesses and immunisation</li> <li>• Exclusion periods for infectious diseases</li> </ul>			
<p><b>3. Be able to facilitate prevention and control of infection whilst working with <i>young children</i> aged birth to 5 years</b></p>			
<p>3.1 Identify strategies and/or regular activities which raise awareness of prevention and control of infection with <b>young children</b> for the following age groups:</p> <ul style="list-style-type: none"> <li>• Birth to 12 months</li> <li>• 13 to 24 months</li> <li>• 25 to 36 months</li> <li>• 37 to 60 months</li> </ul>			
<p>3.2 Use own skills to <b>prevent and control infection</b> including:</p> <ul style="list-style-type: none"> <li>• Hand washing</li> <li>• Food hygiene</li> <li>• Sterilisation of babies’ feeding equipment</li> <li>• Dealing with spillages safely</li> <li>• Safe disposal of waste</li> <li>• Using correct personal protective equipment</li> <li>• Knowledge of common childhood illnesses and immunisation</li> <li>• Exclusion periods for infectious diseases</li> </ul>			

**4. Understand the legal requirements of health and safety within an early years setting**

4.1 Discuss the purpose of risk assessment when working with **young children**

4.2 Carry out, in line with own policies and procedures:

- Risk assessments.
- Management of risk(s)

**5. Be able to demonstrate a good command of the written English language**

5.1 Record information clearly and correctly showing a good command of the following:

- Sentence construction
- Grammar
- Spelling

**Learner declaration of authenticity:**

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Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 14: Understand legal requirements on Safeguarding of young children in early years settings

Component Reference Number: T/506/2627

Level: 3

Credit: 3

GL: 26

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand the legal requirements and guidance in relation to safeguarding within early years settings</b>			
1.1 Explain the legal requirements and guidance in relation to safeguarding for early years settings			
1.2 Discuss the safeguarding requirements and procedures when employing staff to work in early years setting			
1.3 Explain the Early Years Educators role in implementing safeguarding policies and procedures in early settings			
1.4 Identify own responsibilities in relation to safeguarding, including protection and promoting the welfare of <b>young children</b>			
<b>2. Understand safeguarding policies and procedures</b>			
2.1 Outline the content of safeguarding policy/procedure for an early years setting			
2.2 Summarise types of abuse covered by policies and procedures including: <ul style="list-style-type: none"> <li>• Domestic</li> <li>• Neglect</li> <li>• Physical</li> <li>• Emotional</li> <li>• Sexual abuse</li> </ul>			

2.3 Explain symptoms which may indicate that a child is or may be in danger or at risk of abuse			
2.4 Explain own role in protecting children who may be in danger or at risk in line with own setting's policies and procedures			
2.5 Discuss limitations of own role in protecting children who may be in danger or at risk of abuse in line with own setting's policies and procedures			
<b>3. Understand support for Early Years Educator when safeguarding children</b>			
3.1 Outline working practices which support Early Years Educators in safeguarding children			
3.2 Identify sources of support for self if involved in protecting a child who is in danger or at risk of abuse			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 15: Risk Assessment – Principles and Practice

Component Reference Number: L/506/2634

Level: 3

Credit: 3

GL: 23

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand working in partnership in relation to the requirements of the current early education curriculum</b>			
1.1 Explain the term 'working in partnership'			
1.2 Discuss how working in partnership relates to the requirements of the current early education curriculum			
<b>2. Understand working co-operatively when caring and enabling <i>young children</i> to develop from birth to 5 years</b>			
2.1 Analyse the strengths and challenges when caring and enabling the development of <b>young children</b> when working co-operatively with:- <ul style="list-style-type: none"> <li>• Key person.</li> <li>• Colleagues.</li> <li>• Parents/carers</li> <li>• Other professionals</li> </ul>			
2.2 Discuss strategies which help parents/carers to recognise and value their significant contribution to the following:- <ul style="list-style-type: none"> <li>• Child/children's health.</li> <li>• Well-being</li> <li>• Learning and development</li> </ul>			
2.3 Identify activities and/or opportunities to encourage parents/carers to contribute to children's health, well-being, learning and development			
<b>3. Be able to work in partnership with parents and/or carers in early years settings</b>			
3.1 Encourage parents and carers to contribute to the following: <ul style="list-style-type: none"> <li>• Child/children's health</li> </ul>			

<ul style="list-style-type: none"> <li>• Well-being</li> <li>• Learning and development</li> </ul>			
3.2 Encourage parents and/or carers to take an active role in the following <ul style="list-style-type: none"> <li>• Child's play</li> <li>• Learning and development</li> </ul>			
3.3 Support parents/carers to value the contributions they make to own child's development			
<b>4. Be able to demonstrate a good command of the English language, spoken and written</b>			
4.1 Record information clearly and correctly showing a good command of the following:- <ul style="list-style-type: none"> <li>• Sentence construction</li> <li>• Grammar</li> <li>• Spelling</li> </ul>			
4.2 Provide evidence of interaction or discussion with parent/carer, and/or colleague			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

**Component 16: Plan and implement care routines which promote health, wellbeing and healthy lifestyles.**

Component Reference Number: R/506/2635

Level: 3  
Credit: 4  
GL: 30

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand physical care routines suitable to the age, stage and needs of the child</b>			
1.1 Identify what is meant by 'physical care routines'			
1.2 Discuss physical care routines in relation to the welfare needs of <b>young children</b>			
1.3 Discuss physical care routines and their appropriateness to age, stage and needs of a child for each of the following:- <ul style="list-style-type: none"> <li>• Birth to 12 months</li> <li>• 13 to 24 months</li> <li>• 25 to 36 months</li> <li>• 37 to 60 months</li> </ul>			
1.4 Explain the role of parents/carers when planning physical care routines for <b>young children</b>			
<b>2. Be able to plan and carry out physical care routines for young children</b>			
2.1 Plan physical care routines which identify stage, age and needs of the child including: <ul style="list-style-type: none"> <li>• Nappy changing</li> <li>• Rest and sleep</li> <li>• Toilet training</li> <li>• Washing and bath time</li> <li>• Care of teeth, hair and skin</li> <li>• Meal times</li> </ul>			

<p>2.2 Carry out physical care routines for <b>young children</b> from birth to 5 years including:</p> <ul style="list-style-type: none"> <li>• Nappy changing</li> <li>• Rest and sleep</li> <li>• Toilet training</li> <li>• Washing and bath time</li> <li>• Care of teeth, hair and skin</li> <li>• Meal times</li> </ul>			
<p>2.3 Evaluate and revise physical care routines, taking account of child's stage of development for the following age groups:-</p> <ul style="list-style-type: none"> <li>• Birth to 12 months</li> <li>• 13 to 24 months</li> <li>• 25 to 36 months</li> <li>• 37 to 60 months</li> </ul>			
<p><b>3. Be able to plan and carry out physical care routines for young children</b></p>			
<p>3.1 Explain the term 'health and wellbeing'</p>			
<p>3.2 Discuss the importance of health and wellbeing for <b>young children</b> from birth to 5 years</p>			
<p>3.3 Explain the role of the Early Years Educator in promoting health and wellbeing for babies and <b>young children</b></p>			
<p><b>4. Be able to support health and wellbeing by promoting healthy life styles for young children from birth to 5 years</b></p>			
<p>4.1 Provide learning environments which promote healthy lifestyles for <b>babies and young children</b></p>			
<p>4.2 Provide activities for <b>babies</b> and <b>young children</b> that promote healthy lifestyles</p>			
<p>4.3 involve parents/carers in promoting healthy lifestyles of babies and/or <b>young children</b></p>			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 17: Maintain accurate records, paperwork and respond to accidents and emergency situations

Component Reference Number: Y/506/4838

Level: 3

Credit: 2

GL: 18

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand the requirements of maintaining records and reports within early years settings</b>			
1.1 Discuss the requirements of the current early education curriculum in relation to maintaining records in early years setting			
1.2 Discuss own setting policies and procedures which relate to records and reports			
<b>2. Be able to prepare and maintain accurate, coherent records and reports to ensure that needs of all children are met</b>			
2.1 Produce and maintain accurate records within the early years setting for the following: <ul style="list-style-type: none"> <li>• Medication requirements</li> <li>• Special dietary needs</li> <li>• Planning</li> <li>• Observation and assessment</li> <li>• Health, safety and security</li> <li>• Accidents</li> <li>• Daily register</li> </ul>			
<b>3. Be able to implement accident and emergency policies and procedures in early years settings</b>			
3.1 Identify agreed working practices within early years settings for responding to the following: <ul style="list-style-type: none"> <li>• Accidents</li> <li>• Fire alarm</li> <li>• Emergency situations</li> </ul>			
3.2 Carry out agreed working practices for responding to the following: <ul style="list-style-type: none"> <li>• Accidents</li> </ul>			

<ul style="list-style-type: none"> <li>• Fire drill</li> </ul>			
<b>4. Be able to demonstrate a good command the English language, spoken and written</b>			
4.1 Record information clearly and correctly showing a command of the following : <ul style="list-style-type: none"> <li>• Sentence Construction</li> <li>• Grammar</li> <li>• Spelling</li> </ul>			
4.2 Provide evidence of interaction or discussion with child and or parent/carer, and/or colleague			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 18: Understand food and nutrition when working with young children

Component Reference Number: D/506/2637

Level: 3

Credit: 3

GL: 24

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand early education curriculum requirements for providing food and drink for <i>young children</i></b>			
1.1 Explain the term 'healthy eating'			
1.2 Identify the requirements of the current early education curriculum for providing food and drink for young children			
1.3 Identify the role of the Early Years Educator in providing food and drink for <b>young children</b>			
<b>2. Understand what constitutes a balanced diet for <i>young children</i></b>			
2.1 Identify the main food groups			
2.2 Discuss the nutritional value of the main food groups			
2.3 Outline a balanced diet for young children for a day which includes : <ul style="list-style-type: none"> <li>• Breakfast</li> <li>• Snacks</li> <li>• Lunch</li> <li>• Tea</li> </ul>			
2.4 Identify the nutritional needs of a baby during weaning			
2.5 Discuss the portion size and nutritional requirements for <b>young children</b> in the following: <ul style="list-style-type: none"> <li>• 13 to 24 months</li> <li>• 25 to 36 months</li> <li>• 37 to 60 months</li> </ul>			

<b>3. Understand the importance of promoting healthy eating when working with young children</b>			
3.1 Discuss how to promote healthy eating when working with <b>young children</b> in the following:-  <ul style="list-style-type: none"> <li>• 13 to 24 months</li> <li>• 25 to 36 months</li> <li>• 37 to 60 months</li> </ul>			
3.2 Discuss ways which promote healthy eating in the early years settings to include:-  <ul style="list-style-type: none"> <li>• Cultural differences</li> <li>• Social interaction</li> <li>• Working in partnership with parents</li> <li>• Learning activities</li> </ul>			
<b>4. Be able to promote healthy eating when working with young children</b>			
4.1 Plan an activity to promote healthy eating for <b>young children</b>			
4.2 Carry out an activity which promotes healthy eating with <b>young children</b>			
4.3 Reflect on promoting healthy eating for <b>young children</b> to include the following:-  <ul style="list-style-type: none"> <li>• Own practice</li> <li>• Outcome for the young children</li> <li>• Working in partnership with parents</li> </ul>			
4.4 Identify actions for improvement when promoting healthy eating			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 19: Provide play opportunities for young children in early years settings

Component Reference Number: H/506/2638

Level: 3

Credit: 3

GL: 21

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand the role of play in the learning and development of <i>young children</i></b>			
1.1 Explain the following aspects of play: <ul style="list-style-type: none"> <li>• Physical play</li> <li>• Creative play</li> <li>• Imaginative play</li> <li>• Sensory play</li> </ul>			
1.2 Discuss the following types of play: <ul style="list-style-type: none"> <li>• Solitary play</li> <li>• Onlooker play</li> <li>• Parallel play</li> <li>• Co-operative play</li> </ul>			
1.3 Explain the term 'learning through play'			
1.4 Identify the role that play has in learning and development			
<b>2. Be able to provide play activities indoors for <i>young children</i></b>			
2.1 Plan individual or group indoor play opportunities for the following ages: <ul style="list-style-type: none"> <li>• Birth to 12 months</li> <li>• 13 to 24 months</li> <li>• 25 to 36 months</li> <li>• 37 to 60 months</li> </ul>			
2.2 Facilitate individual or group indoor play opportunities for the following ages: <ul style="list-style-type: none"> <li>• Birth to 12 months</li> <li>• 13 to 24 months</li> <li>• 25 to 36 months</li> <li>• 37 to 60 months</li> </ul>			

<p>2.3 Evaluate learning and development for the following aged children from indoor play activities</p> <ul style="list-style-type: none"> <li>• Birth to 12 months</li> <li>• 13 to 24 months</li> <li>• 25 to 36months</li> <li>• 37 to 60 months</li> </ul>			
<p><b>3. Be able to provide play activities outdoors for young children</b></p>			
<p>3.1 Plan individual or group outdoor play opportunities for the following ages:</p> <ul style="list-style-type: none"> <li>• Birth to 12 months</li> <li>• 13 to 24 months</li> <li>• 25 to 36months</li> <li>• 37 to 60 months</li> </ul>			
<p>3.2 Facilitate individual or group outdoor play opportunities for the following ages:-</p> <ul style="list-style-type: none"> <li>• Birth to 12 months</li> <li>• 13 to 24 months</li> <li>• 25 to 36months</li> <li>• 37 to 60 months</li> </ul>			
<p>3.3 Evaluate learning and development for the following aged children from outdoors play activities.</p> <ul style="list-style-type: none"> <li>• Birth to 12 months</li> <li>• 13 to 24 months</li> <li>• 25 to 36months</li> <li>• 37 to 60 months</li> </ul>			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed component**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Section 3 - Assignment Tasks

### Assignment 1 - Observation and assessment

The aim of this assessment is to enable the learner to provide evidence towards **Components A and L.**

#### **Responsibility of the qualified assessor;**

It is the responsibility of the qualified assessor to assess the evidence which the learner has presented for this assignment, to ensure that it fully meets the requirements of assessment criteria for the component(s) set in the FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator). Some learning outcomes in the components will start with: Be able to.... The assessment criteria for these sections will not be found in this assignment but must be carried out and assessed through direct observation in the real working environment by a qualified assessor. Simulation is not permissible for any assessment criteria.

#### **Presenting work clearly**

Throughout this qualification the learner will be required to demonstrate a good command of the English language, both spoken and written. For component A the assessor will be making assessment judgements to confirm that information is recorded clearly and correctly, showing a good command of sentence construction, grammar and spelling.

#### **Suggested tasks**

The following are suggested tasks for the learner to complete but tutors/assessors can amend the tasks to suit individual learner needs.

**Task 1** - This task relates to component A, assessment criteria 1.1

Prepare a detailed explanation of the development of young children from birth to 7 years in the following aspects:-

- Cognitive.
- Speech, language and communication development.
- Literacy and numeracy.
- Physical.
- Emotional.
- Social.
- Neurological and brain development.

You may choose to present this information in a booklet format or as a written narrative.

**Task 2** - This task relates to component A, assessment criteria 1.2

Produce a chart which you can use as a reference document in your Early Years Educator role which identifies links to development theorists which underpin the following development aspects:-

- Cognitive.
- Speech, language and communication development
- Literacy and numeracy.
- Physical.
- Emotional.
- Social.
- Neurological and brain development.

**Task 3** - This task relates to component A, assessment criteria 1.3

Consider the differing requirements of young children from birth to 7 years and identify the role of the Early Years Educator's role in supporting young children's development for each stage of development from birth to 7 years.

**Task 4** - This task relates to component A, assessment criteria 2.1, 2.2, 3.1, 4.1, 4.2  
component L, assessment criteria 2.1, 2.2, 2.3, 2.4

Produce a series of child observations to:-

- 1) Include a minimum of 4 observation methods.
- 2) Cover the age range: birth to 12 months  
13 to 24 months  
25 to 36 months  
37 to 60 months
- 3) Include individual and groups of children
- 4) Within your series of observations include each of the following developments:  
(more than one development area may be covered in an observation)
  - Cognitive
  - Speech, language and communication development
  - Literacy and numeracy
  - Physical
  - Emotional
  - Social
  - Neurological and brain development

**Format for presenting observation must include:**

- A record of child's activities and/or skills.
- A record of discussion or interaction with key person/colleague and/or parent/carer and/or child.
- Reviews and evaluations against expected development norms/stages of development.
- Links to the current Early Years curricula.
- Identification of possible lines of development/next steps, supporting the child to move forward.
- Links to relative theorist.
- An evaluation from each observation which identifies:
  - The child's individual needs.
  - The child's interests.
  - A statement which identifies equality of opportunity for the observed child/children.

**Task 5** - This task relates to component L, assessment criteria 1.1, 1.2, 1.3, 1.4.

1) Write an explanation of the following assessment terms:

- Formative assessment.
- Summative assessment.

2) Explain the importance of continual observation of young children when making assessment judgements for a child's development.

3) Produce an analysis of the observation methods you have used to record child observations for this assignment.

Your analysis may include:

- The strengths and weaknesses of the observation methods used.
- The appropriateness of the method in obtaining the information needed to make assessment decisions including recommendations for possible lines of development/next steps and how the child's interests are met.

## Assignment 2 - Supporting attachment and transitions

The aim of this assessment is to enable the learner to provide evidence towards **Components B and F.**

### **Responsibility of the qualified assessor**

It is the responsibility of the qualified assessor to assess the evidence which the learner has presented for this assignment, to ensure that it fully meets the requirements of assessment criteria for the component(s) set in the FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator). Some learning outcomes in the component(s) will start with: Be able to.... The assessment criteria for these sections will not be found in this assignment but must be carried out and assessed through direct observation in the real working environment by a qualified assessor. Simulation is not permissible for any assessment criteria.

### **Presenting work clearly**

Throughout this qualification the learner will be required to demonstrate a good command of the English language, both spoken and written. For components B and F the assessor will be making assessment judgements to confirm that information is recorded clearly and correctly showing a good command of sentence construction, grammar and spelling.

### **Suggested tasks**

The following are suggested tasks for the learner to complete but tutors/assessors can amend the tasks to suit individual learner needs.

**Task 1** - This task relates to component B, assessment criteria 1.1, 1.2.

**When supporting a young child to develop and learn it is important that the theory of attachment is implemented.**

Prepare an information sheet which:

- a) Clearly explains attachment theory.
- b) Identifies attachment theorists and discusses the various models of attachment.

**Task 2** - This task relates to component B, assessment criteria 2.1, 2.2.

- a) Prepare an analysis of attachment theory, which clearly shows how this affects the role of the Early Years Educator within current work practices.
- b) Discuss in detail, the significance of attachment to children's development and learning.

**Task 3** - This task relates to component B, assessment criteria 5.1, 5.2

- a) Write a summary which shows how promoting attachment can enhance equality of opportunity and inclusive practice within early years care and education.
- b) Prepare a chart or document which identifies the benefits of inclusive practice to children in early years provision.

**Task 4** - This task relates to component F, assessment criteria 1.1, 1.2, 1.3

**This task is looking at transitions in the lives of young children; showing understanding of the importance of supporting young children; meeting the individual needs of the child/children, parents/carers and the role of the Early Years Educator, key person and those within the child care provision.**

**To meet the assessment criteria for this component each transition on the list below must be included:-**

- **Moving to school**
- **Starting and moving through day care**
- **Birth of a sibling**
- **Moving home**
- **Living outside of the home**
- **Family breakdown**
- **Loss of significant people**
- **Moving between settings and carers.**

a) Prepare a chart or document which:

- Discusses the potential effect for young children experiencing the transitions listed above.
- Explains how to prepare and support young children through each of the transitions listed above.
- Includes the role of confidentiality for children experiencing transition or significant events.

b) Explain why supporting young children through transitions and significant events in their life are important.

c) Explain how promoting equality of opportunity and anti-discriminatory practice can effect transitions and significant events in the lives of young children.

**Task 5** - This task relates to component F, assessment criteria 2.1, 2.2, 2.3.

**To complete the assessment criteria for component F you must be able to prepare a plan and support a child through a transition in the work role. When this practice is completed you will need to review the transition process you have used:**

Prepare a written review of your workplace transition plan and implementation identifying the following aspects:

- The strength of the plan
- The challenges of the plan
- The outcome for the child
- The effects on other children

## Assignment 3 - Child development theories

The aim of this assessment is to enable the learner to provide evidence towards  
**Component C**

### **Responsibility of the qualified assessor**

It is the responsibility of the qualified assessor to assess the evidence which the learner has presented for this assignment, to ensure that it fully meets the requirements of assessment criteria for the component(s) set in the FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator). Some learning outcomes in the component(s) will start with: Be able to.... The assessment criteria for these sections will not be found in this assignment but must be carried out and assessed through direct observation in the real working environment by a qualified assessor. Simulation is not permissible for any assessment criteria.

### **Presenting work clearly**

Throughout this qualification the learner will be required to demonstrate a good command of the English language, both spoken and written. Information should be recorded clearly and correctly, showing a good command of sentence construction, grammar and spelling.

### **Suggested tasks**

The following are suggested tasks for the learner to complete but tutors/assessors can amend the tasks to suit individual learner needs.

**Task 1** - This task relates to component C, assessment criteria 1.1, 1.2, 2.1

**Child development theories are an integral part of the Early Years Educator's work role.**

**Prepare a document which includes:**

- a) A summary of theories and/ or philosophical approaches which identify how children learn and develop. Your summary will need to include the following types of development:
  - Cognitive.
  - Speech, language and communication development.
  - Literacy and numeracy.
  - Physical.
  - Emotional.
  - Social.
  - Neurological and brain development.
- b) A discussion which shows the importance of theories and/or philosophical approaches in supporting children to learn and develop.
- c) An explanation of how theories and/or philosophical approaches influence the practice of the Early Years Educator within their work role when supporting young children to learn and develop.

**Task 2** - This task relates to component C, assessment criteria 3.1, 3.2, 3.3

**A child's learning and development can be affected by the child's stage of development and/or individual circumstances. To show understanding of this:**

- a) Write an analysis which shows how a child or children's learning and development can be affected by their stage of development and/or individual circumstances.
- b) Identify the role of the Early Years Educator in supporting children's progression.
- c) Write an explanation showing the effects for a child/children's progression of learning and development taking into account;
  - i. Stage of development.
  - ii. Individual circumstances.

## Assignment 4 - Supporting young children to develop

The aim of this assessment is to enable the learner to provide evidence towards **Components D, E and T.**

### **Responsibility of the qualified assessor**

It is the responsibility of the qualified assessor to assess the evidence which the learner has presented for this assignment, to ensure that it fully meets the requirements of assessment criteria for the component (s) set in the FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator). Some learning outcomes in the component(s) will start with: Be able to.... The assessment criteria for these sections will not be found in this assignment but must be carried out and assessed through direct observation in the real working environment by a qualified assessor. Simulation is not permissible for any assessment criteria.

### **Presenting work clearly**

Throughout this qualification the learner will be required to demonstrate a good command of the English language, both spoken and written. Information should be recorded clearly and correctly, showing a good command of sentence construction, grammar and spelling.

### **Suggested tasks**

The following are suggested tasks for the learner to complete but tutors/assessors can amend the tasks to suit individual learner needs.

**Task 1** - This task relates to component D, assessment criteria 1.1, 1.2, 2.1

**Supporting young children to develop and learn is a significant part of the Early Years Educator's role. This assignment will enable you to show understanding of various aspects of this.**

Prepare an information sheet which:-

- a) Explains the meaning of the term 'holistic' in relation to the development of young children.
- b) Includes a discussion identifying the importance of children developing holistically.
- c) Explains the importance of children's holistic development in the following:-
  - Speech, language and communication
  - Personal, social and emotional development
  - Physical development.

**Task 2** - This task relates to component D, assessment criteria 2.4, 2.5

**In your work place you will be required to plan and implement a series of activities which support holistic development.**

- a) For each activity planned and implemented write an evaluation of the activities showing the value to the child/children; suggest possible future development of the activity and the value to the holistic development to the child.
- b) Review each activity planned and implemented showing how equality of opportunity and anti-discriminatory practice has influenced the outcome for the child/children.

**Task 3** - This task relates to component E, assessment criteria 1.1, 1.2

Explain what is meant by the term 'systematic synthetic phonics' and then discuss the strength and challenges in developing early literacy with young children. Identify and analyse how this supports the teaching of reading.

**Task 4** - This task relates to component E, assessment criteria 2.4

**In your work place you will be required to plan and implement a series of learning for young children using systematic synthetic phonics:**

Evaluate the planned and implemented systematic synthetic phonic activities you have used in the workplace to identify the following:-

- The possible lines of development/ next steps for the child/children.
- Equal opportunities and anti-discriminatory practice.

**Task 5** - This task relates to component E, assessment criteria 3.4, 3.5, 4.4, 4.5

In your work place you will be required to plan and implement a series of early literacy and numeracy activities for young children

- a) Explain a range of strategies for developing early literacy with young children.
- b) Evaluate each literacy activity planned and carried out.
- c) Identify the possible lines of development/next steps for the child/children
- d) Explain a range of strategies for developing early numeracy with young children.
- e) Evaluate each numeracy activity planned and carried out.
- f) Identify the possible lines of development/next steps for the child/children.

**Task 6** This task relates to component T, assessment criteria 1.1, 1.2, 1.3, 1.4

**Learning and development through play**

a) Explain the following aspects of play:-

- Physical play.
- Creative play.
- Imaginative play.
- Sensory play.

b) Discuss the following types of play:-

- Solitary play.
- Onlooker play.
- Parallel play.
- Co-operative play.

- c) Explain the term 'learning through play'.
- d) Identify the role that play has in learning and development.

## Assignment 5 - The UK Current Early Education Curriculum

The aim of this assessment is to enable the learner to provide evidence towards **Components G and H**

### **Responsibility of the qualified assessor**

It is the responsibility of the qualified assessor to assess the evidence which the learner has presented for this assignment, to ensure that it fully meets the requirements of assessment criteria for the component(s) set in the FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator). Some learning outcomes in the component(s) will start with: Be able to.... The assessment criteria for these sections will not be found in this assignment but must be carried out and assessed through direct observation in the real working environment by a qualified assessor. Simulation is not permissible for any assessment criteria.

### **Presenting work clearly**

Throughout this qualification the learner will be required to demonstrate a good command of the English language, both spoken and written. Information should be recorded clearly and correctly, showing a good command of sentence construction, grammar and spelling.

### **Suggested tasks**

The following are suggested tasks for the learner to complete but tutors/assessors can amend the tasks to suit individual learner needs.

**Task 1** - This task relates to component G, assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 2.4 **These tasks will enable the learner to show their understanding of the current UK Early Education Curriculum. In April 2014 a revised Early Years Foundation Stage document was published.**

Prepare a booklet or document which could be shared with parents or carers informing them of the main aspects of the UK current Early Education Curriculum. The booklet or document should include:

- a) An explanation of the overarching principles.
- b) A discussion to show how the overarching principles shape the practice within early years settings/provisions.
- c) An explanation of the structure of the current early education curriculum.
- d) An identification of the required areas of learning and development which shape educational programmes and write a summary of each of the required areas.
- e) A discussion which shows how areas of learning can ignite children's curiosity and enthusiasm for learning.

**Task 2** - This task relates to component G, assessment criteria 3.1, 3.2, 3.3

**Full and inclusive learning programs are vital in every early years provision/setting.**

- a) Identify current legislation which influences equality and inclusive practice when working within the early years sector.
- b) Discuss the importance of providing inclusive learning programs.
- c) Explain the role of the Early Years Educator in providing planned activities for each child which reflect the following:-
  - A child's individual needs.
  - A child's interests.
  - A child's stage of development.

**Task 3** - This task relates to component G, assessment criteria 3.4, component H, assessment criteria 2.2

Explain each of the following terms and identify the differences between the following:-

- Adult led activities.
- Child initiated activities.

**Task 4** - This task relates to component G, assessment criteria 3.5

Write a summary which shows how the Early Years Educator supports individual children's learning styles in the following:-

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

**Task 5** - This task relates to component G assessment criteria 4.1, 4.2, 4.3

- a) Explain the importance of diversity, equality and inclusion for young children.
- b) Discuss the importance that diversity, equality and inclusion has in fully supporting:-
  - 1) Cultural differences
  - 2) Family circumstances.

**Planning to deliver the current UK Early Education Curriculum**

**Task 6** - This task relates to component H, assessment criteria 1.1, 1.2

- a) Explain the required contents of plans which enables the practitioner to deliver the requirements of the current Early Education Curriculum for the following aged children:-
  - Birth to 24 months.
  - 25 to 60 months.
- b) Discuss methods and/or formats used to develop curriculum plans that:
  - Provide purposeful play opportunities and education programmes for young children from birth to 5 years.
  - meet the requirements of the current early education curriculum.
  - Reflect the stage of individual children's development.

- Reflect individual children's needs.
- Reflect circumstances of children.
- Reflect each child's interest(s).

**Task 7** - This task relates to component H, assessment criteria 2.1, 4.1

a) Develop plans to deliver the requirements of the current Early Education Curriculum for a group of young children which includes for each child, the following:-

- Individual needs and circumstances.
- Child's interests.
- Stage of development.
- Communication and language.  
(extending vocabulary, language structure and dialogue, for example)
- Physical development.
- Personal, social and emotional development.
- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

b) After implementing your plan(s), prepared in Task 7, within your work role:-

Review the implementation of the delivery of the Current Early Education curriculum to include:-

- Reflection.
- Evaluation.
- Analyses.
- Recommendations for improvement.

## Assignment 6 - Working with young children

The aim of this assessment is to enable the learner to provide evidence towards **Components I, J and K**

### **Responsibility of the qualified assessor**

It is the responsibility of the qualified assessor to assess the evidence which the learner has presented for this assignment, to ensure that it fully meets the requirements of assessment criteria for the component(s) set in the FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator). Some learning outcomes in the component(s) will start with: Be able to.... The assessment criteria for these sections will not be found in this assignment but must be carried out and assessed through direct observation in the real working environment by a qualified assessor. Simulation is not permissible for any assessment criteria.

### **Presenting work clearly**

Throughout this qualification the learner will be required to demonstrate a good command of the English language, both spoken and written. Information should be recorded clearly and correctly, showing a good command of sentence construction, grammar and spelling.

### **Suggested tasks**

The following are suggested tasks for the learner to complete but tutors/assessors can amend the tasks to suit individual learner needs.

**Task 1** - This task relates to component I, assessment criteria 3.1

**The majority of component I will be assessed by your assessor in the work place but you may choose to provide the evidence for 3.1 as a written description using this task:**

Write a description showing your understanding of strategies which would be used to develop and extend children's learning and thinking which includes the following:

- Sustained thinking.
- Shared thinking.

**Task 2** - This task relates to component J, assessment criteria 1.1, 1.2, 1.3

**Modelling and promoting positive behaviour, on a daily basis, forms part of the Early Years Educator role; to show your understanding of this, prepare a chart or information sheet which:**

- a) Explains the role of Early Years Educator in modelling behaviour when working with young children.
- b) Provides a discussion of methods of supporting positive behaviour expected of young children for each stage/age of development.
- c) An explanation of the role of the Early Years Educator in working with parent/carers in promoting positive behaviour.

**Task 3** - This task relates to component J, assessment criteria 2.1, 2.2, 2.3

### **Supporting young children to manage their own behaviour**

- a) Prepare an analysis of strategies appropriate for stage/age of development which support young children to manage their own behaviour.
- b) Discuss how promoting equality of opportunity and inclusive practice influences the implementation of strategies which supports children to manage their own behaviour.
- c) Involving the child/children, parents/carers, and colleagues in supporting children to manage their own behaviour is vital. Prepare a document or chart which identifies the value of this for the child/children in the early years provision, the parent or carer and work colleagues.

**Task 4** - This task relates to component K, assessment criteria 1.1, 1.2, 1.3

### **Supporting children with additional needs**

- a) Write an explanation which shows what is meant by the term 'additional needs'.
- b) Explain how to identify a child who is in need of additional support taking into account the following:-
  - Biological factors on child development.
  - Environmental factors on child development.
  - Stage/age of development.
- c) Explain how to access additional support for young children within early education settings.

**Task 5** - This task relates to component K, assessment criteria 2.1, 2.2, 2.3

### **Working in partnership**

- a) Explain the term 'working in partnership'
- b) Discuss the process of working in partnership with the following:-
  - Professionals within the early years setting.
  - Key-person.
  - Parents and/or carers.
  - Other professionals.
- c) Outline planned activities for young children with additional needs to support their development in the following areas:-
  - Speech, language and communication.
  - Personal, social and emotional development.
  - Physical development.

**Task 6** - This task relates to component K, assessment criteria 3.2, 3.3

**You may choose to write a review for the activities you have provided.**

- a) Review activities provided for young children with additional needs in the following areas:-
- Speech, language and communication.
  - Personal, social and emotional development.
  - Physical development.
- b) Recommend possible lines of development/next steps for young children with additional needs in the following areas:-
- Speech, language and communication.
  - Personal, social and emotional development.
  - Physical development.

**Task 7** - This task relates to component K, assessment criteria 3.4, 4.1

**A written or aural discussion can be used to meet the required evidence for component K 3.4**

- a) Discuss how to report outcomes of planned activities with the following:-
- Professionals within the early years setting.
  - Key-person.
  - Parents and/or carers.
  - Other professionals.
- b) Explain how inclusive practice influences planning and providing activities for young children with additional needs in early years settings.

## Assignment 7 - Professional working

The aim of this assessment is to enable the learner to provide evidence towards **Components M, N, O, P and R**

### **Responsibility of the qualified assessor**

It is the responsibility of the qualified assessor to assess the evidence which the learner has presented for this assignment, to ensure that it fully meets the requirements of assessment criteria for the component(s) set in the FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator). Some learning outcomes in the component(s) will start with: Be able to.... The assessment criteria for these sections will not be found in this assignment but must be carried out and assessed through direct observation in the real working environment by a qualified assessor. Simulation is not permissible for any assessment criteria.

### **Presenting work clearly**

Throughout this qualification the learner will be required to demonstrate a good command of the English language, both spoken and written. Information should be recorded clearly and correctly, showing a good command of sentence construction, grammar and spelling.

### **Suggested tasks**

The following are suggested tasks for the learner to complete but tutors/assessors can amend the tasks to suit individual learner needs.

**Task 1** - This task relates to component M, assessment criteria 1.1, 1.2

**To continually maintain the professional standards required in early years provisions each Early Years Educator must be able to show understanding of the following:-**

- a) Define the term 'continued professional development'.
- b) Discuss the importance of continued professional development in order to:
  - Improve own skills.
  - Early years practice.
  - Meet organisational needs.

**Task 2** - This task relates to component N, assessment criteria 1.1, 1.2

- a) Explain the legal requirements for early years setting in relation to the following:-
  - Health and safety.
  - Security.
  - Confidentiality of information.
- b) Discuss the Early Years Educator's role in relation to the policies in an early years setting for the following:-
  - Health and safety.
  - Security.
  - Confidentiality of information.

**Task 3** - This task relates to component N, assessment criteria 2.1, 2.2

- a) Explain **prevention and control of infection** including:-
- Hand washing.
  - Food hygiene.
  - Sterilisation of babies' feeding equipment.
  - Dealing with spillages safely.
  - Safe disposal of waste.
  - Using correct personal protective equipment.
  - Knowledge of common childhood illnesses and immunisation.
  - Exclusion periods for infectious diseases.
- b) Discuss the role of the Early Years Educator in the prevention and control of infection including:-
- Hand washing.
  - Food hygiene.
  - Sterilisation of babies' feeding equipment.
  - Dealing with spillages safely.
  - Safe disposal of waste.
  - Using correct personal protective equipment.
  - Knowledge of common childhood illnesses and immunisation.
  - Exclusion periods for infectious diseases.

**Task 4** - This task relates to component O, assessment criteria 1.1, 1.2, 1.3, 1.4

**Legal requirements of safeguarding**

- a) Explain the legal requirements and guidance in relation to safeguarding for early years provisions/settings.
- b) Discuss the safeguarding requirements and procedures when employing staff to work in early years setting.
- c) Explain the Early Years Educator's role in implementing safeguarding policies and procedures in early years settings.
- d) Identify own responsibilities in relation to safeguarding, including protection and promoting the welfare of young children.

**Task 5** - This task relates to component O, assessment criteria 2.1, 2.2, 2.3 2.4, 2.5

- a) Outline the content of safeguarding policy/procedure for an early years setting.
- b) Summarise types of abuse covered by policies and procedures including:-
- Domestic
  - Neglect
  - Physical
  - Emotional
  - Sexual abuse
- c) Explain symptoms which may indicate that a child is or may be in danger or at risk of abuse.
- d) Explain own role in protecting children who may be in danger or at risk in line with own setting's policies and procedures.

- e) Discuss limitations of own role in protecting children who may be in danger or at risk of abuse in line with own settings policies and procedures.

**Task 6** - This task relates to component O, assessment criteria 3.1, 3.2

**Working practices**

- a) Outline working practices which support Early Years Educators in safeguarding children.  
b) Identify sources of support for self if involved in protecting a child who is in danger or at risk of abuse.

**Task 7** - This task relates to component P, assessment criteria 1.1, 1.2

**Working in partnership**

- a) Explain the term 'working in partnership'.  
b) Discuss how working in partnership relates to the requirements of the current early education curriculum.

**Task 8** - This task relates to component P, assessment criteria 2.1, 2.2, 2.3.

**Working co-operatively**

- a) Analyse the strengths and challenges when caring for and enabling the development of young children when working co-operatively with:-
- Key person.
  - Colleagues.
  - Parents/carers.
  - Other professionals.
- b) Discuss strategies which help parents/carers to recognise and value their significant contribution to the following:-
- Child/children's health.
  - Well-being.
  - Learning and development.
- c) Identify activities and/or opportunities to encourage parent/carers to contribute to children's health, well-being, learning and development.

**Task 9** - This task relates to component R, assessment criteria 1.1, 1.2

**Maintaining accurate records**

**This task requires you to show an understanding of the requirements of maintaining records and reports with the early years setting.**

- a) Discuss the requirements of the current early education curriculum in relation to maintaining records in early years setting.  
b) Discuss own setting's policies and procedures which relate to records and reports.

## Assignment 8 - Health and well-being

The aim of this assessment is to enable the learner to provide evidence towards **Components Q and S**

### **Responsibility of the qualified assessor**

It is the responsibility of the qualified assessor to assess the evidence which the learner has presented for this assignment, to ensure that it fully meets the requirements of assessment criteria for the component(s) set in the FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator). Some learning outcomes in the component(s) will start with: Be able to.... The assessment criteria for these sections will not be found in this assignment but must be carried out and assessed through direct observation in the real working environment by a qualified assessor. Simulation is not permissible for any assessment criteria.

### **Presenting work clearly**

Throughout this qualification the learner will be required to demonstrate a good command of the English language, both spoken and written. Information should be recorded clearly and correctly, showing a good command of sentence construction, grammar and spelling.

### **Suggested tasks**

The following are suggested tasks for the learner to complete but tutors/assessors can amend the tasks to suit individual learner needs.

**Task 1** - This task relates to component Q, assessment criteria 1.1, 1.2, 1.3, 1.4.

#### **Physical care routines**

- a) Identify what is meant by 'physical care routines'.
- b) Discuss physical care routines in relation to the welfare needs of **young children**.
- c) Discuss physical care routines and their appropriateness to age, stage and needs of a child for each of the following:-
  - Birth to 12 months.
  - 13 to 24 months.
  - 25 to 36 months.
  - 37 to 60 months.
- d) Explain the role of parents/carers when planning physical care routines for young children.

**Task 2** - This task relates to component P, assessment criteria 3.1, 3.2, 3.3.

#### **Health and wellbeing**

- a) Explain the term 'health and wellbeing'.
- b) Discuss the importance of health and wellbeing for young children from birth to 5 years.
- c) Explain the role of the Early Years Educator in promoting health and wellbeing for babies and young children.

**Task 3** - This task relates to component S, assessment criteria 1.1, 1.2, 1.3

**The EYFS requirements for food and nutrition**

- a) Explain the term 'healthy eating'.
- b) Identify the requirements of the current early education curriculum for providing food and drink for young children.
- c) Identify the role of the Early Years Educator in providing food and drink for young children.

**Task 4** -This task relates to component S, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5

**Providing a balanced diet**

- a) Identify the main food groups.
- b) Discuss the nutritional value of the main food groups.
- c) Outline a balanced diet for young children for a day which includes:-
  - Breakfast.
  - Snacks.
  - Lunch.
  - Tea.
- d) Identify the nutritional needs of a baby during weaning.
- e) Discuss the portion size and nutritional requirements for young children in the following:-
  - 13 to 24 months.
  - 25 to 36 months.
  - 37 to 60 months.

**Task 5** - This task relates to component S, assessment criteria 3.1, 3.2

**Promoting healthy eating**

- a) Discuss how to promote healthy eating when working with young children in the following:-
  - 13 to 24 months.
  - 25 to 36 months.
  - 37 to 60 months.
1. Discuss ways which promote healthy eating in the early years settings to include:-
  - Cultural differences.
  - Social interaction.
  - Working in partnership with parents.
  - Learning activities.

## Section 4 – Glossary

The list below will support learners and assessors in relation to the verbs used in the component(s) of the Early Years Educator Qualification

Analyse	to examine in detail in order to discover meaning, essential features, etc.
Carry out	to perform or cause to be implemented
Define	to state precisely the meaning of (words, terms, etc.)
Describe	to give a detailed and informative account or representation
Develop	to grow or cause to grow gradually, to evolve to come or bring to a later or more advanced or expanded stage;
Discuss	to consider by talking over; debate to treat (a subject) in speech or writing
Encourage	to inspire to support to praise to foster and promote
Evaluate	to assess to appraise to ascertain or set the amount or value of to judge or assess the worth of;
Explain	to make clear to make information or instructions understandable
Extrapolate	To form an opinion or to make an estimate about something from known facts
Facilitate	to make easier to help something to happen to support to help something run smoothly and effectively
Identify	to establish or indicate who or what (someone or something) is to find out what something is to show what something is
Implement	to carry out; put into action; perform

Involve	to include someone or something to cause someone to be included in an activity or situation to cause someone to take part in something
Lead	to show the way to (an individual or a group) by going with or ahead to guide or be guided by holding, etc. to phrase a question to (a person) that suggest the desired answer
Observe	to see, watch, perceive, notice, listen
Outline	to give the main features or general idea
Participate	to take part, be or become actively involved, or share in
Plan	to have in mind as a purpose to make a plan for
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc. to put together using parts or ingredients; compose or construct
Produce	to bring (something) into existence; to bring forth (a product) by physical or mental effort; make
Provide	to put at the disposal of; furnish or supply
Recommend	to advise as the best course or choice; counsel
Record	to set down in writing or the like, for the purpose of preserving information or evidence. to state or indicate
Reflect	to look back to review to think through
Review	to look at or examine again to look back upon
Summarise	to make or be a summary of; express concisely
Support	to help someone to be successful to enable or show approval to assist so that someone or something doesn't fall to be there for someone

Take part in	to be involved in, to join in, to play a part in, to be instrumental in, have a hand in to participate
Track	to record progress to evidence something that has passed or is achieved
Understand	to know and comprehend the nature or meaning of
Use	to put into service or action; employ for a given purpose

## Section 5

### Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)

#### Summary of Achievement

Learner Name		Future™ Learner Number	
Centre Name		Centre Number	

Component Number	Component Title	Credits	Date Verified	Learner Signature	Assessor Signature	IQA Signature	EQA Signature
A/506/2600	Understand supporting children's development	5					
F/506/2601	Significance of attachment and how to promote it when working with young children	5					
J/506/2602	Understand theoretical perspectives of young children's development	4					
L/506/2603	Support children to develop holistically	3					
Y/506/2604	Support the development of	4					

	early literacy and mathematics						
D/506/2606	Support young children through transitions and significant events	3					
H/506/2607	Understanding current early education curriculum requirements and the importance of promoting inclusive practice	3					
H/506/2610	Planning, leading and reflection on the delivery of the current early education curriculum	4					
R/506/4837	Provide learning experiences, environments and learning opportunities for young children	4					
A/506/2614	Understand modelling and promoting positive behaviour when	2					

	working with young children						
R/506/2618	Understand supporting young children with additional needs	3					
D/506/2623	Assessment techniques within the requirements of the current early education curriculum	3					
R/506/4840	Understand the importance of continuing professional development for the Early Years Educator	2					
D/506/4839	Promote legal requirement of health and safety and welfare of young children	2					
T/506/2627	Understand legal requirements on safeguarding of young children in early years settings	3					
L/506/2634	Working cooperatively with key person,	3					

	colleagues, parent/carer and other professionals within early years settings						
R/506/2635	Plan and implement care routines which promote health, wellbeing and healthy lifestyles.	4					
Y/506/4838	Maintain accurate records, paperwork and respond to accidents and emergency situations	2					
D/506/2637	Understand food and nutrition when working with young children	3					
H/506/2638	Provide play opportunities for young children in early years settings	3					

Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature

Date

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**FAQ LEVEL 3 DIPLOMA IN**  
EARLY YEARS EDUCATION AND CHILDCARE  
(EARLY YEARS EDUCATOR)



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