



IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR

The Certificate in Early Years Foundation Stage Practice

IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Every Child Matters
Change For Children



CONSULTATION DRAFT

This consultation draft will be circulated at the sector consultation events taking place during March and April 07. It will be posted on the CWDC website together with an on line survey, the end date for this is 23 April 07.

Level 3 Certificate in Early Years Foundation Stage Practice.

1 Introduction

This is a Level 3 qualification designed for members of the workforce who work face to face with children under 5 in regulated settings in England. It has been developed collaboratively by the Primary National Strategy, the Children's Workforce Development Council and Awarding Bodies.

During its initial implementation the qualification will form part of the testing and trialling of the QCA's 'Qualifications and Credit Framework' (QCF). It is likely to be the first qualification on the emerging Integrated Qualifications Framework. The Certificate will carry a number of 'credits' linked to the number of notional learning hours. This is likely to be set at 6 per unit. Ultimately the units within this Certificate are likely to form part of a larger Certificate or Diploma which in themselves may be deemed full Level 3 qualifications and these credits are likely to be able to be transferable into larger qualifications. However the QCF is in its early days and this situation may change.

The Certificate is designed to support the early years workforce to develop and demonstrate the skills and knowledge required to implement the Early Years Foundation Stage. It will build on the existing learning and experience held by practitioners and the good practice taking place in early years settings.

1.1 Who should undertake this Certificate?

The Certificate is suitable for early years practitioners who will be implementing the EYFS in England. It is appropriate for those who already have a recognised Level 3 qualification such as NVQ in Early Years Care and Education or Children's Care, Learning and Development and who wish to update their skills. Other practitioners at different levels may also find the Certificate is suitable for them.

In order to complete the assessments many of which are work-based candidates will require to be working with children under 5 years in a regulated setting. They can be working as employees, volunteers or students undertaking work placement.

There are no formal entry requirements but candidates will require sufficient functional skills in English to undertake the Certificate and its assessment.

1.2 How long will it take?

The guided learning associated with this Certificate is 120 hours. It is divided into 3 units each of 40 gl hours. There will be a system of accrediting prior learning for some candidates especially for one of these units the content of which may have been covered in other Level 3 qualifications. All candidates must undertake the full assessment for each unit.

1.3 Why undertake the Certificate?

All practitioners will have to receive training in the new EYFS. This accredited Certificate means candidates will have evidence of high quality assessed training. Successful candidates will receive a Certificate as evidence of competing the training and assessment to a satisfactory standard. This Certificate will have national recognition across England.

1.4 Who will pay for the training.

This will vary from area to area. Guidance has gone out to Local Authorities to encourage funding for the Certificate through the SureStart grant. Training providers should contact their Local Authority as soon as possible

1.5 Delivery of the Certificate

As well as holding qualifications in adult learning or in teaching, tutors must have a relevant occupational background and recent and relevant experience in early years settings i.e. within the last 5 years. It is essential that tutors and assessors are trained in the EYFS requirements if offering the Certificate in England and use the materials developed for the EYFS in their teaching of this Certificate including the pack and CD ROM.

Tutors should make certain that issues of 'welfare' although primarily covered in an individual unit will be integrated as appropriate within all units to avoid a care/education split. Equally learning/education must feature as appropriate in the welfare unit.

1.6 Accreditation of prior Learning

Awarding bodies are encouraged to work with their centres to accredit prior learning. In particular unit 3 could be accredited for qualified level 3 practitioners who are working in the sector or who have recent experience. The assessment for this Unit 3 would have to be completed by all

The Certificate

Unit Titles and Content for Level 3 Certificate in Early Years Foundation Stage Practice

This Certificate is made up of the following three units. The units are:-

- 1 Context and principles for early years provision - 40 guided learning hours (6 credits)
- 2 Promoting learning and development in the early years - 40 guided learning hours (6 credits)
- 3 Promoting children's welfare in the early years- 40 guided learning hours (6 credits)

Total = 120 guided learning hours/18 credits (180 learning hours)

The units are presented as units of assessment using the QCF template

It is important to ensure that the teaching and assessment of this Certificate integrates the 4 basic principles of the EYFS:-

- **A Unique Child**- every child is a competent learner from birth who can be resilient, capable, confident and self assured.
- **Positive Relationships**- children learn to be independent through experiencing warm, loving and secure relationships with parents and/or a key person
- **Enabling Environments**- the environment plays a key role in supporting and extending children's development and learning
- **Learning and development**- children develop and learn in different ways and at different rates but they are whole human beings from birth and all areas of learning and development are equally important and inter-connected

Draft Unit Content

Unit 1. Context and Principles for Early Years Provision

Title	Context and Principles for Early Years Provision
Level	3
Credit Value	6
Learning Outcomes	Assessment Criteria
The Learner will:	The learner can:

1 Understand the purpose and function of early years frameworks in supporting provision	<p>1.1. Identify the position and legal status of the relevant early years framework</p> <p>1.2 Explain how the relevant early years frameworks links to the National Curriculum or its equivalent.</p> <p>1.3. Describe the principles and implementation of the early years framework and how national guidance materials are used in settings.</p>
2. Understand the key principles of inclusion and equality	<p>2.1. Outline key points of the legal framework for equalities and inclusion</p> <p>2.2. Evaluate how settings can ensure equal treatment and equality of access for all children</p> <p>2.3. Describe how settings demonstrate that every child is welcomed and valued.</p> <p>2.4 Compare the benefits of different forms of early support for children and families who require it.</p>
3. Know the key features of enabling environments that support children's development and learning	<p>3.1 Describe the importance of individualised learning and how this is ensured in settings</p> <p>3. 2. Describe how a positive and enabling emotional environment is created and maintained</p> <p>3.3. Explain key aspects of a positive and enabling indoor and outdoor environment.</p> <p>3.4. Describe the range of resources and activities that support positive experiences for children.</p> <p>3.5 Describe how settings support children through transitions and ensure continuity</p> <p>3.6 Analyse why it is important to widen children's experience beyond the setting and practical ways of achieving this.</p>

4. Develop positive relationships with children to promote their development	<p>4.1 Communicate with children effectively and with respect acknowledging their feelings appropriately</p> <p>4.2. Support children's communication according to their age, needs and abilities recognising they are skilful communicators from birth.</p> <p>4.3. Communicate with parents, other practitioners and professionals effectively and with respect</p> <p>4.4. Identify how positive relationships with adults and other children will support children's development</p> <p>4.5 Analyse the role and purpose of the key worker for the young child and how to organise the setting to ensure its success.</p>
5. Understand that parents are the child's first and most enduring educators.	<p>5.1 Explain how partnerships with parents have a positive impact on children's development and learning.</p> <p>5.2 Compare key features of best practice in developing partnerships with parents including those who speak more than one language at home or have other communication needs.</p>
6. Meet the individual needs of children	<p>6.1. Identify the physical and emotional needs of growing children from birth to 5 years.</p> <p>6.2. Describe the role of caring adults in supporting resilience and emotional well being.</p> <p>6.3 Demonstrate clear and consistent boundaries for children's behaviour</p> <p>6.4. Explain effective strategies to deal with challenging behaviour</p> <p>6.5. Provide personalised learning and development opportunities.</p>
7. Understand the importance of confidentiality and when and how to share information	<p>7.1 Identify the role and purpose of multi agency working</p> <p>7.2. Explain where and how to refer concerns about children's:</p> <ul style="list-style-type: none"> • Safety and protection • Development <p>7.3 Explain why confidentiality is</p>

	important and circumstances where sensitive confidential information might have to be shared
Unit aims	To familiarise practitioners with the requirements and principles of the early years framework within which they work.
Unit expiry date	
Details of the relationship between this unit and relevant National occupational standards (if appropriate)	CCLD 301 Develop and promote positive relationships CCLD 305 Protect and Promote Children's Rights CCLD 303 Promote children's development CCLD 304 Reflect on and develop practice CCLD 306 Plan and organise environments for children and families CCLD 308 Promote children's well-being and resilience CCLD 309 Plan and implement curriculum frameworks for early education CCLD 310 Assess children's progress according to curriculum frameworks for early education CCLD 312 Plan and implement positive environments for babies and children under 3 years
Assessment requirements specified by a sector or other appropriate body (if required)	Developing positive relationships with children and meeting their individual needs must be assessed by direct observation in the workplace i.e. within registered early years settings in real working conditions.
Endorsement of the unit by a sector or other appropriate body	CWDC
Location of the unit within the subject/sector classification	
Name of the organisation submitting the unit.	CWDC
Availability for use	
Availability for delivery	

Unit 2. Promoting learning and development in the early years

Title	Promoting learning and development in the early years
Level	3
Credit Value	6
Learning Outcomes	Assessment Criteria
The Learner will:	The learner can:
1. Understand the purpose and requirements of the required areas of learning and development.	1.2 .Explain briefly each of the required areas of learning and development. <ul style="list-style-type: none"> • Personal, social and emotional development • Communication, language and literacy • Problem solving, reasoning and numeracy • Knowledge and understanding of the world • Physical development • Creative development 1.2 Explain the interdependence of the areas of development and learning 1.3. Reflect on how their setting gives all children the best opportunities for effective development in each area of learning
2. Understand the key aspects of effective practice for each of the required areas of learning and development.	2.1 Identify the current guidance documents and sources of information about recognised best practice 2.2. Explain the role of an effective practitioner in supporting children's learning 2.3 Explain how they will implement the relevant early years framework in their area of responsibility

	<p>2.3 Demonstrate their ability to support children's individualised learning</p> <p>2.4. Reflect on and evaluate the effectiveness of their practice in supporting children's learning based on the relevant guidance.</p>
3. Deliver play based activities in the setting that encourage creativity and exploration in the delivery of the areas of learning	<p>3.1 Prepare and implement play based learning activities according to agreed plans.</p> <p>3.2 Evaluate the effectiveness of play activities in supporting learning</p> <p>3.3. Explain the importance of active learning and mental and physical challenge</p> <p>3.4 Explain the importance of creativity and the opportunity to develop ideas and view things differently.</p> <p>3.5 Reflect on their practice in giving opportunities for children to become creative, critical thinkers.</p>
4. Observe and assess children and know why this is important	<p>4.1 Observe development and learning using a range of appropriate methods</p> <p>4.2 Make effective formative and summative assessments</p> <p>4.3 Record assessments clearly, accessibly and objectively in consultation with others</p> <p>4.4 Record assessments using agreed formats and according to setting confidentiality procedures,</p> <p>4.5. Reflect on the effectiveness of personal observation techniques and practice</p>
5. Know how to plan for children based on observations	5.1 Use observations to inform planning for an individual child or group of children

	<p>5.2 Develop long, medium and short term plans according to the relevant guidance.</p> <p>5.3 Identify further support needs for individual children</p>
Unit aims	To ensure early years practitioners understand the purposes and requirements of the relevant early years framework and to prepare them to support children's development and learning from birth to 5 years
Unit expiry date	
Details of the relationship between this unit and relevant National occupational standards (if appropriate)	<p>This unit is related to the following National Occupational Standards In Children's Care, Learning and Development</p> <p>CCLD 303 Promote children's development</p> <p>CCLD 304 Reflect on and develop practice</p> <p>CCLD 307 Promote the health and physical development of children</p> <p>CCLD 308 Promote children's well-being and resilience</p> <p>CCLD 309 Plan and implement curriculum frameworks for early education</p> <p>CCLD 310 Assess children's progress according to curriculum frameworks for early education</p> <p>CCLD 312 Plan and implement positive environments for babies and children under 3 years</p>
Assessment requirements specified by a sector or other appropriate body (if required)	<p>Observations and planning for children and delivery of activities must form part of the assessment and must take place in registered early years settings in real working conditions.</p> <p>Reflection on practice must be used as an assessment element.</p>

Endorsement of the unit by a sector or other appropriate body	CWDC
Location of the unit within the subject/sector classification	
Name of the organisation submitting the unit.	
Availability for use	
Availability for delivery	

Unit 3. Promoting children's welfare in the early years

Title	Promoting children's welfare in the early years
Level	3
Credit Value	6
Learning Outcomes	Assessment Criteria
The Learner will:	The learner can:
1. Understand the welfare requirements of the relevant early years framework	1.1 Explain the welfare requirements/guidance of the early years framework in respect to:- <ul style="list-style-type: none"> • Staff ratios • Space requirements • Indoor and Outdoor areas • Food preparation • Toilets and washing facilities • Record keeping
2. Understand how children's safety is ensured in early years settings.	2.1. Identify the main points of the laws covering safety, information sharing and safeguarding within their setting 2.2. Demonstrate their understanding of the policies and procedures in their setting that affect children's safety in the setting and when on outings from the setting. 2.3 Undertake accurate risk assessments and take action to remove hazards and minimise harm to children in early years settings 2.4 Support children to assess risk for themselves according to their age and abilities 2.5 Explain how boundaries for behaviour are set with children and

	why corporal punishment is banned.
3. Know how early years settings are organised to meet the individual needs of children	3.1. Explain why key worker systems are essential to the care of young children 3.2. Describe how individual children's needs are met and balanced with the needs of the group.
4. Understand why promoting positive health and well being are important for all children	4.1 Explain how to promote children's emotional well being 4.2. Explain how to promote children's physical well being 4.3 Describe the roles of key health professionals 4.4. Identify ways of promoting health and well being in everyday work with families.
5. Understand the key principles of hygiene and prevention of cross infection in the early years setting	5.1. Describe how each area of the setting is kept clean and hygienic 5.2 Support children's personal care routines and help them to understand the importance of personal hygiene. 5.3. Identify how cross infection occurs 5.4. Evaluate measures taken in the setting to prevent cross infection
6. Understand how to ensure children from birth to 5 years receive high quality balanced nutrition to meet their growth and development needs	6.1. Identify the nutritional needs of babies until they are fully weaned 6.2. Prepare and store formula milk and weaning foods according to health and safety guidelines. 6.3. Plan balanced meals, snacks and drinks for children from birth to 5 for including vegetarians following government guidance 6.4. Describe common food allergies and intolerances. 6.5. Identify the dietary requirements of different cultural or religious groups.
7. Understand why good physical care for children from birth to 5 years is important	7.1. Explain everyday personal care for babies and young children that promotes their health and well being. 7.2. Support children's growing independence in caring for themselves
8. Know what to do when children from birth to 5 years are ill or injured including emergency situations	8.1. Identify signs and symptoms of common childhood illness

	<p>8.2 Identify:-</p> <ul style="list-style-type: none"> the emergency procedures within the setting first aid procedures within the setting <p>8.3. Outline the appropriate actions to take when children are ill or injured</p> <p>8.4. Identify circumstances when children might require urgent medical attention</p>
Unit aims	To ensure early years practitioners understand and can implement the welfare requirements of the relevant early years framework
Unit expiry date	
Details of the relationship between this unit and relevant National occupational standards (if appropriate)	<p>This unit is related to the following National Occupational Standards In Children's Care, Learning and Development</p> <p>CCLD 302 Develop and maintain a healthy, safe and secure environment for children</p> <p>CCLD 306 Plan and organise environments for children and families</p> <p>CCLD 307 Promote the health and physical development of children</p> <p>CCLD 308 Promote children's well-being and resilience</p> <p>CCLD 312 Plan and implement positive environments for babies and children under 3 years</p> <p>CCLD 314 Provide physical care that promotes the health and development of babies and children under 3 years</p>
Assessment requirements specified by a sector or other appropriate body (if required)	.
Endorsement of the unit by a sector or other appropriate body	CWDC
Location of the unit within the subject/sector classification	
Name of the organisation submitting the unit.	CWDC
Availability for use	
Availability for delivery	