



# Assignment Briefs

## **OTHM Level 4 Diploma in Early Childhood Education**

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Qualification Number: 610/4873/2

## **OTHM Level 5 Diploma in Early Childhood Education**

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Qualification Number: 610/4872/0

## **OTHM Level 5 Extended Diploma in Early Childhood Education**

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Qualification Number: 610/4867/7

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## ASSESSMENT GUIDANCE FOR CRITERION REFERENCED MARKING

The assessment grading criteria characterises the level of complexity and demand expected of students at each level of qualification. Please note that these are generic descriptors which apply mainly, though not exclusively, to written academic work.

Any further unit-specific assessment criteria, such as number of words, should be clearly stated in each individual assignment brief.

Result.	Level 3	Level 4	Level 5	Level 6	Level 7
<b>Pass</b>	<p>Detailed answers to all parts of the questions or tasks.</p> <p>Clearly structured and focused, demonstrating overall coherence and in-depth understanding of the unit content and assessment requirements.</p> <p>Evidence of the use of independently sourced material, well applied in all contexts.</p> <p>Very few errors in grammar as appropriate.</p>	<p>Detailed response to all relevant parts of the questions or tasks, with evidence of clear understanding of the issues.</p> <p>Well-structured with evidence of independent reading supporting the argument.</p> <p>Clear evidence of a range of independently sourced material, well applied in all contexts.</p> <p>Very few errors in referencing or grammar or syntax as appropriate.</p>	<p>Very full, independent response to the assignment, applying relevant material well beyond any module input, demonstrating independent study.</p> <p>Excellent understanding and application of relevant theory, concepts and models. Very clear logical structure.</p> <p>Very few errors in referencing or grammar or syntax as appropriate.</p>	<p>Excellent links between relevant ideas, theories and practice.</p> <p>Evidence of independent learning and the ability to engage critically and analytically with a wide range of contextually relevant resource material.</p> <p>Demonstration of original insights supported by well structured overall argument.</p> <p>Very few errors in referencing or grammar or syntax as appropriate.</p>	<p>The work demonstrates engagement in an academic debate which presents clear evidence of a considered understanding of the topics studied.</p> <p>There is evidence of clear synthesis of theoretical issues and practice.</p> <p>A critical analysis of theoretical models and/or practical applications has resulted in originality.</p> <p>Very few errors in referencing or grammar or syntax as appropriate.</p>

<b>Fail</b>	<p>Little attempt to engage with assignment brief.</p> <p>Learning outcomes not fully met.</p> <p>Inadequate demonstration of knowledge or understanding of key concepts, theories or practice.</p>	<p>Little attempt to engage with assignment brief.</p> <p>Learning outcomes not fully met.</p> <p>Inadequate demonstration of knowledge or understanding of key concepts, theories or practice.</p>	<p>Little attempt to engage with assignment brief.</p> <p>Learning outcomes not fully met.</p> <p>Inadequate demonstration of knowledge or understanding of key concepts, theories or practice.</p>	<p>Little attempt to engage with assignment brief.</p> <p>Learning outcomes not fully met.</p> <p>Inadequate demonstration of knowledge or understanding of key concepts, theories or practice.</p>	<p>Whilst some of the characteristics of a pass have been demonstrated, the work does not address each of the outcomes for the specified assessment task.</p> <p>The work may be an overly descriptive account demonstrating minimal interpretation, and there is very limited evidence of analysis, synthesis or evaluation.</p> <p>No counterarguments or alternative frames of reference are generated or considered.</p>
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## **LEVEL 4 ASSIGNMENT BRIEFS**

## ACADEMIC WRITING AND RESEARCH SKILLS

Unit Reference Number	H/650/1099
Unit Title	Academic Writing and Research Skills
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Task Grading Type	Pass / Refer

### Unit Aims

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

### Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:	Assessment Criteria – The learner can:
1. Understand the concept and purpose of academic research and writing.	1.1 Explain what is meant by the term 'academic research and writing.' 1.2 Explain different academic writing conventions. 1.3 Discuss different types of academic research.
2. Understand how to conduct academic research.	2.1 Compare different sources of information and evidence. 2.2 Explain the research process. 2.3 Differentiate between primary and secondary research.
3. Be able to demonstrate critical thinking skills.	3.1 Explain what is meant by the term 'critical thinking.' 3.2 Explain different critical thinking skills. 3.3 Explain why critical thinking is important in academic research. 3.4 Explain how to apply techniques to evaluate an argument.
4. Understand how to construct a reliable and valid academic argument.	4.1 Explain the key components of a reliable and valid academic argument. 4.2 Differentiate between inductive and deductive reasoning. 4.3 Suggest an argument structure for a given topic.

<b>Unit Title</b> Academic Writing and Research Skills	
<b>Scenario</b>	
The tasks for this unit have been designed to establish your understanding of academic research and writing through an exploration of key concepts and terminology. As a result, the evidence produced by successfully completing the tasks will provide your tutor with an indication that you have the required academic skills to succeed on your learning journey and beyond.	
<b>Task 1 of 4</b>	
<b>Unit Learning Outcome</b>	<b>Assessment Criteria</b>
LO 1 Understand the concept and purpose of academic research and writing.	1.1, 1.2, 1.3
<b>Assignment Brief and Guidance</b>	
<p>To demonstrate you understand the fundamental academic principles which will support you through your studies, you are to conduct an investigation into the topic of academic research and writing.</p> <p>You are required to evidence your understanding of the following:</p> <ul style="list-style-type: none"> <li>• the meaning of academic research and writing</li> <li>• different academic writing conventions</li> <li>• different types of academic research</li> </ul>	
<b>Delivery and Submission</b>	
<p>The submission is in the form of a report written in Word format.</p> <p>The recommended word limit is 500 words excluding diagrams, references, and appendices.</p>	
<b>Referencing</b>	
<p>You are expected to use relevant academic and reliable sources, and clearly reference these in your work.</p> <p>References should be added to the text and placed at the end in a references list, using Harvard Referencing style.</p>	

<b>Unit Title</b> Academic Writing and Research Skills	
<b>Task 2 of 4</b>	
<b>Unit Learning Outcome</b>	<b>Assessment Criteria</b>
LO 3 Understand how to conduct academic research.	3.1, 3.2, 3.3, 3.4
<b>Assignment Brief and Guidance</b>	
<p>Write an essay to evidence that you are aware of:</p> <p>Critical thinking as a concept and as a process, the different critical thinking skills required to be an effective academic researcher and writer, the importance of critical thinking in academia and in other contexts and how to apply techniques to evaluate an academic argument.</p>	
<b>Delivery and Submission</b>	
<p>The submission is in the form of an essay written in Word format.</p> <p>The recommended word limit is 1000 words excluding diagrams, references, and appendices.</p>	

<b>Referencing</b>
<p>You are expected to use relevant academic and reliable sources, and clearly reference these in your work.</p> <p>References should be added to the text and placed at the end in a references list, using Harvard Referencing style.</p>

<b>Unit Title</b> Academic Writing and Research Skills	
<b>Task 3 of 4</b>	
<b>Unit Learning Outcome</b>	<b>Assessment Criteria</b>
LO 2 Understand how to conduct academic research.	2.1, 2.2, 2.3
<b>Assignment Brief and Guidance</b>	
<p>Using your knowledge of critical thinking, you are to critique a research paper given to you by your tutor.</p> <p>During this critique you are to demonstrate that you recognise;</p> <ul style="list-style-type: none"> <li>different sources of information and the contribution these sources make to the paper's argument,</li> <li>the research process which the author (or authors) have taken, and</li> <li>the difference between the primary and secondary research which is evidenced in the paper.</li> </ul> <p>You are also required to identify and use other evidence which will support, or not, the;</p> <ul style="list-style-type: none"> <li>use of the sources of information by the author (or authors).</li> <li>reliability and validity of the research process used during the production of the paper.</li> <li>quality of the primary and secondary research introduced in the research paper.</li> </ul>	
<b>Delivery and Submission</b>	
<p>The submission is in the form of a report written in Word format.</p> <p>The recommended word limit is 1000 words excluding diagrams, references, and appendices.</p>	
<b>Referencing</b>	
<p>You are expected to use relevant academic and reliable sources, and clearly reference these in your work.</p> <p>References should be added to the text and placed at the end in a references list, using Harvard Referencing style.</p>	

<b>Unit Title</b> Academic Writing and Research Skills	
<b>Task 4 of 4</b>	
<b>Unit Learning Outcome</b>	<b>Assessment Criteria</b>
LO 4 Understand how to construct a reliable and valid academic argument.	4.1, 4.2, 4.3
<b>Assignment Brief and Guidance</b>	



You are required to prepare a presentation about an academic argument in which you investigate a topic of your choosing. Learners should think about specific interests or topics which could support their further study or intended career path.

You are to use this topic to develop an argument structure based on inductive reasoning, deductive reasoning, or both.

Your choice of structure and reasoning approach must be justified and supported by appropriate citations.

You are to indicate the key components of your argument and why you consider it to be reliable and valid.

### **Delivery and Submission**

The submission is in the form of a 10 minute presentation equivalent to 500 words and must be in a recognised presentation format.

Enhance your presentation with visual aids if you wish to.

### **Referencing**

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.

References should be added to the text and placed at the end in a references list, using Harvard Referencing style.

## NURTURING GROWTH AND DEVELOPMENT IN EARLY CHILDHOOD

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

### Unit Aims

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

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand traditional and contemporary views and theories of growth and development	1.1 Outline the professions that monitor early years growth 1.2 Discuss how growth is measured and recorded 1.3 Explain the direction of development and how it follows a particular sequence 1.4 Analyse physical development in the early years drawing on both traditional and contemporary ideas and theories 1.5 Evaluate the purpose of monitoring growth and development
2. Understand the role of reflexes and the role of the senses	2.1 Explain the role of reflexes in the early years 2.2 Explain the role of the senses in the early years 2.3 Analyse what reflexes and senses should be present in a newborn as a guide to healthy development
3. Understand locomotion	3.1 Explain the development of gross motor development 3.2 Explain the development of fine motor development 3.3 Analyse the importance of fine and gross motor skills in early childhood 3.4 Evaluate activities suitable to encourage development of fine and gross motor skills
4. Understand impacts of growth and development	4.1 Explain the need for a challenging curriculum to provide opportunities for physical exertion

initiatives to support health and wellbeing	4.2 Explain the need for activities to encourage children to learn about the body and healthy eating to foster health and wellbeing 4.3 Analyse the possible factors for declines in physical activity 4.4 Evaluate different factors that can affect a child's growth and development from birth to five years old.
5. Understand traditional and contemporary views and theories of growth and development	5.1 Outline the professions that monitor early years growth 5.2 Discuss how growth is measured and recorded 5.3 Explain the direction of development and how it follows a particular sequence 5.4 Analyse physical development in the early years drawing on both traditional and contemporary ideas and theories 5.5 Evaluate the purpose of monitoring growth and development

## Assessment

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

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

### Task 1 of 5

Unit Learning Outcome	Assessment Criteria
1. Be able to understand traditional and contemporary views and theories of growth and development	1.1,1.2,1.3,1.4
<b>Assignment Brief and Guidance</b>	

Answer the following short answer questions:

1. **Discuss physical development in the early years, drawing on both traditional and contemporary ideas and theories.**
  - What are the key aspects of physical development during early childhood?
  - How do traditional and contemporary theories contribute to our understanding of physical development?
2. **Explain the direction of development and how it follows a particular sequence.**
  - What is the sequential pattern of physical development in children?
  - How does development proceed from head to toe (cephalocaudal) and from the centre outward (proximodistal)?
3. **Explain how growth is measured and recorded, and who are the professionals involved in monitoring this process?**
  - What methods are used to measure a child's growth (e.g., height, weight, head circumference)?
  - Who plays a role in monitoring growth and development (e.g., paediatricians, nurses, educators)?
4. **Evaluate the purpose of monitoring growth and development.**
  - Why is it essential to track a child's growth over time?
  - What benefits does growth monitoring provide for early identification and intervention?

**The questions above relate to the following AC's:**

- 1.1 Discuss physical development in the early years drawing on both traditional and contemporary ideas and theories
- 1.2 Explain the direction of development and how it follows a particular sequence
- 1.3 Explain how growth is measured and recorded and those professionals involved in monitoring this
- 1.4 Evaluate the purpose of monitoring growth and development

### Delivery and Submission

The submission should be in the form of answers to questions in word format.  
The recommended word limit is 1000 words excluding diagrams, references, and appendices.

### Referencing

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.  
Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.

### Task 2 of 5

Unit Learning Outcome	Assessment Criteria
LO2 Be able to understand the role of reflexes and the role of the senses	2.1,2.2

### Assignment Brief and Guidance

Design a short PowerPoint presentation, with additional speaker notes (not in word count).

- 2.1 Discuss the role of reflexes and what reflexes should be present in a newborn as a guide to healthy development
- 2.2 Discuss the role of the senses in the early years

### Delivery and Submission

The submission should be in the form of PPT with additional Speaker notes  
The recommended word limit is **500 words** excluding diagrams, speaker notes, references, and appendices.

### Referencing

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.

Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.

### Task 3 of 5

#### Unit Learning Outcome

#### Assessment Criteria

LO 3. Be able to understand locomotion

3.1,3.2,3.3.3.4

### Assignment Brief and Guidance

This assignment is split into two parts, firstly there is a written report which should take the following structure

- - **Written Report:** Write a concise report summarising the key points.
- Address the following in the report:
  - **Definition and Examples:**
    - Explain what gross and fine motor skills are.
    - Provide specific examples for each category.
  - **Developmental Timeline:**
    - Describe the typical progression of these skills across different age groups (use of diagrams. tables of milestones are acceptable here)
    - Highlight critical milestones.
  - **Factors Influencing Development:**
    - Discuss how genetics, environment, and early experiences impact motor skill development.
  - **Importance:**
    - Explain why fine and gross motor skills matter for overall development.
    - Discuss their relevance in daily life, academic success, and physical well-being.

Secondly you will need to produce an **'activity proposal'**

- Propose activities to encourage the development of both types of motor skills.
- For **Gross Motor Skills**, suggest activities
- For **Fine Motor Skills**, recommend activities
- Emphasise the importance of a balanced approach that includes both types of activities.

**The tasks above relate to the following Ac's:**

- 3.1 Explain the development of gross motor development
- 3.2 Explain the development of fine motor development
- 3.3 Discuss why fine and gross motor skills matter
- 3.4 Discuss activities suitable to encourage development of fine and gross motor skills

**Delivery and Submission**

The submission should be in the form of a report and activity proposal.  
The recommended word limit is **1000** words excluding diagrams, references, and appendices.

**Referencing**

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.  
Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.

**Task 4 of 5**

**Unit Learning Outcome**

**Assessment Criteria**

LO4 Be able to understand impacts of growth and development initiatives to support health and wellbeing

4.1,4.2,4.3,4.4

**Assignment Brief and Guidance**

- Using Canva (or any other design tool), you are required to create a poster.
- Include the following design elements:
  - **Title:**
  - **Images or Illustrations**
  - **Text Boxes:** Short and impactful messages
  - **Colour Palette:** Choose vibrant and appealing colours.
  - **Fonts:** Use clear and readable fonts.

Use the following subheadings on your poster.

- **Factors Affecting Growth:**
  - Discuss genetic, environmental, and social influences.
  - Provide examples and visuals.
- **Challenging Curriculum for Physical Activity:**
  - Explain why active play is crucial for children.
  - Showcase fun activities (e.g., running, dancing, sports).
- **Healthy Eating and Body Awareness:**
  - balanced nutrition.
- **Decline in Physical Activity:**
  - Identify reasons (e.g., technology, lack of safe play areas).

- Suggest solutions (e.g., active commuting, family playtime).

**The task above relate to the following AC's**

- 4.1 Evaluate different factors that can affect a child's growth and development from birth to five years old.
- 4.2 Explain the need for a challenging curriculum to allow for lots of opportunities for physical exertion and maximise children's movement
- 4.3 Explain the need for activities to encourage children to learn about the body and healthy eating to foster health and wellbeing
- 4.4 Discuss the possible reasons for decline in physical activity and suggest solutions

**Delivery and Submission**

The submission should be in the form of Poster with annotations.  
The recommended word limit is 500 words of annotations in A0 poster size.

**Referencing**

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.  
Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.

**Task 5 of 5**

**Unit Learning Outcome**

**Assessment Criteria**

LO5 Understand how to evaluate Models/ Theories of Development

5.1,5.2

**Assignment Brief and Guidance**

**Concept Map or Venn Diagram**

- Choose **two** child development theories from the following list (or others):
    - **Piaget's Cognitive Development Theory**
    - **Erikson's Psychosocial Theory**
    - **Vygotsky's Sociocultural Theory**
    - **Freud's Psychosexual Theory**
    - **Attachment Theory (e.g., Bowlby)**
  - For each selected theory, students should:
    - Summarise its key principles.
    - Explain how it views child development (e.g., stages, processes).
    - Discuss any criticisms or limitations associated with the theory.
    - Provide examples of how the theory has influenced educational practices.
- 2. Comparison and Contrast (5.2):**
- Students will compare and contrast the **two** chosen theories.
    - Similarities:
      - Identify commonalities between the theories (e.g., focus on early experiences, stages of development).

<ul style="list-style-type: none"> <li>▪ Explain how both theories address specific aspects of child growth.</li> <li>▪ Differences: <ul style="list-style-type: none"> <li>▪ Highlight distinct features of each theory (e.g., emphasis on nature vs. nurture, social vs. individual factors).</li> <li>▪ Discuss how they diverge in terms of developmental milestones or key concepts.</li> <li>▪ Consider practical implications for educators based on these differences.</li> </ul> </li> </ul> <p><b>3. Visual Representation:</b></p> <ul style="list-style-type: none"> <li>○ Students can create a visual (e.g., Venn diagram, concept map) to illustrate the comparison.</li> <li>○ Include key points, labels, and arrows connecting similarities and differences.</li> </ul>
<p><b>Delivery and Submission</b></p>
<p>The recommended word limit is 500 words excluding diagrams, references, and appendices.</p>
<p><b>Referencing</b></p>
<p>You are expected to use relevant academic and reliable sources, and clearly reference these in your work.</p> <p>Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.</p>



## FOSTERING COLLABORATIVE AND INCLUSIVE RELATIONSHIPS IN EARLY CHILDHOOD SETTINGS

Unit Reference Number	K/651/3764
Unit Title	Fostering Collaborative and Inclusive Relationships in Early Childhood Settings
Unit Level	4
Number of Credits	10
Total Qualification Time (TQT)	100
Guided Learning Hours (GLH)	40
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Structure	Pass / Fail

### Unit Aims

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

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the importance of promoting diversity, equality and inclusion	1.1 Outline what is meant by diversity, equality, and inclusion. 1.2 Describe how prejudice and discrimination may affect a child's life chances. 1.3 Explain how legislation and codes of practice relating to equality, diversity and inclusion are applicable to early years provision. 1.4 Analyse how early childhood education and care providers can develop inclusive environments through working in partnership with children, their families and local communities.
2. Understand how to develop inclusive relationships through equality, diversity and anti-discriminatory practice	2.1 Discuss the impact of parental rights, views and experiences on partnership work in early years settings. 2.2 Explain why it is important to work in partnership with parents and approaches that can be useful 2.3 Analyse key relationship building strategies and skills involved in working with parents in partnership 2.4 Evaluate the benefits for children and families of working in partnership with professionals in early years settings

3. Understand barriers to parents being involved in their children's early learning	3.1 Discuss strategies to overcome barriers to parental involvement in their child's early learning 3.2 Explain personal, social and cultural barriers to parents being involved in their children's early learning 3.3 Explain how managing and celebrating diversity facilitates the overcoming of barriers to parental involvement in their child's early learning
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## Assessment

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

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

## Scenario

The Sunflower Preschool is a thriving early years education provision. The staff are committed to nurturing young minds and celebrating diversity. The staff at Sunflower Preschool believe in creating a warm, inclusive environment where every child can blossom. Sunflower Pre-School celebrates diversity. Children from various backgrounds, abilities, and cultures learn side by side. The staff recognises that parents are essential partners in a child's development. They actively involve families in the learning process.

There are 3 tasks in this unit for you to complete.

- (1) a **report** for the Sunflower Preschool to encourage parents, educators and the community to embrace diversity, promote equity and foster inclusion called 'Celebrating diversity together'
- (2) The manager at Sunflower Preschool has asked you to design an **educational information guide** for staff at Sunflower Preschool that highlights the importance of working in partnership with parents in the early years setting
- (3) You have been asked to provide guidance for new staff members about how parental involvement plays a crucial role in a child's early learning and development. However, various barriers can hinder active participation, and you have been asked to create an **educational information guide** for new members of staff on how to overcome these barriers and celebrate diversity to foster stronger partnerships with parents.

Guidance is provided for each task.

## Task 1 of 3

Unit Learning Outcome	Assessment Criteria
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<p>LO1 Understand requirements for health, safety and welfare in the working environment.</p>	<p>1.1, 1.2, 1.3, 1.4</p>
<p><b>Assignment Brief and Guidance</b></p>	
<p>Your task is to provide a <b>report for the Sunflower Preschool</b> to encourage parents, educators and the community to embrace diversity, promote equity and foster inclusion called <b>‘Celebrating diversity together’</b></p> <p>Your report should include the following:</p> <ul style="list-style-type: none"> <li>● <b>Write a brief outline for each of the following terms:</b> <ul style="list-style-type: none"> <li>○ <b>Diversity:</b> What does it mean in the context of early childhood education?</li> <li>○ <b>Equality:</b> How does it relate to fair treatment and opportunities for all children?</li> <li>○ <b>Inclusion:</b> Why is it essential for creating supportive learning environments?</li> </ul> </li> <li>● <b>Choose one form of prejudice (e.g., racial, gender-based, or disability-related)</b> <ul style="list-style-type: none"> <li>○ Describe how this prejudice can negatively impact a child’s life chances (e.g., educational attainment, social relationships, mental health).</li> </ul> </li> <li>● <b>Include relevant legislation and codes of practice</b> related to equality, diversity, and inclusion in early years provision.                         <ul style="list-style-type: none"> <li>○ Explain how these legal frameworks apply to early childhood education setting</li> </ul> </li> <li>● <b>Analyse how early childhood education and care providers can create inclusive environments by working collaboratively with:</b> <ul style="list-style-type: none"> <li>○ <b>Children:</b> How can educators involve children in decision-making and foster a sense of belonging?</li> <li>○ <b>Families:</b> How can partnerships with families promote diversity and support children’s development?</li> <li>○ <b>Local communities:</b> What community resources and connections can enhance inclusivity?</li> </ul> </li> </ul> <p>You are expected to cover the following:</p> <ol style="list-style-type: none"> <li>1.1 Outline what is meant by diversity, equality, and inclusion.</li> <li>1.2 Describe how prejudice and discrimination may affect a child’s life chances.</li> <li>1.3 Explain how legislation and codes of practice relating to equality, diversity and inclusion are applicable to early years provision.</li> <li>1.4 Analyse how early childhood education and care providers can develop inclusive environments through working in partnership with children, their families and local communities.</li> </ol>	
<p><b>Delivery and Submission</b></p>	
<p>The submission should be in the form of a report written in Word format. The recommended word limit is 1500 words excluding diagrams, references, and appendices.</p>	
<p><b>Referencing</b></p>	
<p>You are expected to use relevant academic and reliable sources, and clearly reference these in your work. Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.</p>	

<b>Task 2 of 3</b>	
<b>Unit Learning Outcome</b>	<b>Assessment Criteria</b>
LO2 Understand how to develop inclusive relationships through equality, diversity and anti-discriminatory practice	2.1, 2.2, 2.3, 2.4
<b>Assignment Brief and Guidance</b>	
<p>The manager at Sunflower Preschool has asked you to design an <b>educational information guide</b> for staff that highlights the importance of working in partnership with parents in the early years setting</p> <p><b>Educational Guide: Building Effective Parent Partnerships in Early Years Settings</b></p> <p><b>1. The Impact of Parental Rights, Views, and Experiences</b></p> <p><b>Parental Rights:</b></p> <ul style="list-style-type: none"> <li>Discuss how parents have the right to be actively involved in their child's education.</li> <li>Acknowledge and respect these rights to foster a positive partnership.</li> </ul> <p><b>Impact of Parental Views:</b></p> <ul style="list-style-type: none"> <li>Parents bring diverse perspectives based on culture, values, and personal experiences.</li> <li>Understand and appreciate these views to tailor communication and support.</li> </ul> <p><b>Impact of Parental Experiences:</b></p> <ul style="list-style-type: none"> <li>Each family has a unique context (e.g., home environment, work schedules).</li> <li>Consider these experiences when planning activities or sharing information.</li> </ul> <p><b>2. Explain the Importance of Working in Partnership with Parents and Approaches</b></p> <p><b>Holistic Support:</b></p> <ul style="list-style-type: none"> <li>Collaborating with parents ensures a holistic approach to child development.</li> <li>Parents provide insights into their child's needs, interests, and well-being.</li> </ul> <p><b>Consistency:</b></p> <ul style="list-style-type: none"> <li>Consistent messages at home and in the setting enhance children's learning.</li> <li>Shared approaches promote stability and reinforce positive behaviours.</li> </ul> <p><b>Early Intervention:</b></p> <ul style="list-style-type: none"> <li>Early identification of concerns is possible through open communication.</li> <li>Parents can seek advice or support promptly, benefiting the child.</li> </ul> <p><b>Building Trust:</b></p> <ul style="list-style-type: none"> <li>Trust is essential for effective partnerships.</li> <li>Involve parents in settling their child, share information transparently, and personalise learning experiences.</li> </ul> <p><b>3. Key Relationship Building Strategies with Parents</b></p> <p><b>Daily Chats:</b></p> <ul style="list-style-type: none"> <li>Regular conversations build rapport.</li> <li>Share updates, observations, and celebrate achievements.</li> </ul> <p><b>Children's progress:</b></p> <ul style="list-style-type: none"> <li>Involve parents in documenting their child's progress.</li> <li>Share learning experiences and celebrate milestones.</li> </ul> <p><b>Workshops and Trips:</b></p> <ul style="list-style-type: none"> <li>Workshops on learning areas engage parents.</li> <li>Trips together strengthen relationships.</li> </ul> <p><b>4. Evaluation of Benefits for Children and Families working in partnerships with early years professionals</b></p> <p><b>Enhanced Learning:</b></p>	

- Children benefit from consistent approaches at home and in the setting.
- Joint planning ensures a seamless learning journey.
- **Emotional Well-Being:**
  - Strong partnerships create a sense of security for children.
  - Emotional stability positively impacts development.
- **Inclusion:**
  - Involving families ensures inclusive practices.
  - Diverse perspectives enrich the learning environment.
- **Community Connection:**
  - Partnerships extend beyond the setting.
  - Families feel connected and supported.

You are expected to cover all the following:

- 2.1 Discuss the impact of parental rights, views and experiences on partnership work in early years settings.
- 2.2 Explain why it is important to work in partnership with parents and approaches that can be useful
- 2.3 Analyse key relationship building strategies and skills involved in working with parents in partnership
- 2.4 Evaluate the benefits for children and families of working in partnership with professionals in early years settings

### Delivery and Submission

The submission should be in the form of an information guide.

The recommended word limit is 1000 words excluding diagrams, references, and appendices.

### Referencing

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.

Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.

### Task 3 of 3

Unit Learning Outcome	Assessment Criteria
LO3 Understand barriers to parents being involved in their children's early learning	3.1,3.2,3.3

### Assignment Brief and Guidance

You have been asked to provide guidance for new staff members about how parental involvement plays a crucial role in a child's early learning and development. However, various barriers can hinder active participation, and you have been asked to create an **information guide** for new members of staff on how to overcome these barriers and celebrate diversity to foster stronger partnerships with parents.

#### Strategies to Overcome Barriers (3.1)

Effective parental involvement requires proactive strategies. Consider the following approaches:

1. **Flexible Communication Channels:**
  - Offer various communication methods (e.g., face-to-face meetings, emails, home communication tags).
  - Accommodate parents' schedules and preferences.
2. **Outreach:**
  - Extend invitations to events beyond the setting (e.g., community gatherings).
3. **Collaborative Workshops:**
  - Host workshops on child development, parenting, and learning activities.
  - Encourage parents to share their expertise.
2. **Personal, Social, and Cultural Barriers (3.2)**
  1. **Personal Barriers:**
    - **Beliefs and Attitudes:** Parents' beliefs about education and their own experiences impact involvement.
    - **Time Constraints:** Balancing work, family, and other commitments.
  2. **Social Barriers:**
    - **Isolation:** Lack of social networks or support.
    - **Language Barriers:** Non-native speakers may feel excluded.
  3. **Cultural Barriers:**
    - **Different Expectations:** Varying cultural norms affect parents' involvement.
    - **Religious Practices:** Consider religious holidays and practices.
3. **Managing and Celebrating Diversity (3.3)**
  1. **Understanding Diversity:**
    - Acknowledge differences in age, culture, abilities, ethnicity, gender, religion, and sexual orientation.
    - Encourage curiosity and respect for others.
  2. **Inclusive Practices:**
    - Reflect diversity in everyday activities and celebrations.
    - Explore origins of musical instruments, cultural festivals, and traditions.
  3. **Environmental Awareness:**
    - Teach ecological diversity (e.g., caring for small creatures, recycling).
    - Empower children to make informed choices.
    -

You are expected to cover the following AC's in your information guide.

- 3.1 Discuss strategies to overcome barriers to parental involvement in their child's early learning
- 3.2 Explain personal, social and cultural barriers to parents being involved in their children's early learning
- 3.3 Explain how managing and celebrating diversity facilitates the overcoming of barriers to parental involvement in their child's early learning

### Delivery and Submission

The submission should be in the form of an informative guidebook written in Word format. The recommended word limit is 1000 words excluding diagrams, references, and appendices.

### Referencing

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.

Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.

## LEARNING AND DEVELOPMENT THROUGH PLAY

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

## Unit Aims

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

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand how play and learning activities promote children's learning and development	1.1 Outline theoretical perspectives of learning and development in early childhood 1.2 Summarise the different types of play 1.3 Explain the stages of children's play 1.4 Analyse the impact of play deprivation on children's learning and development. 1.5 Evaluate the benefits of different types of play and learning activities for children's learning and development at the following stages: <ul style="list-style-type: none"> <li>• Birth to 2 years</li> <li>• 2 years to 5 years</li> <li>• 5 years to 8 years</li> </ul>
2. Understand curriculum approaches to outdoor play	2.1 Identify key theorists and their key approaches 2.2 Critique key theories of outdoor play 2.3 Explain key theorists influence on current outdoor play and learning practices 2.4 Analyse the risks and benefits for children in relation to outdoor play and learning
3. Understand how to support purposeful play	3.1 Identify and summarise the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play 3.2 Explain the professional skills required to support purposeful play and learning 3.3 Analyse how play be organised to promote learning 3.4 Evaluate the role of the adult in supporting play

## Assessment

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



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

## Scenario

### Read through the following case study:

Tim is a curious and energetic 4-year-old who attends the Bright Beginnings Early Learning Centre. Before the pandemic, Tim thrived in a play-rich environment, exploring the world through various types of play. However, when COVID-19 arrived, everything changed. Before the pandemic Tim loved the sensory table, where they could squish playdough, pour water, and explore different textures, however during lockdowns Tim's play became more solitary, and played alone in his room. This shift likely resulted from the sudden disruption of routines, limited social interactions, and increased anxiety. When the parks reopened Tim played alongside other children but rarely with them and didn't want to share his toys. Back at Bright Beginnings as pandemic restrictions eased, Tim started to join in games in the outdoor play area and cooperative play allowed Tim and his friends to collaborate, negotiate rules and build friendships again. During the pandemic Tim's anxiety had increased and had disrupted his emotional regulation, Zoom playdates had helped but Tim had missed cooperative play, and it had impacted his cognitive growth.

## Task 1 of 1

Unit Learning Outcome	Assessment Criteria
LO1. Understand how play and learning activities promote children's learning and development	1.1, 1.2, 1.3, 1.4, 1.5
LO2 Understand curriculum approaches to outdoor play	2.1, 2.2, 2.3, 2.4
LO3 Understand how to support purposeful play	3.1, 3.2, 3.3, 3.4

## Assignment Brief and Guidance

You are tasked with writing a **report** under the following headings about Tim's transition back to Bright Beginnings.

### You may wish to use the following subheadings to help structure your report

- Theoretical Perspectives of learning and Development
- Types of Play and Their Benefits
- Stages of Play and Play Deprivation
- Parental Involvement and supporting purposeful play and the UN Convention on the Rights of the Child

You are required to cover the following AC's within your report:

- 1.1 Outline theoretical perspectives of learning and development in early childhood
- 1.2 Summarise the different types of play
- 1.3 Explain the stages of children's play
- 1.4 Analyse the impact of play deprivation on children's learning and development.
- 1.5 Evaluate the benefits of different types of play and learning activities for children's learning and development at the following stages:
  - Birth to 2 years



- 2 years to 5 years
  - 5 years to 8 years
- 2.1 Identify key theorists and their key approaches
  - 2.2 Critique key theories of outdoor play
  - 2.3 Explain key theorists influence on current outdoor play and learning practices
  - 2.4 Analyse the risks and benefits for children in relation to outdoor play and learning
  - 3.1 Identify and summarise the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play
  - 3.2 Explain the professional skills required to support purposeful play and learning
  - 3.3 Analyse how play be organised to promote learning
  - 3.4 Evaluate the role of the adult in supporting play

### Delivery and Submission

The submission should be in the form of a report written in Word format.  
The recommended word limit is **3500** words excluding diagrams, references, and appendices.

### Referencing

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.  
Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.

## UNLOCKING WORDS: EXPLORING EARLY LANGUAGE AND COMMUNICATION

Unit Reference Number	M/651/3766
Unit Title	Unlocking Words: Exploring Early Language and Communication
Unit Level	4
Number of Credits	20

Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Structure	Pass / Fail

## Unit Aims

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

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the role of communication and language in children's development	1.1 Explain the impact of key theories on developing children's speech, communication and language 1.2 Analyse what role adults play in the development of children's language
2. Understand the development of communication and language	2.1 Discuss the key components of language 2.2 Explain the milestones in language development 2.3 Analyse age-appropriate activities to stimulate and aid language development
3. Understand the critical periods of language development	3.1 Describe what a 'critical period' is and why it's relevant to language learning. 3.2 Explain common difficulties that children may experience with their language skills. 3.3 Evaluate the specialist support available for children with complex needs in language development

## Assessment

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

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

<b>Scenario</b>	
You are an early year's educator working at the Bright Beginnings Nursery. Your role involves fostering language development in children aged 2 to 3 years. The nursery values a holistic approach, recognising that language skills are essential for cognitive, social, and emotional growth. Your task is to create a comprehensive guide to explore key theories, components of language, developmental milestones, and strategies for supporting children's language growth.	
<b>Task 1 of 1</b>	
<b>Unit Learning Outcome</b>	<b>Assessment Criteria</b>
LO1. Understand the role of communication and language in children's development	1.1, 1.2,
LO2 Understand the development of communication and language	2.1, 2.2, 2.3,
LO3 Understand the critical periods of language development	3.1, 3.2, 3.3
<b>Assignment Brief and Guidance</b>	
In your comprehensive guide, you will explore key theories, practical strategies, and milestones related to children's language development  Suggested structure:	
<b>Theories and Adult Roles in Children's Language Development</b> <b>Impact of Key Theories on Developing Children's Speech, Communication, and Language (1.1,1.2)</b> <ol style="list-style-type: none"> <li><b>Nativistic Theory (Chomsky):</b> <ul style="list-style-type: none"> <li>Impact: Language is innate and universal.</li> <li>Role of Adults: Provide linguistic input; activate the language acquisition device (LAD).</li> </ul> </li> <li><b>Social Constructivism (Vygotsky):</b> <ul style="list-style-type: none"> <li>Impact: Social interaction drives language development.</li> <li>Role of Adults: Scaffold language through joint activities and cultural context.</li> </ul> </li> <li><b>Cognitive Development Theory (Piaget):</b> <ul style="list-style-type: none"> <li>Impact: Cognitive processes underlie language acquisition.</li> <li>Role of Adults: Encourage symbolic play and exploration.</li> </ul> </li> </ol>	
<b>Components of Language and Developmental Milestones (2.1)</b> Key Components of Language <ol style="list-style-type: none"> <li><b>Syntax:</b> <ul style="list-style-type: none"> <li>Rules for sentence structure.</li> </ul> </li> <li><b>Morphology:</b> <ul style="list-style-type: none"> <li>Word formation (roots, prefixes, affixes).</li> </ul> </li> <li><b>Phonology:</b> <ul style="list-style-type: none"> <li>Speech sound patterns.</li> </ul> </li> <li><b>Semantics:</b> <ul style="list-style-type: none"> <li>Word meanings and context.</li> </ul> </li> <li><b>Pragmatics:</b> <ul style="list-style-type: none"> <li>Language use in social context.</li> </ul> </li> </ol>	
<b>Language Development Milestones (2.2)</b> <ul style="list-style-type: none"> <li>0-6 Months:</li> </ul>	

- 6-12 Months:
- 12-18 Months:
- 18-24 Months:
- 2-3 Years:
- 3-4 Years:

### Age-Appropriate Activities for Language Stimulation (2.3)

- Reading Aloud:
  - Picture books, rhymes, discussions.
- Play and Pretend:
  - Role-play, imaginative scenarios.
- Art and Creativity:
  - Drawing, describing, expanding vocabulary.

### Critical Period, Difficulties, and Specialist Support

#### Critical Period in Language Learning (3.1)

- **Definition:** Biologically determined window for optimal language acquisition.
- **Relevance:** Early exposure is crucial.

#### Common Language Difficulties (3.2)

- **Late Talkers:** Delayed expressive language.
- **Speech Sound Disorders:** Articulation challenges.
- **Language Disorders:** Comprehension or expression issues.

#### Specialist Support for Complex Needs (3.3)

- Speech-Language therapists:
  - Assess and treat language disorders.
  - Individualised interventions.

### Delivery and Submission

The submission should be in the form of a comprehensive guide

The recommended word limit is **3500** words excluding diagrams, references, and appendices.

### Referencing

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.

Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.

## EARLY PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

## Unit Aims

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

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand different aspects of personal development	1.1 Explain how children develop empathy, understanding and consider each other's' feelings 1.2 Explain how children develop a positive sense of self. 1.3 Analyse how children should be supported to manage emotions, develop a positive sense of self and set themselves simple goals
2. Understand emotional development	2.1 Discuss how personal and social factors influence a child 2.2 Explain how to value children's emotional intelligence. 2.3 Explain how to value children's linguistic or mathematical intelligence 2.4 Evaluate actions or activities to engage a child in to encourage emotional development
3. Understand social development	3.1 Describe the consequences of 'theory-of-mind' development for children's social competence and their success in school. 3.2 Explain how children learn to interact with others, form connections, and build friendships. 3.3 Analyse how, Vygotsky, Bandura and Bronfenbrenner see social development as important for a child's global development
4. Understand factors that might impact Personal Social and Emotional Development (PSED)	4.1 Discuss the factors which might hinder or delay PSED in children 4.2 Explain strategies that can promote PSED development 4.3 Analyse the benefits of strategies that promote PSED

## Assessment

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

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

<b>Task 1 of 1</b>	
Unit Learning Outcome	Assessment Criteria
LO1. Understand different aspects of personal development	1.1, 1.2, 1.3, 1.4, 1.5
LO2 Understand emotional development	2.1, 2.2, 2.3, 2.4
LO3 Understand social development	3.1, 3.2, 3.3, 3.4
LO4 Understand factors that might impact Personal Social and Emotional Development (PSED)	4.1,4.2,4.3
<b>Assignment Brief and Guidance</b>	
<p><b>Essay Task: “Child Development, Emotional Intelligence, and Social Competence”</b>  <b>Instructions:</b> Write an essay that addresses the following topics. You may draw from relevant research, theories, and practical examples to support your arguments.</p> <ol style="list-style-type: none"> <li><b>Empathy, Understanding, and Self-Concept (1.1, 1.2, 1.3):</b> <ul style="list-style-type: none"> <li>Explain how children develop empathy and understanding of others’ feelings.</li> <li>Discuss the factors that contribute to a positive sense of self in children.</li> <li>Analyse strategies to support emotional management, self-concept, and goal-setting in children.</li> </ul> </li> <li><b>Influence of Personal and Social Factors (2.1):</b> <ul style="list-style-type: none"> <li>Discuss how personal and social factors impact a child’s development.</li> <li>Consider environmental influences, family dynamics, and cultural context.</li> </ul> </li> <li><b>Valuing Emotional Intelligence (2.2):</b> <ul style="list-style-type: none"> <li>Explain the importance of emotional intelligence (EI) in children.</li> <li>Provide examples of how parents and educators can foster EI.</li> </ul> </li> <li><b>Social Development Theories (3.1, 3.2, 3.3):</b> <ul style="list-style-type: none"> <li>Describe the consequences of theory-of-mind development for social competence and academic success.</li> <li>Explain how children learn to interact with others and form friendships.</li> <li>Analyse Vygotsky’s, Bandura’s, and Bronfenbrenner’s perspectives on social development.</li> </ul> </li> <li><b>Promoting Positive Social-Emotional Development (4.1, 4.2, 4.3):</b> <ul style="list-style-type: none"> <li>Discuss factors that hinder or delay personal, social, and emotional development (PSED) in children.</li> <li>Propose effective strategies to promote PSED.</li> <li>Evaluate the benefits of implementing these strategies.</li> </ul> </li> </ol>	
<b>Delivery and Submission</b>	
<p>The submission should be in the form of an essay                      The recommended word limit is <b>3500</b> words excluding diagrams, references, and appendices.</p>	
<b>Referencing</b>	

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.  
Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.

# LEVEL 5 ASSIGNMENT BRIEFS



## EXPLORING EARLY YEARS PEDAGOGY AND BEST PRACTICES

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

### Unit Aims

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

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the role of the pedagogue in supporting children's learning and development	1.1 Discuss how the environment can be viewed as the 'third teacher' 1.2 Explain how a pedagogue supports social and emotional development. 1.3 Analyse how children learn through play and engaging senses
2. Understand how to involve the family and the home learning environment	2.1 Describe how a pedagogue engages with families to support children's learning. 2.2 Explain how a pedagogue contributes to creating a positive learning environment. 2.3 Evaluate the challenges and benefits of collaboration
3. Understand the concepts of making creativity part of the curriculum	3.1 Categorise approaches to creativity and creative learning in early childhood 3.2 Explain the value of fostering creativity in the Early Years curriculum 3.3 Evaluate how creativity can support young children's emotional, social, intellectual, communication and physical development

4. Understand the need to manage diversity and celebrate it within the curriculum	4.1 Discuss how parental and community engagement could provide broader support and resources 4.2 Explain how the curriculum should integrate managing and celebrating diversity 4.3 Analyse the importance of resources to celebrate and manage diversity for children
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## Assessment

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

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

<b>Scenario</b>	
You are asked to design several resources for little Explorers Preschool for your fellow educators that aim to increase their understanding of the environment as a 'third teacher', social emotional development, play- based learning, family engagement and collaborative practices.	
<b>Task 1 of 3</b>	
<b>Unit Learning Outcome</b>	<b>Assessment Criteria</b>
LO1. Understand the role of the pedagogue in supporting children's learning and development	1.1, 1.2, 1.3,
LO2 Understand how to involve the family and the home learning environment	2.1, 2.2, 2.3,
<b>Assignment Brief and Guidance</b>	
<p><b>Information Booklet for staff</b> at Little Explorers Preschool</p> <p>Notes on designing an information booklet:</p> <p><b>Front Cover Design</b></p> <ul style="list-style-type: none"> <li>• <b>Keep It Simple:</b> Design an attractive front cover that catches the reader's eye. Use relevant graphics or images.</li> <li>• <b>Title:</b> Make the title succinct and focused. Consider the intended audience when choosing the wording.</li> </ul> <p><b>2. Table of Contents (Optional)</b></p> <ul style="list-style-type: none"> <li>• While not always necessary, a table of contents can be helpful for longer booklets. It provides an overview of the topics covered.</li> </ul> <p><b>3. Introduction</b></p>	

- Clearly state the purpose of the booklet. Why are you writing it? What information will readers find inside?

#### **4. Sections Arranged by Topic**

- Divide the booklet into sections based on different topics. Each section should focus on a specific subject.
- Use headings and subheadings to guide readers through the content.
- Keep paragraphs concise and use bullet points or numbered lists for clarity.

#### **5. Content and Visuals**

- Write clear, concise text. Avoid jargon or overly complex language.
- Use relevant images, infographics, or diagrams to enhance understanding.
- Consider the layout—balance text with visuals to maintain reader engagement.

#### **Instructions for information booklet**

- Ensure you have engaging subheadings for your booklet that align with the Assessment criteria. Visuals will be appropriate to enhance your booklet.

Suggested content (although not prescriptive):

- 1. The Third Teacher:**
  - Explore how the physical environment influences children's development.
  - Design principles for creating intentional, inspiring spaces.
  - Case studies: Transforming corners into learning hubs.
- 2. Supporting Social and Emotional Growth"**
  - The pedagogue's role in fostering empathy, self-awareness, and resilience.
  - Strategies for promoting positive relationships among children.
  - Emotional literacy activities for the classroom.
- 3. "Sensory Play:**
  - Understanding the power of sensory experiences.
  - Play-based learning through touch, smell, taste, sight, and sound.
  - Setting up sensory stations and materials.
- 4. "Family Partnerships: Linking Home and School"**
  - Effective communication with families.
  - Cultural responsiveness and celebrating diversity.
  - Collaborative events: Workshops, family picnics, and storytelling sessions.
- 5. "Creating an Inclusive Environment"**
  - Building a sense of belonging and safety.
  - Classroom routines that promote well-being.
  - Celebrating achievements and milestones.
- 6. "Collaboration Challenges and successes"**
  - Benefits of teamwork among educators.
  - Overcoming obstacles: Time constraints, differing perspectives.
  - Celebrating successes and learning from setbacks.

#### **Ensure that you have included all the AC's that follow:**

- 1.1 Discuss how the environment can be viewed as the 'third teacher'
- 1.2 Explain how a pedagogue supports social and emotional development.
- 1.3 Analyse how children learn through play and engaging senses
- 2.1 Describe how a pedagogue engages with families to support children's learning.
- 2.2 Explain how a pedagogue contributes to creating a positive learning environment.
- 2.3 Evaluate the challenges and benefits of collaboration

#### **Delivery and Submission**

The submission should be in the form of a response to short answer questions  
The recommended word limit is **1500** words excluding diagrams, references, and appendices.

## Referencing

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.

Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.

## Task 2 of 2

### Unit Learning Outcome

### Assessment Criteria

LO3 Understand the concepts of making creativity part of the curriculum

3.1, 3.2, 3.3, 3.4

## Assignment Brief and Guidance

As part of the curriculum plan for little Explorers Preschool you have been asked to write a document that covers creativity and its impact on various aspects of young children's development.

### Categorising approaches to creative learning

Create a chart that categorises different approaches to fostering creativity in early childhood settings. Identify at least three distinct approaches (e.g., Reggio Emilia, Montessori, open-ended play).

For each approach, describe key principles, activities, and how it nurtures children's creativity.

### Exploring the value of creativity

Explain why fostering creativity is essential in the Early Years curriculum.

Discuss how creativity enhances children's cognitive, emotional, and social development, and provide examples where creativity leads to meaningful learning experiences

### Creativity and Holistic Development

Create a fictional case study, and evaluate how a child's engagement in creative activities (eg, art; storytelling impacted different aspects of development

### Ensure that you have included all the AC's that follow:

- 3.1 Categorise approaches to creativity and creative learning in early childhood
- 3.2 Explain the value of fostering creativity in the Early Years curriculum
- 3.3 Evaluate how creativity can support young children's emotional, social, intellectual, communication and physical development

## Delivery and Submission

The submission should be in the form of a short tasks

The recommended word limit is **1500** words excluding diagrams, references, and appendices.

## Referencing

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.

Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.

<b>Task 3 of 3</b>	
<b>Unit Learning Outcome</b>	<b>Assessment Criteria</b>
LO4 Understand the need to manage diversity and celebrate it within the curriculum	4.1,4.2,4.3
<b>Assignment Brief and Guidance</b>	
<p>Design an inclusive learning community portfolio. A portfolio can serve as a tool to reflect upon and showcase your knowledge and understanding in fostering an inclusive educational environment.</p> <p>You have been asked to produce a portfolio of information on <b>celebrating diversity and resources</b> available</p> <p>In your portfolio include</p> <ul style="list-style-type: none"> <li>○ the purpose of the portfolio</li> <li>○ A visual map of community resources in your locality and explain how each resource could benefit children, and strategies for involving parents in utilising these resources.</li> <li>○ Choose a theme or festival, or family tradition and explain activities that could be integrated into the curriculum to support this</li> <li>○ Select a book/video/teaching aid that promotes understanding of diverse backgrounds; analyse the resources; do they challenge stereotypes? Age appropriateness? How do they engage children's curiosity?</li> </ul> <p><b>Ensure that you have included all the AC's that follow:</b></p> <p>4.1 Discuss how parental and community engagement could provide broader support and resources</p> <p>4.2 Explain how the curriculum should integrate managing and celebrating diversity</p> <p>4.3 Analyse the importance of resources to celebrate and manage diversity for children</p>	
<b>Delivery and Submission</b>	
<p>The submission should be a portfolio of short tasks</p> <p>The recommended word limit is <b>1000</b> words excluding diagrams, references, and appendices.</p>	
<b>Referencing</b>	
<p>You are expected to use relevant academic and reliable sources, and clearly reference these in your work.</p> <p>Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.</p>	

## UNDERSTANDING CHILD BEHAVIOUR: THEORETICAL PERSPECTIVES AND INSIGHTS

Unit Reference Number	Y/651/3769
Unit Title	Understanding Child Behaviour: Theoretical Perspectives and Insights

Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Structure	Pass / Fail

## Unit Aims

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

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand theoretical perspectives of behaviour	1.1 Explain the principles of the Freudian theory that childhood experiences shape adult personalities 1.2 Evaluate the suitability of Freud's theory in explaining childhood experiences 1.3 Explain how attachment theory impacts the relationships children form 1.4 Critically analyse how behavioural learning theory suggests children learn through actions and events
2. Understand the social learning theory of child development	2.1 Describe the fundamentals of Bandura's social learning theory 2.2 Explain the limitations of the Bobo doll experiment 2.3 Analyse the key principles of Bandura's social learning theory
3. Understand Vygotsky's Sociocultural Theory	3.1 Explain Zone of Proximal Development (ZPD) in early years contexts and understand its significance for scaffolding learning 3.2 Critically analyse the strengths and limitations of Vygotsky's theory.
4. Understand Bronfenbrenner's Ecological Systems Theory	4.1 Explain the strengths of Bronfenbrenner's theory of the relationship between individuals and their environment 4.2 Explain the weaknesses of Bronfenbrenner's theory of the relationship between individuals and their environment 4.3 Analyse how the social environment is influential in gender behaviour

5. Understand how factors such as parenting style; divorce and separation impact children's behaviour	5.1 Explain how parenting style influences the social, and emotional development of children 5.2 Explain how adverse situations of parental interaction, divorce or separation affect children's behaviour

## Assessment

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

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

### Task 1 of 1

Unit Learning Outcome	Assessment Criteria
LO1. Understand theoretical perspectives of behaviour	1.1, 1.2, 1.3, 1.4, 1.5
LO2 Understand the social learning theory of child development	2.1,2.2,2.3
LO3 Understand Vygotsky's Sociocultural Theory	3.1,3.2
LO4.Understand Bronfenbrenner's Ecological Systems Theory	4.1,4.2,4.3
LO5 5. Understand how factors such as parenting style; divorce and separation impact children's behaviour	5.1,5.2

### Assignment Brief and Guidance

#### Essay Task:

You are required to cover various theories and concepts related to child development. This task will encourage critical thinking, analysis, and a comprehensive understanding of these theories.

#### Instructions:

#### 1. Freudian Theory and Childhood Experiences (1.1, 1.2):

- Explain the fundamental principles of Freud's psychosexual theory.
- Discuss how childhood experiences shape adult personalities according to Freud.
- Evaluate the suitability of Freud's theory in explaining childhood experiences.

#### 2. Bandura's Social Learning Theory (2.1, 2.2, 2.3):

<ul style="list-style-type: none"> <li>○ Describe the fundamentals of Bandura’s social learning theory.</li> <li>○ Analyse the limitations of the Bobo doll experiment.</li> <li>○ Explore the key principles of Bandura’s theory, emphasising observational learning.</li> </ul> <p><b>3. Vygotsky’s Zone of Proximal Development (ZPD) (3.1, 3.2):</b></p> <ul style="list-style-type: none"> <li>○ Explain ZPD in early years contexts.</li> <li>○ Discuss its significance for scaffolding learning.</li> <li>○ Critically analyse the strengths and limitations of Vygotsky’s theory.</li> </ul> <p><b>4. Bronfenbrenner’s Ecological Systems Theory (4.1, 4.2, 4.3):</b></p> <ul style="list-style-type: none"> <li>○ Explain the strengths of Bronfenbrenner’s theory regarding the relationship between individuals and their environment.</li> <li>○ Identify weaknesses or limitations of his theory.</li> <li>○ Analyse how the social environment influences gender behaviour.</li> </ul> <p><b>5. Parenting Styles and Adverse Situations (5.1, 5.2):</b></p> <ul style="list-style-type: none"> <li>○ Explain how different parenting styles impact children’s social and emotional development.</li> <li>○ Discuss the effects of adverse situations (e.g., parental conflict, divorce) on children’s behaviour.</li> </ul>
<p><b>Delivery and Submission</b></p>
<p>The submission should be in the form of a The recommended word limit is <b>4000</b> words excluding diagrams, references, and appendices.</p>
<p><b>Referencing</b></p>
<p>You are expected to use relevant academic and reliable sources, and clearly reference these in your work. Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.</p>



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

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

## Unit Aims

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

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand a wide range of special educational needs and disabilities	1.1 Describe a minimum of four special educational needs and disabilities that impact children's learning and development. 1.2 Explain how to adjust activities, resources, and communication to meet individual needs. 1.3 Analyse common conditions and their effect on children's learning and development
2. Understand the principles of working inclusively with children with disability and children with specific requirements	2.1 Explain legal entitlements for equality of treatment for children with disabilities and specific requirements 2.2 Critique the social model of disability 2.3 Critique the medical model of disability 2.4 Evaluate environmental adaptations that foster inclusive practice within an early year's settings

3. Understand how to work in partnership with parents and/or carers with disabled children with specific requirements	3.1 Describe the principles of partnerships with parents and/or carers of disabled children and those with specific requirements 3.2 Explain the roles and responsibilities of external agencies who are involved with disabled children and those with specific requirements 3.3 Evaluate the types of support and information parents and/or carers of disabled children or those with specific requirements may require
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## Assessment

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

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

### Scenario

You are a researcher working closely with an inclusive early years setting. The manager has requested a report that advises effective practices for supporting children with SEN and disabilities. The report aims to inform policies, teaching strategies, and collaborative efforts.

### Task 1 of 1

Unit Learning Outcome	Assessment Criteria
LO1. Understand a wide range of special educational needs and disabilities	1.1,1.2,1.3
LO2 Understand the principles of working inclusively with children with disability and children with specific requirements	2.1,2.2,2.3,2.4
LO3 Understand how to work in partnership with parents and/or carers with disabled children with specific requirements	3.1,3.2,3.3

### Assignment Brief and Guidance

Structuring your report

#### Introduction

In this report, you will explore various aspects related to special educational needs (SEN), disabilities, and inclusive practice. You will critically analyse different models of disability and consider the essential role of partnerships with parents and external agencies.

**Part 1: Understanding Special Educational Needs and Disabilities**

1. **Describe Four Special Educational Needs and Disabilities (SEN/D):**
  - Choose at least four specific SEN/D conditions (e.g., autism, dyslexia, ADHD, sensory impairments).
  - For each condition, explain how it impacts children's learning and development.
2. **Adjusting Activities, Resources, and Communication:**
  - Explain strategies for adjusting activities, resources, and communication to meet individual needs.
  - Consider sensory adaptations, differentiated materials, and personalized support.
3. **Common Conditions and Their Effects:**
  - Analyse common conditions (e.g., speech and language disorders, physical disabilities) and their impact on children's learning and development.
  - Discuss cognitive, social, and emotional effects.

**Part 2: Legal Entitlements and Models of Disability**

4. **Legal Entitlements for Equality of Treatment:**
  - Explain legal provisions (e.g., Equality Act 2010) that ensure equality for children with disabilities.
  - Discuss reasonable adjustments and the duty to support inclusion.
5. **Critique the Social Model of Disability:**
  - Define the social model of disability.
  - Critically analyse its strengths and limitations.
  - Consider its impact on policy and practice.
6. **Critique the Medical Model of Disability:**
  - Define the medical model of disability.
  - Discuss its implications for understanding disability.
  - Highlight potential drawbacks.
7. **Environmental Adaptations for Inclusive Practice:**
  - Evaluate environmental adaptations within early years settings.
  - Consider physical accessibility, sensory-friendly spaces, and inclusive resources.

**Part 3: Partnerships and External Agencies**

8. **Principles of Partnerships with Parents/Carers:**
  - Describe the principles of effective partnerships with parents and carers of disabled children.
  - Discuss communication, collaboration, and shared decision-making.
9. **Roles and Responsibilities of External Agencies:**
  - Explain the roles of external agencies (e.g., educational psychologists, speech therapists) involved with disabled children.
  - Consider assessment, intervention, and support.
10. **Support and Information for Parents/Carers:**
  - Evaluate the types of support and information parents and carers of disabled children may require.
  - Discuss signposting to relevant services and resources.

**Delivery and Submission**

The submission should be in the form of a report.  
The recommended word limit is **4000** words excluding diagrams, references, and appendices.

**Referencing**

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.

Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.

## SAFEGUARDING: CHILD PROTECTION AND KEEPING CHILDREN SAFE

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

### Unit Aims

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

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand current legislative frameworks and regulatory guidance	1.1 Explain children's right to be safe, with reference to: <ul style="list-style-type: none"> <li>the United Nations Convention on the Rights of the Child</li> <li>duty of care</li> <li>safe recruitment</li> </ul> 1.2 Critically analyse the legal requirements and guidance relating to the safeguarding of children
2. Understand how to respond to allegations that a child has been abused or harmed	2.1 Compare the types of child abuse. 2.2 Compare the indicators of child abuse 2.3 Explain the roles and responsibilities of key organisations that are involved when a child has been abused or harmed 2.4 Explain the principles of confidentiality and when to share information when a child has been abused or harmed. 2.5 Analyse the link between adverse childhood experiences and adult health and well-being

3. Understand ways in which early years professionals can effectively contribute to safeguarding and keeping children safe	3.1 Describe why it is important to work with children to ensure they have strategies to protect themselves 3.2 Describe how to recognise and assess hazards and risks to children in childcare settings. 3.3 Explain the responsibilities and obligations to foster resilience in children and help children to protect themselves 3.4 Explain the actions to take in response to concerns that a professional may be failing to comply with safeguarding procedures.
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## Assessment

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

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

### Scenario

You are a child protection officer working for a local authority or an organisation that interacts with children (e.g., preschool, healthcare provider, community centre). Your role involves ensuring the safety and well-being of children within your locality. Recently, there have been concerns raised about child safeguarding practices, and your supervisor has asked you to compile a comprehensive report.

### Task 1 of 1

Unit Learning Outcome	Assessment Criteria
LO1. Understand current legislative frameworks and regulatory guidance	1.1, 1.2, 1.3, 1.4, 1.5
LO2 Understand how to respond to allegations that a child has been abused or harmed	2.1, 2.2, 2.3, 2.4, 2.5
LO3 Understand ways in which early years professionals can effectively contribute to safeguarding and keeping children safe	3.1, 3.2, 3.3, 3.4

### Assignment Brief and Guidance

Complete a written report in the suggested structure below.

#### Instructions

- Children's Right to Be Safe (1.1,1.2):**
  - Explain the United Nations Convention on the Rights of the Child (UNCRC) and its significance.
  - Discuss the concept of "duty of care" in the context of child safeguarding.
  - Describe the importance of safer recruitment practices.
- Types of Child Abuse (2.1):**
  - Compare and contrast the different types of child abuse (physical, emotional,

<p>sexual, neglect).</p> <ol style="list-style-type: none"> <li>3. <b>Indicators of Child Abuse (2.2):</b> <ul style="list-style-type: none"> <li>○ Analyse common indicators that may suggest a child is experiencing abuse.</li> </ul> </li> <li>4. <b>Roles and Responsibilities (2.3):</b> <ul style="list-style-type: none"> <li>○ Explain the roles of key organizations (social workers, health professionals, police, education providers, children's services) when a child has been abused or harmed.</li> </ul> </li> <li>5. <b>Confidentiality and Information Sharing (2.4):</b> <ul style="list-style-type: none"> <li>○ Discuss the principles of confidentiality in child safeguarding.</li> <li>○ Describe situations when it is necessary to share information about child abuse.</li> </ul> </li> <li>6. <b>Adverse Childhood Experiences (ACEs) and Adult Health (2.5):</b> <ul style="list-style-type: none"> <li>○ Explore the link between adverse childhood experiences and long-term health outcomes in adulthood.</li> </ul> </li> <li>7. <b>Promoting Children's Resilience (3.1, 3.2, 3.3):</b> <ul style="list-style-type: none"> <li>○ Describe strategies to empower children to protect themselves.</li> <li>○ Explain how to recognize and assess hazards and risks in childcare settings.</li> <li>○ Discuss the responsibilities of professionals in fostering resilience in children.</li> </ul> </li> <li>8. <b>Addressing Non-Compliance (3.4):</b> <ul style="list-style-type: none"> <li>○ Outline actions to take if a professional fails to comply with safeguarding procedures.</li> </ul> </li> </ol>
<p><b>Delivery and Submission</b></p> <p>The submission should be in the form of a report  The recommended word limit is 4000 words excluding diagrams, references, and appendices.</p>
<p><b>Referencing</b></p> <p>You are expected to use relevant academic and reliable sources, and clearly reference these in your work.  Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.</p>

## EMERGING LITERACIES IN THE EARLY YEARS AND DIGITAL RESOURCES

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

### Unit Aims

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

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand what emergent literacy is	1.1 Explain the concept of emergent literacy skills 1.2 Explain the usual sequence by which children learn to read 1.3 Analyse the adult's role in assisting children's literacy development
2. Understand the role of the adult in preparing children for reading.	2.1 Explain how to choose appropriate books for children 2.2 Explain how adults create stimulating experiences and activities to encourage children's reading
3. Understand how to support children in making connections through early mark-making and writing development.	3.1 Describe how activities support the links between learning to write and learning to read 3.2 Explain the development of handwriting, to include pencil grip, fine motor movements, hand-eye coordination 3.3 Explain how to support writing development for children who are left-handed 3.4 Analyse the sequence by which children learn to write, to include mark-making, emergence of letters, ascribing meaning to marks, applying grapheme/phoneme knowledge.



4. Understand the use of digital resources to encourage reading	4.1 Identify any potential parent-child engagement issues in the use of digital resources. 4.2 Explain how digital sources can offer equitable access. 4.3 Evaluate the challenges that may exist in equitable access to digital books.
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## Assessment

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

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

<b>Scenario</b>	
In this assessment you are required to write an essay about literacy development in early childhood. From emergent literacy skills to the challenges of digital resources, and the role adults play in fostering reading and writing.	
<b>Task 1 of 1</b>	
<b>Unit Learning Outcome</b>	<b>Assessment Criteria</b>
LO1. Understand what emergent literacy is	1.1, 1.2, 1.3
LO2 Understand the role of the adult in preparing children for reading.	2.1, 2.2
LO3 Understand how to support children in making connections through early mark-making and writing development	3.1, 3.2, 3.3, 3.4
LO4 Understand the use of digital resources to encourage reading	4.1, 4.2, 4.3
<b>Assignment Brief and Guidance</b>	
<p><b>Introduction</b>                      Begin your essay by introducing the importance of literacy development in children. Highlight how literacy skills lay the foundation for lifelong learning, communication, and critical thinking. Emphasize the role of educators and parents in fostering literacy growth.</p> <p><b>1. Emergent Literacy Skills (1.1)</b>                      Emergent literacy encompasses the foundational skills and behaviors that precede formal reading and writing. These skills emerge gradually and form the bedrock for future literacy development. They include:</p> <ul style="list-style-type: none"> <li>○ <b>Phonological Awareness:</b> Recognizing and manipulating sounds in spoken language.</li> <li>○ <b>Print Awareness:</b> Understanding the conventions of print (e.g., left-to-right directionality, spaces between words).</li> <li>○ <b>Letter Recognition:</b> Identifying letters and their corresponding sounds.</li> <li>○ <b>Vocabulary Development:</b> Building a rich lexicon of words.</li> <li>○ <b>Listening Comprehension:</b> Understanding spoken language.</li> <li>○ <b>Fine Motor Skills:</b> Developing hand-eye coordination for writing.</li> </ul>	

## 2. The Usual Sequence of Learning to Read (1.2)

- Alphabet Awareness: Learning letter names, sounds, and formation.
- Phonemic Awareness and Phonics: Understanding that words are composed of different sounds (phonemes) and decoding printed words.
- Sight Words and Fluency: Developing a repertoire of frequently encountered words and reading with ease.
- Comprehension: Focusing on understanding and deriving meaning from texts.

## 3. The Adult's Role in Literacy Development (1.3, 2.2, 3.1)

- **Creating a Literacy-Rich Environment:**
  - Surround children with books, labels, and print materials.
  - Encourage conversations and storytelling.
  - Provide access to diverse texts.
- **Choosing Appropriate Books (2.1):**
  - Consider the child's interests, age, and reading level.
  - Engaging stories, vibrant illustrations, and relatable themes.
  - Involve children in book selection.
- **Stimulating Experiences and Activities (2.2, 3.1):**
  - Read aloud regularly, using expressive voices.
  - Explore different genres (fiction, non-fiction, poetry).
  - Connect reading to real-life experiences (cooking, nature walks).
- **Supporting Writing Development (3.2, 3.3, 3.4):**
  - Encourage mark-making and fine motor skills.
  - Teach proper pencil grip and hand-eye coordination.
  - Address left-handed writing needs.

## 4. Digital Literacy Challenges (4.1, 4.2, 4.3)

- **Parent-Child Engagement Issues:**
  - Balancing screen time and quality interactions.
  - Ensuring meaningful digital experiences.
- **Equitable Access:**
  - Digital sources offer flexibility and convenience.
  - Bridging the digital divide for all children.
- **Challenges in Digital Book Access:**
  - Availability of devices and internet access.
  - Ensuring diverse and high-quality digital books

### Conclusion

Summarise the critical role of literacy development in shaping children's cognitive abilities, creativity, and future success. Encourage ongoing collaboration between educators, parents, and communities to create a valuable literacy environment for all children.

### Delivery and Submission

The submission should be in the form of an essay.

The recommended word limit is **4000** words excluding diagrams, references, and appendices.

### Referencing

You are expected to use relevant academic and reliable sources, and clearly reference these in your work.

Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.

## UNDERSTANDING TRANSITIONS IN EARLY CHILDHOOD

Unit Reference Number	K/651/3773
Unit Title	Understanding Transitions in Early Childhood
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	40
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.5 Child development and well-being
Unit Grading Structure	Pass / Fail

### Unit Aims

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

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand what 'transition' means	1.1 Explain what is meant by the term 'transition' 1.2 Explain the different types of transition and what vulnerable groups these may impact. Critically analyse the underpinning theoretical explanations of how transitions are viewed
2. Understand how transitions can be supported in the first 3 years of life	2.1 Outline the transitions that may be experienced in the first 3 years of life. 2.2 Analyse why transitions in the first 3 years of life are important 2.3 Evaluate two techniques to support transitions in the first three years of life
3. Understand strategies to support transitions	3.1 Explain the strategies to support the child to transition to early years settings 3.2 Examine the transition faced by children in prisoner families and what strategies can support these children 3.3 Explain the support required for asylum and refugee children in early years settings 3.4 Analyse two strategies that would support a child's transition to an early year's setting.

### Assessment

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

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

## Scenario

Children face various transitions in life, and they can evoke a mix of emotions; such as excitement, anxiety, and curiosity, whether it is moving from one room to another in the same environment or transitioning from one setting to another, these transitions shape children's experiences. Children need caring adults to guide them through transitions, as some children are particularly vulnerable to change during transitions which can trigger insecurities. Transitions are opportunities for professional dialogue and communication within and between settings, as well as involving parents, ensures a holistic approach.

## Task 1 of 1

Unit Learning Outcome	Assessment Criteria
LO1. Understand what 'transition means	1.1, 1.2,
LO2 Understand how transitions can be supported in the first 3 years of life	2.1, 2.2, 2.3
LO3 Understand strategies to support transitions	3.1, 3.2, 3.3, 3.4

## Assignment Brief and Guidance

The following is a suggested structure for your essay:

### Introduction

### Understanding Transitions (1.1, 1.2)

- **Definition of Transition:**
  - Explain what the term "transition" means in the context of child development.
  - Discuss how transitions involve changes in settings, roles, or relationships.
- **Types of Transitions and Vulnerable Groups:**
  - Identify different types of transitions (e.g., home to school, moving house, family changes).
  - Analyse which vulnerable groups (e.g., children with additional needs, those from disadvantaged backgrounds) may be impacted more significantly during transitions.
  - Consider the emotional, social, and cognitive challenges vulnerable children face.
- **Theoretical Perspectives on Transitions:**
  - Critically analyse theoretical explanations (e.g., attachment theory, ecological systems theory) for how transitions are viewed.
  - Explore how these theories inform our understanding of children's coping mechanisms during transitions.

### 2. Transitions in the First 3 Years of Life (2.1, 2.2, 2.3)

- **Common Transitions:**
  - **Importance of Early** Outline transitions experienced by infants and toddlers (e.g., birth, weaning, starting childcare).

<ul style="list-style-type: none"> <li>○ Consider both major life changes and everyday transitions.</li> <li>● <b>Transitions:</b> <ul style="list-style-type: none"> <li>○ Analyse why transitions during the first three years of life matter.</li> <li>○ Discuss their impact on attachment, brain development, and social-emotional well-being.</li> </ul> </li> <li>● <b>Support Techniques:</b> <ul style="list-style-type: none"> <li>○ Evaluate two techniques (e.g., consistent routines, sensitive caregiving) to ease transitions during infancy and toddlerhood.</li> </ul> </li> <li><b>3. Strategies for Specific Transitions (3.1, 3.2, 3.3, 3.4)</b></li> <li>● <b>Transition to Early Years Settings:</b> <ul style="list-style-type: none"> <li>○ Explain strategies to support children transitioning to preschool or nursery.</li> <li>○ Consider gradual entry, familiar caregivers, and visual aids.</li> </ul> </li> <li>● <b>Children in Prisoner Families:</b> <ul style="list-style-type: none"> <li>○ Examine the unique challenges faced by children with parents in prison.</li> <li>○ Propose strategies (e.g., maintaining contact, providing emotional support) to mitigate these challenges.</li> </ul> </li> <li>● <b>Asylum and Refugee Children:</b> <ul style="list-style-type: none"> <li>○ Describe the specific needs of asylum-seeking and refugee children.</li> <li>○ Discuss cultural sensitivity, trauma-informed care, and language support.</li> </ul> </li> <li>● <b>Effective Strategies for General Transitions:</b> <ul style="list-style-type: none"> <li>○ Analyse two evidence-based techniques (e.g., social stories, peer support) that can ease transitions for all children.</li> </ul> </li> <li><b>Conclusion</b> Summarise the importance of thoughtful transitions, emphasizing the need for collaboration among families, practitioners, and communities.</li> </ul>
<p><b>Delivery and Submission</b></p> <p>The submission should be in the form of an essay. The recommended word limit is 4000 words excluding diagrams, references, and appendices.</p>
<p><b>Referencing</b></p> <p>You are expected to use relevant academic and reliable sources, and clearly reference these in your work. Citations should be added to the text and placed at the end in a reference list, using the Harvard referencing style.</p>