



The Open
University

Programme Specification

Faculty of Arts and Science

BA (Hons) Early Years, Education and Care

2017

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) in Early Years, Education and Care BA in Early Years, Education and Care Diploma in Higher Education in Early Years, Education and Care Certificate in Higher Education in Early Years, Education and Care
Teaching Institution	Havering College F & HE
Awarding Institution	The Open University (OU)
Date of latest OU validation	May 2017
Next revalidation	-
Credit points for the award	360 300 240 120
UCAS Code	
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	Early Childhood Studies (2015)
Other external and internal reference points used to inform programme outcomes	This degree has been mapped to the Early Years Educator criteria at levels 4 and 5.
Professional/statutory recognition	The National College for Teaching and Leadership (NCTL)
Duration of the programme for each mode of study (P/T, FT,DL)	F/T

Dual accreditation (if applicable)	The degree has been approved as being 'full and relevant' by the National College for Teaching Learning – this means that after successfully completing levels 4 and 5, students can be included in the Early Years Foundation Stage staff ratios at level 3.
Date of production/revision of this specification	December 2016 May 2017

2.1 Educational aims and objectives

The aims of the programme are to provide students with appropriate and relevant learning opportunities to develop:

- the appropriate knowledge and understanding required for the Early Years sector;
- the professional and practical skills and competencies that are required to work in a variety of Early Years contexts;
- the leadership and management skills needed to promote good practice and to model appropriate values and beliefs in the workplace;
- self-awareness, reflection and evaluation skills necessary to be able to recognise and evaluate the impact of their practice on other people in their work setting;
- an appropriate understanding of the regulatory and legislative framework for Early Years and to prepare students to work within this framework;
- professional accountability and a commitment to lifelong learning;
- transferable skills at graduate level.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme is not part of a hierarchy of awards/programmes.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Understand the conceptual underpinnings of early childhood as a subject area to include knowledge of some specialised areas and/or applications.</p> <p>A2: Knowledge and understanding of the interrelationships between political, economic, cultural, ideological, psychological, sociological, health, welfare, educational, philosophical, legal and historical contexts and the perspectives in the lives of children and their families which challenge inequalities and act as an advocate.</p> <p>A3: Knowledge and understanding of professional, reflective practice incorporating theoretical principles, working with babies, young children and their families and knowledge of management, leadership and organisational structures and of working with other professionals.</p> <p>A4: Knowledge of a range of research paradigms, research methods and measurement techniques required for systemic study relative to children and childhood.</p>	<p>Lectures, whole group and small group debates and discussions, question and answers, tutorials with mentors and module tutor. Literature and work-based research. Engage with professional standards, early childhood policies and reflect on current issues.</p> <p>Level 4 Knowledge and understanding of the concepts which underpin early childhood and the factors which contribute to the lives of children and their families. Learners should be able to identify and explain the policies and structure of Early Years settings and the value of working with other professionals. They should also develop a basic awareness of research methods and paradigms in early childhood.</p> <p>Level 5 Demonstrate systematic knowledge and critical understanding of early childhood from a range of perspectives and apply these to practice with children. Learners should be able to compare and contrast different policies and practices within settings and relate this to their own practice. They should also demonstrate a good working knowledge of research methodology which can be used in early childhood.</p> <p>Level 6 Demonstrate a critical awareness of early childhood from a range of perspectives and construct an in-depth understanding of factors which underpin practice with children and work within Early Years settings. Learners should be able to evaluate a range of research methodologies and analyse their use in early childhood.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Reflect upon a range of psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives and consider how these underpin understanding of early childhood, nationally and globally.</p> <p>B2: Apply multiple perspectives and evaluate competing positions on early childhood using a variety of research methods, theories, evidence and applications.</p> <p>B3: Evaluate competing positions in relation to the construction early childhood by different subjects, societal agents and time, place and culture.</p> <p>B4: Constructively critique theories, practice and research in the area of child development.</p>	<p>Apply key principles to related contexts through written and practical work – small group and whole group discussions surrounding key principles and educational policies, independent study.</p> <p>A work-based collection of evidence and reflective review of own professional conduct and positionality. Analysis of professional standards through discussions/debates and literature review and consider how these are applied throughout early childhood settings.</p> <p>Interrogation of theoretical concepts and principles of working with young children and their families through discussions/debates/independent learning and taught sessions.</p> <p>Level 4 Reflect upon a range of perspectives which underpin early childhood and be able to explain their significance in contributing to the developing child. To be able to describe and illustrate a range of theories and research which contribute to the study of early childhood.</p> <p>Level 5 Detect and interpret meaningful patterns in theories of child development which underpin the practitioners work with children and their families. Reason clearly, understand the role of evidence and make critical judgements about arguments relating to early childhood.</p> <p>Level 6 Evaluate and reflect on a range of theories and perspectives which relate to early childhood and draw conclusions linked to experiences within practice. Have a high-level knowledge and awareness of the skills needed for relational pedagogical approaches.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies, giving children a voice and challenging inequalities with regard to early childhood.</p> <p>C2: Demonstrate the ability to plan for and where appropriate, implement play, the curriculum and opportunities to meet and promote children’s health, emotional well-being, protection and safety and the conditions which enable them to flourish.</p> <p>C3: Demonstrate ways in which the practitioner can lead, support and work collaboratively with parents, carers and other professionals.</p> <p>C4: Reflect upon the ethics of studying early childhood and use and evaluate skills of observation, analysis and research to draw conclusions.</p>	<p>Evidence and work-based research. Engage with professional standards apply to own practice and reflect on salient issues.</p> <p>Reflection on mentor tutorials and reports on performance in the workplace.</p> <p>Collect evidence of team meetings and own participation. Review working practices and set goals for improvement. Student presentations.</p> <p>Level 4 Identify and explain policies and features of practice including curriculum which underpin early childhood. Describe and illustrate planning and assessment approaches to ensure the needs of children are met. The learner should be able to discuss the value of working with parents and other professionals.</p> <p>Level 5 Demonstrate and apply policies and features of practice including curriculum which underpin early childhood. Have a well-developed ability to plan for and implement the curriculum based on the needs of individual children. The learner should also demonstrate a well-developed ability to lead, support and work collaboratively with others in the early childhood context.</p> <p>Level 6 Summarise and evaluate policies and features of practice, including curriculum, which underpin early childhood. Have a highly developed ability to plan for and adapt the curriculum to respond to the needs of children. The learner should also be able to critically analyse the value of working collaboratively with others in the early childhood context.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Communicate and present ideas and research findings by written, oral and visual means.</p> <p>D2: Listen carefully to others and use the communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others.</p> <p>D3: Interpret and use numerical and other forms of data, research and theoretical perspectives to be able to offer and justify an informed point of view.</p> <p>D4: Approach problem solving in a systemic way and become more independent, resilient, responsible and pragmatic and develop as an autonomous learner.</p>	<p>Independent study, workshops, 1-1 tutorials. Plan and manage own study. Lectures, whole group and small group discussions, question and answers, tutorials with mentors and module tutor.</p> <p>Evidence-based research. Plan and manage own learning. Practical tasks. Prepare data in graphical and numerical formats. Take part in debates and discussions and justify one's own position. Review working practices.</p> <p>Level 4 Identify and use a range of methods for recording ideas and findings. Use a range of sources of information. Summarise a range of data.</p> <p>Level 5 Explore and apply a range of methods for communicating ideas and research findings. Solve problems by clarifying questions, considering alternatives solutions and evaluating outcomes. Critically explore a range of sources of information.</p> <p>Level 6 Present a wide range of theoretical positions and offer and justify a well informed and insightful point of view. Interpret and use numerical and other forms of data clearly, critically and securely. Demonstrate the ability to write with critical analysis. Use a very wide range of sources of information critically and with insight.</p>

4. Programme Structure

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Optional modules	Credit points
Academic Research and Study Skills	20	N/A	
Equality and Inclusion	20		
Early Years Policy and Curriculum	20		
Work-Related Learning	20		
Child Development	40		

Exit Award: Certificate in Higher Education in Early Years Education and Care (120 credits)

Programme Structure - LEVEL 5			
Compulsory modules	Credit points	Optional modules	Credit points
The Child in Context	20	N/A	
Children's Rights	20		
Safeguarding	20		
Social and Emotional Skills	20		
Professional Development and Partnerships	40		

Exit Award: Diploma in Higher Education in Early Years Education and Care (240 credits, of which 120 credits each at levels 4 & 5)

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional modules	Credit points
Contemporary Issues in Health and Well-being	30	N/A	
Working with Multi-professional Teams	30		
Leadership and Management	30		
Action Research Project	30		

Exit Award: BA Degree in Early Years, Education and Care (**300 credits**)

BA Degree (Hons) in Early Years, Education and Care (**360 credits**)

5. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

Where in the structure above a professional/placement year fits in and how it may affect progression

Any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

The Early Years Workforce Strategy (DfE 2017) identifies the importance of high-quality early learning and recognises that graduates with specialist Early Years training make a positive impact on the quality of settings and ultimately improve children's outcomes. High-quality Early Years settings can play a key role in supporting a child's brain and language development. As well as parents and carers, Early Years practitioners can have a crucial impact on children's development. Therefore, it is essential that every child has access to a high-quality Early Years setting. Many children attend Early Years settings which do not have access to an Early Years teacher (or staff with an equivalent degree-level qualification). In particular, children are much less likely to attend a setting with an Early Years teacher if they are attending a private, voluntary or independent setting (PVI). The added concern is that children living in disadvantaged areas are least likely to attend PVI settings with an Early Years teacher, which demonstrates the need for more Early Years graduates as evidence shows that high-quality Early Years education and care has particular benefits for children from disadvantaged areas (Save the Children, 2016).

By completing the BA (Hons) degree programme, students will have gained a higher level of knowledge and understanding of a range of theoretical concepts and contemporary issues concerning the Early Years sector. They gain further experience in report writing, observation, planning and evaluation and develop skills to evaluate and analyse this evidence, thus developing their academic skills.

Students must have access to an Ofsted registered Early Years setting that follows the Statutory Framework for the Early Years Foundation Stage if they are not already working. This will be discussed during the interview recruitment process. The department has a very experienced placement support team to help with this process, having access to a range of voluntary placements in and around the local area. Students must complete a minimum of 180 placement hours either employed or on a voluntary basis in an Early Years setting every semester.

Employer engagement is dependent on a positive working relationship between Havering College of Further & Higher Education (HCFHE) staff and employers from the sector.

All students are required to undertake a mandatory work placement that is an Ofsted registered Early Years setting that follows the Statutory Framework for the Early Years Foundation Stage. To meet the requirements of the Early Years Educator (EYE) standards, students must be assessed against the skills criteria in an Early Years setting by an HCFHE qualified assessor. The role and purpose of incorporating the EYE is that the Department for Education states that early childhood studies (ECS) and related degrees which are consistent with the QAA subject benchmark statement for early childhood studies, and have an element of assessed performance in an early years setting, are considered full and relevant.

This element of the degree is not simply a duplication of a level 3 qualification that a student has already achieved. For students who completed their level 3 qualification pre-2014, or have achieved A levels, the process of being assessed against the EYE criteria

will provide them with an up-to-date qualification in this area that is recognised by employers. For all students, pre- and post-2014 the achievement of meeting the EYE standards requires that the student takes ownership of the assessment process which will be evidenced and graded in modules Work-related Learning at Level 4 and Professional Practice and Partnerships at Level 5.

Students must attend college one full day a week, to take advantage of the teaching and learning opportunities available. There will also be drop-in workshops available to further support students with their studies. The one day a week attendance is to facilitate students who are already working and will only need day-release from their setting. It is also beneficial to students who are seeking a voluntary placement as it means they can be more flexible with days/times. The college aims to offer the degree programme on the same week day each year to assist the students and the settings in their forward planning. This widening-participation model creates opportunities for students who would not be able to attend more than one day a week and promotes employer engagement with the programme.

The knowledge and skills gained from this study will enable students to, for example, become leaders in Early Years settings, gain entry onto Post Graduate Certificate in Education and progression to Post Graduate study at both Master's (Level 7) and to Doctorate (Level 8) studies.

Progressive steps have been placed at the end of levels 4, 5 and 6 as follows:

Level 4 Progression to Level 5

Completion of 120 credits at level 4. To exit – completion of 120 Level 4 credits will enable the student to exit with a *Certificate in Higher Education Early Years, Education and Care*.

Level 5 progression onto Level 6

Completion of 120 Level 4 credits and 120 Level 5 credits. This will enable the student to exit with a *Diploma in Higher Education Early Years, Education and Care*.

Level 6 - Exit Awards

Completion of 120 Level 4 credits, 120 Level 5 credits and 60 Level 6 credits. This will enable the student to exit with a *BA Degree Early Years, Education and Care*.

Completion of 120 Level 4 credits, 120 Level 5 credits and 120 Level 6 credits. This will enable the student to exit with a *BA Honours Degree Early Years, Education and Care*.

The programme benefits from the contribution of external speakers from the Early Years industry and the expertise and experience from the various disciplines within the Health & Social Studies Department; this includes nurses, counsellors, social workers and Early Years practitioners.

6. Support for students and their learning

Students have a range of support structures available to them dependent on their specific needs. These include:

- A study tutor – all students are allocated a study tutor whose role it is to offer academic and professional support throughout the time the student is on the programme.
- Academic skills support – a structured induction led by the academic team and supported by colleagues from other areas of the college (Learning Resources Centres, Quality and Standards and Learning Support) serves to underpin academic skills appropriate to higher education study. This is further supported by ongoing academic skills sessions focusing on specific issues during the modules of the programme where the students are able to share ideas and knowledge and receive lecturer and peer support around specific academic skills.
- HE Learning Support Co-ordinator – a dedicated member of staff is employed to offer support to HE students with disabilities or learning support needs. Diagnostic assessment can be undertaken for specific learning difficulties; referrals made for other assessments that may be required; support provided with accessing DSA funding and finding appropriate support workers as required. Additional drop-in sessions are organised at key points in the academic year to enable students to access 1:1 support with their academic skills if required.
- ESOL support for HE students – although there are clear expectations that those entering the programme will have demonstrated that they have sound written and verbal communication skills there may be a need for some students to receive additional support in relation to English as an academic language.
- HE Development Worker – Two part-time HE development advisors are employed to work specifically with HE students on the Quarles campus of the college. These members of staff are able to provide guidance and advice on a range of issues in relation to college policies and procedures, personal and financial issues. The student services team also work to develop and support StARS (Student Academic Representatives) in representing the views of their cohorts on programme and college-wide issues.
- Counsellor – if personal problems become such that personal tutors and student services advisors are no longer able to support individual students, the college employs a counsellor who students may either self-refer or be referred to for additional support.
- The college will offer and deliver mentor training to relevant individuals who have volunteered to mentor a student during their HE studies. Each mentor needs to be qualified to degree level in a relevant subject area and will be awarded a certificate in recognition of attendance and support. A mentor may be appointed from the student's place of work, or sector. This could be a colleague, supervisor or line manager and does not need to be someone working directly with the student although sometimes this might be useful. Judgments need to be made on individual cases, but the mentor needs to be a person the student feels they can discuss their anxieties with honestly and safely. Every student will be supported by a named mentor throughout their studies. The Mentoring Guide sets out expectations of the mentee and mentor roles.
- Placement Supervisor a suitably qualified member of staff where the student is carrying out their work programme. This staff member is to support the student with the work based element of their programme. The Placement Handbook sets out the Placement Supervisor's roles and responsibilities.

- Personal development planning (PDP) is embedded throughout the programme. For example, tutorials are used to help students consider their learning needs and identify the support that may be needed to support those needs.

7. Criteria for admission

Entrants will normally hold a relevant FE level three qualification, such as:

- 120 (48 new tariff) UCAS points from A levels in relevant subject such as Health and Social Care, Psychology, Sociology & Social Policy;
- Level 3 NVQ in Caring for Children and Young People;
- Level 3 NVQ in Childcare and Education;
- Level 3 NVQ in Children's Care, Learning and Development;
- Level 3 NVQ in Early Years Care and Education;
- Level 3 NVQ in Playwork;
- Level 3 Diploma in Childcare and Education: Early Years Educator;
- Level 3 Diploma for the Children and Young People's Workforce (Early Learning and Childcare);
- the NNEB Certificate and Diploma are considered full and relevant at level 3;
- other comparable level 3 qualifications will be considered.

All applicants:

- must already hold GCSEs at grade C or above (grade 4 or above under the 2017 framework) in English language and mathematics or Level 2 Functional Skills in both English and mathematics;
- must have an enhanced DBS check;
- must be employed or on placement in an appropriate Ofsted registered Early Years setting that follows the Statutory Framework for the Early Years Foundation Stage for a minimum of 12 hours per week.

All applications are made through UCAS.

8. Language of study

English

9. Information about assessment regulations

The college works within Assessment Regulations (September 2015) that have been written by the Open University (CICP).

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The college has well-developed mechanisms for receiving and evaluating standards of teaching and learning. These include:

1. Course Board of Studies meetings with student representatives.
2. Focus groups with student cohorts from HE programmes.
3. A college student survey focusing on curriculum, academic faculty and college issues.
4. End of module evaluation questionnaires managed centrally.
5. Teaching and Learning observations.
6. College and programme information from the National Student Survey.
7. External Examiner visits and reports.
8. Student meetings with an Academic Reviewer from the Open University (OU).
9. An Annual Programme Evaluation Report written by the Programme Manager, is scrutinised by students at the Course Board of Studies meeting in October, January and April of each academic year. All reports are scrutinised at college level by the HE Quality Department and Higher Education Strategy and Operations Group (HESOG).
10. Staff appraisals.

Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Programme Outcomes

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	Academic Research and Study Skills			✓	✓				✓					✓		✓	
	Child Development		✓	✓		✓							✓	✓		✓	
	Equality and Inclusion	✓	✓							✓					✓	✓	
	Early Years Policy and Curriculum		✓				✓							✓		✓	
	Work-related Learning	✓	✓				✓							✓	✓		

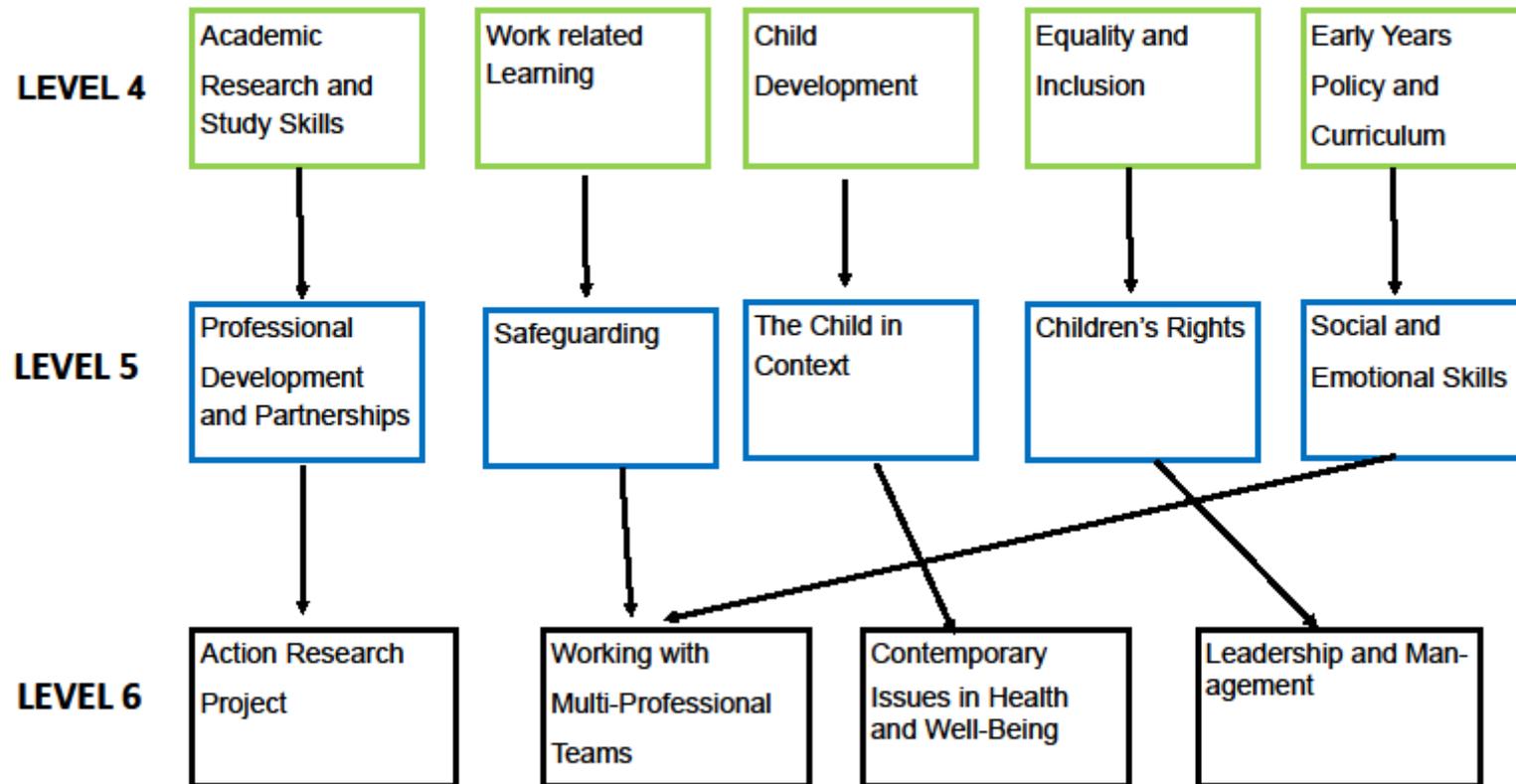
Programme Outcomes

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
5	Professional Development and Partnerships	✓	✓			✓	✓							✓		✓	✓
	Safeguarding		✓	✓						✓	✓	✓		✓	✓		
	The Child in Context	✓				✓	✓							✓		✓	
	Children's Rights		✓					✓		✓				✓		✓	
	Social and Emotional Skills			✓		✓								✓	✓	✓	

Programme Outcomes

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
6	Contemporary Issues in Health and Well-being		✓	✓						✓	✓	✓		✓		✓	
	Working with Multi-professional Teams	✓		✓		✓					✓	✓		✓	✓	✓	
	Leadership and Management	✓	✓				✓			✓		✓		✓	✓	✓	
	Action Research Project			✓	✓		✓						✓			✓	

Programme Structure



Appendix One

Early Years Educator Criteria

1. Support and promote children's early education and development

- 1.1 Understand the expected patterns of **children's development** from birth to 5 years and have an understanding of further development from age 5 to 7.

Children's development patterns to include:

- cognitive
 - speech, language and communication development
 - literacy and numeracy
 - physical
 - emotional
 - social
 - neurological and brain development
- 1.2 Understand the significance of attachment and how to promote it effectively.
- 1.3 Understand a range of underpinning theories and philosophical approaches to how children learn and develop and their influence on practice.
- 1.4 Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances.
- 1.5 Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
- 1.6 Understand the importance to children's holistic development of:
- speech, language and communication
 - personal, social and emotional development
 - physical development
- 1.7 Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.
- 1.8 Understand the potential effects of, and how to prepare and support children through, **transitions and significant events** in their lives.

Transitions and significant events include:

- moving to school
- starting and moving through day care
- birth of a sibling
- moving home
- living outside of the home
- family breakdown
- loss of significant people
- moving between settings and carers

1.9 Understand the current early education curriculum requirements.

1.10 Promote equality of opportunity and anti-discriminatory practice.

2. Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school.

2.1 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.

To include:

- Communication and language (extending vocabulary, language structure, and dialogue, for example)
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

2.2 Ensure plans fully reflect the stage of development, individual needs and circumstances of children.

2.3 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.

2.4 Encourage children's participation, ensuring a balance between adult-led and child initiated activities.

2.5 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.

- 2.6 Support and promote children's speech, language and communication development.
- 2.7 Support children's group learning and socialisation.
- 2.8 Model and promote positive behaviours expected of children.
- 2.9 Support children to manage their own behaviour in relation to others.
- 2.10 Understand when a child is in need of additional support.
- 2.11 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate. **WRL**

3. Make accurate and productive use of assessment

- 3.1 Understand how to assess within the current early education curriculum framework using a range of assessment techniques.
- 3.2 Carry out and record observational assessment accurately.
- 3.3 Identify the needs, interests and stages of development of individual children.
- 3.4 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.
- 3.5 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.

4. Develop effective and informed practice

- 4.1 Demonstrate a good command of the English language in spoken and written form.
- 4.2 Explain the importance of continued professional development to improve own skills and Early Years practice.
- 4.3 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).

5. Safeguard and promote the health, safety and welfare of children

- 5.1 Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
- 5.2 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
- 5.3 Plan and carry out physical care routines suitable to the age, stage and needs of the child.
- 5.4 Understand why health and well-being are important for babies and children and promote healthy lifestyles.
- 5.5 Understand how to respond to accidents and emergency situations.
- 5.6 Demonstrate skills and knowledge for the **prevention and control of infection**.
- Prevention and control of infection** including:
- hand washing
 - food hygiene
 - dealing with spillages safely
 - safe disposal of waste
 - using correct personal protective equipment
 - knowledge of common childhood illnesses and immunisation
 - exclusion periods for infectious diseases
- 5.7 Carry out risk assessment and risk management in line with policies and procedures.
- 5.8 Understand safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of **abuse**, and know how to act to protect them.

Types of **abuse** including:

- domestic
- neglect
- physical
- emotional
- sexual abuse

- 5.9 Maintain **accurate and coherent records and reports** and share information, only when appropriate, to ensure the needs of all children are met.

Records and reports include:

- medication requirements
- special dietary needs
- planning
- observation and assessment,
- health, safety and security
- accidents
- daily registers

6. Work in partnership with the key person, colleagues, parents and/or carers or other professionals

- 6.1 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.
- 6.2 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.
- 6.3 Encourage parents and/or carers to take an active role in the child's play, learning and development.

Appendix 2 – Early Years Teacher Status Criteria

1	Set high expectations which inspire, motivate and challenge all children.
1.1	Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop.
1.2	Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.
1.3	Demonstrate and model the positive values, attitudes and behaviours expected of children.
2	Promote good progress and outcomes by children.
2.1	Be accountable for children's progress, attainment and outcomes.
2.2	Demonstrate knowledge and understanding of how babies and children learn and develop.
2.3	Know and understand attachment theories, their significance and how effectively to promote secure attachments.
2.4	Lead and model effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
2.5	Communicate effectively with children from birth to age five, listening and responding sensitively.
2.6	Develop children's confidence, social and communication skills through group learning.
2.7	Understand the important influence of parents and/or carers, working in partnership with them to support the child's well-being, learning and development.
3	Demonstrate good knowledge of early learning and EYFS.
3.1	Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.
3.2	Demonstrate a clear understanding of how to widen children's experience and raise their expectations.
3.3	Demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.
3.4	Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.
3.5	Demonstrate a clear understanding of appropriate strategies for the teaching of early mathematics.
4.	Plan education and care taking account of the needs of all children.
4.1	Observe and assess children's development and learning, using this to plan next steps.
4.2	Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.
4.3	Promote a love of learning and stimulate children's intellectual curiosity in partnership with parents and/or carers.
4.4	Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.
4.5	Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.
5.	Adapt education and care to respond to the strengths and needs of all children.
5.1	Have a secure understanding of how a range of factors can inhibit children's learning and development and how best to address these.

5.2	Demonstrate an awareness of the physical, emotional, social, intellectual development and communication needs of babies and children, and know how to adapt education and care to support children at different stages of development.
5.3	Demonstrate a clear understanding of the needs of all children, including those with special educational needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.
5.4	Support children through a range of transitions.
5.5	Know when a child is in need of additional support and how this can be accessed, working in partnership with parents and/or carers and other professionals.
6.	Make accurate and productive use of assessment.
6.1	Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements.
6.2	Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.
6.3	Give regular feedback to children and parents and/or carers to help children progress towards their goals.
7.	Safeguard and promote the welfare of children, and provide a safe learning environment.
7.1	Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.
7.2	Establish and sustain a safe environment and employ practices that promote children's health and safety.
7.3	Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.
8.	Fulfil wider professional responsibilities.
8.1	Promote equality of opportunity and anti-discriminatory practice. 8.2 Make a positive contribution to the wider life and ethos of the setting. 8.3 Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.
8.2	Make a positive contribution to the wider life and ethos of the setting
8.3	Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.
8.4	Model and implement effective education and care, and support and lead other practitioners including Early Years Educators.
8.5	Take responsibility for leading practice through appropriate professional development for self and colleagues.
8.6	Reflect on and evaluate the effectiveness of provision, and shape and support good practice.
8.7	Understand the importance of and contribute to multi-agency team working.