

Qualification Specification

NCFE CACHE Level 3 Diploma in Holistic Baby
and Child Care (Early Years Educator)

QRN: 601/5636/3

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NCFE CACHE Level 3 Diploma in Holistic Baby and Child Care (Early Years Educator)

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v4.1	April 2019	Safeguarding guidance added
v5.0	August 2019	HBC-L3-10 Unit 10 LOs and Delivery and Assessment Requirements has been amended to strengthen the safeguarding information.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units you will be required to complete to gain this qualification. It also contains some extra information for your tutor or assessor. Further information for Tutors and Centres can be found in the NCFE CACHE Level 3 Holistic Baby and Child Care (Early Years Educator) Tutor and Centre Guidance document.

How the qualification works

This qualification is made up of units each representing a small step of learning.

Each unit has:

- **A level** - shows how difficult it is
- **A unit aim** – explains what is covered in the unit
- **Learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **Assessment criteria** – what you need to show (evidence)
- **Additional assessment information** – specifies what needs to be included in order for the assessment criteria to be met

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning-outcomes The learner will: ☐	Assessment-criteria The learner can: ☐	Evidence-record e.g. page-number & method ☐	Assessor-judgement-achieved Initial and date ☐
1. Understand holistic principles of child development from birth to three ☐	1.1. Describe key aspects of Steiner's principles of child development from birth to three years ☐	☐	☐

Understanding Learning Outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

Knowledge based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is www.cache.org.uk. The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens, we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.qualhub.co.uk.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 3 Diploma in Holistic Baby and Child Care (Early Years Educator)
Qualification number	601/5636/3
Aim	The aim of this qualification is to provide the learner with the expertise, skills and professional approach needed to become an EYE qualified holistic early years practitioner. This qualification prepares learners to use a Steiner Waldorf and Pikler approach to baby and early years education and care, appropriate to holistic and mainstream settings.
Purpose Ofqual code and description (where applicable)	D1. Confirm competence in an occupational role to the standards required.
Total Qualification Time (hours)	660
Guided learning hours	280
Minimum age of learner	18 years
Age ranges covered by the qualification	Birth to 7 years
Real work environment (RWE) requirement / recommendation	A minimum of 100 hours Professional Placement in an early years setting is required. Some of the assessment criteria in this qualification must be assessed on the Professional Placement (in a Real Work Environment). Evidence from the Professional Placement will contribute to the learner's portfolio of evidence.
Rules of Combination	Learners must complete the 12 mandatory units.
Progression including Job Roles (where applicable)	Learners may progress to work in an early years setting, including in the role of an early years educator, adult and child group leader, childminder and carer of children under 3 years in a Steiner Waldorf or mainstream setting. Learners can also progress to the Level 4 Steiner Waldorf Diploma in Early Childhood Studies (EYE).

Recommended assessment methods	All units will be internally assessed using a range of assessment methods evidencing knowledge, understanding and skills. These contribute to a portfolio of evidence which includes assessment in the Professional Placement (Real Work Environment).
Grading system	The qualification will be pass or refer, and all the assessment criteria for the units must be achieved in order to obtain a pass. All units are mandatory.
How long will it take to complete?	It is estimated that to complete all aspects of the qualification, including the professional placement, it will take a learner approximately 660 hours. This qualification can be completed within 18 months based on part-time study, although other delivery models are possible and should be discussed during the qualification approval process.
Entry requirements / recommendations	Learners must be 18 years of age or over. Learners must be able to provide evidence of previous study at level 2 (or equivalent), or have equivalent work experience. Applicants for whom English is not the first language must be able to demonstrate sufficient spoken and written English skills to meet the requirements of this qualification. GCSE English and Maths at grade C or above (or equivalent) is a requirement for learners intending to work as Early Years Educators and be counted in the EYFS ratios.
Developed by	Developed by Crossfields Institute in conjunction with CACHE. Subject expertise provided by Dorothy Marlen, Holistic Early Years Education Specialist.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/5636/3.

Qualification Introduction and Purpose

Introduction

The Holistic Baby and Child Care qualification is based on the principles of Steiner Waldorf early childhood education, and the approach to early childhood care developed by Dr Emmi Pikler. This qualification takes current understanding and practice of early childhood care towards a new paradigm of holistic practice. It is suitable for all those wishing to care for young children and support parents in a child-centred and holistic way. The qualification aims to draw from and build on existing good practice within the sector, introducing learners to a new paradigm of holistic practice. Fundamentally, this approach values the dignity of the young child, and the means by which every child's natural, individual development can be supported and enhanced through high levels of awareness, skill and sensitivity brought by the holistic early years practitioner. It is with the aim of supporting learners in the development of knowledge, understanding and expertise appropriate for holistic early childhood care, that Crossfields Institute and CACHE have developed this qualification.

“Emmi Pikler taught the staff how to instil from day one of the infant’s life, a respectful dialogue of gesture, speech and attention. She thus created a ‘culture of ways’, to touch, to pick the infant up, to hold him in the arms, how to pay attention to him and how to respect his signals. The end result of this approach is the creation of a psychological space that optimizes the infant’s development, in whatever context he is growing up.¹”

“There are three primary virtues which we must develop in the child: gratitude, love and responsibility. These three virtues are the foundation on which the whole social life is built.²”

“Whatever a young child is told to do should not be artificially contrived by adults who are comfortable in our intellectual culture, but should spring from life’s ordinary tasks. The whole point of a nursery class is to give young children the opportunity to imitate life in a simple and wholesome way.³”

“By different routes, both Pikler and Steiner arrived at the same results. In decades of shared work, this fruitful alliance has proven its worth, facilitating a professional approach that, in work with both parents and children, broadens the carer’s skills and offers clearer guidelines.⁴”

¹ Tardos, A (2010) *Introducing the Piklerian Developmental Approach, History and Principles*; The Signal, Newsletter of the World Association for Infant Mental Health Vol. 18 3-4 2010 p.2.

² Steiner, R (1996) *The Education of the Child*; Anthroposophic Press.

³ Nicol, J and Taplin, J (2012) *Understanding the Steiner Waldorf Approach: Early Years Education in Practice*; Routledge.

⁴ Compani, L and Lang, P (Eds.) (2013) *Waldorf Kindergartens Today*; Floris Books.

Objective

The objective of this qualification is to provide the learner with the knowledge, understanding, skills and professional approach needed to become a holistic early years practitioner. This qualification will prepare learners to work in a range of early years care situations, including birth to five early years education and care settings, parent and child groups, holistic childminding, Steiner Waldorf birth to three years settings, as well as mainstream settings.

To meet the objective as articulated above, the training of holistic early years practitioners must involve the learner's development of the following knowledge, understanding and competence:

- understanding of a range of child development (birth to seven years) educational theories and approaches with a focus on birth to three years development
- understanding of principles and practices which support the holistic physical, emotional, cognitive and spiritual development of the child
- understanding of the natural sequencing of gross and fine motor development in young children
- understanding of the role of imitation and play in the first seven years of childhood
- knowledge and skills in observing, evaluating and recording children's learning and development
- skills in self-reflective practice and personal development
- knowledge and skills in all aspects of physical care of the young child
- skills in delivering pedagogical and therapeutic arts, crafts, language and music activities
- skills for preparing appropriate holistic indoor and outdoor environments
- skills in applying role modelling, daily rhythms, domestic activities, and nurturing and creative arts
- understanding and skill in applying Steiner Waldorf pedagogical principles
- understanding and skill in applying Pikler approaches to early childhood care and how they are integrated with Steiner Waldorf pedagogical principles
- skills in relationship building and communication including with parents and other professionals
- skills in supporting parents in parent and child groups
- skill in facilitating learning in a holistic early years learning environment
- understanding of and ability to comply with current early years legislation, including the safeguarding and promotion of the health, safety and welfare of children
- understanding and ability to fulfil the Early Years Foundation Stage (EYFS) statutory requirements
- understanding and practise of self-care.

Context

These objectives are placed in the context of and are informed by current research, Early Years Educator criteria as articulated by the National College of Teaching and Leadership, the Early Years Foundation Stage guidance, and best practice in the early years sector. This broader view provides the opportunity for learners to place a synthesis of Steiner Waldorf and Pikler educational principles and practice in the overall context of early years education and gives learners the opportunity to integrate best practice from across the sector into a holistic early years approach.

Overview of the Learning Process

This qualification is comprised of a set of twelve mandatory units, each of which contribute to the learner's development of knowledge, understanding and skill.

The **Level 3 Diploma in Holistic Baby and Child Care (Early Years Educator)** qualification takes learners through a process which gives them a grounding in the historical context, philosophical approach and developmental understanding of the care and education of young children, informed by an integration of Steiner Waldorf early years principles and the Pikler approach. This qualification creates a firm foundation from which holistic early years practitioners can practice. The integration of theory, principles and practice is key to this qualification, and learners will be encouraged to actively reflect on their learning process in order to fully integrate and apply newly acquired knowledge and understanding.

Overview of units

To be a holistic early years practitioner, learners will be required to integrate theory, practical skills, their own unique gifts and attributes, and the application of all of these areas into practice. Therefore the units have been themed into four groups that demonstrate how each group contributes to and supports the holistic development of the learner. To ensure that the training prepares learners for the working environment, the qualification requires that learners integrate these four areas in practice. This practice will culminate in Unit 12, where the majority of the learner's applied knowledge and skill will be assessed.

The Principles – knowledge and understanding units (Units 1, 2 and 3)

Learners will begin to engage in the broader context of holistic early years theory and principles. They will be introduced to Rudolf Steiner's (1861 – 1925) key principles of human development, and the work of Emmi Pikler (1902 – 1984), in the context of holistic baby and child care. They will explore a range of holistic approaches to supporting the development of the child from birth to seven years, focusing in particular on Steiner's principles of education and child development and the Pikler Institute approach to the motor development and care needs of the young child from birth to three years. In order to contextualise their learning, learners will be introduced to the different principles and practice of a range of approaches to early years education and care, comparing key contemporary theories relevant to early years education with Steiner Waldorf pedagogy and the Pikler approach to practice.

The Heart of Care – practical skills based units (Units 6, 7 and 8)

These units explore the role of the adult in meeting the child's holistic care and learning needs. Included in this will be an exploration of the Steiner Waldorf approach to early childhood physical health and care. In order to place their theoretical knowledge of holistic early years learning in context, learners will look at

the practice and purpose of practical skills and pedagogical arts in early childhood education. Finally, learners will explore the idea of the Heart of Care: the holistic principles and practice of planning and providing appropriate early years care and learning environments.

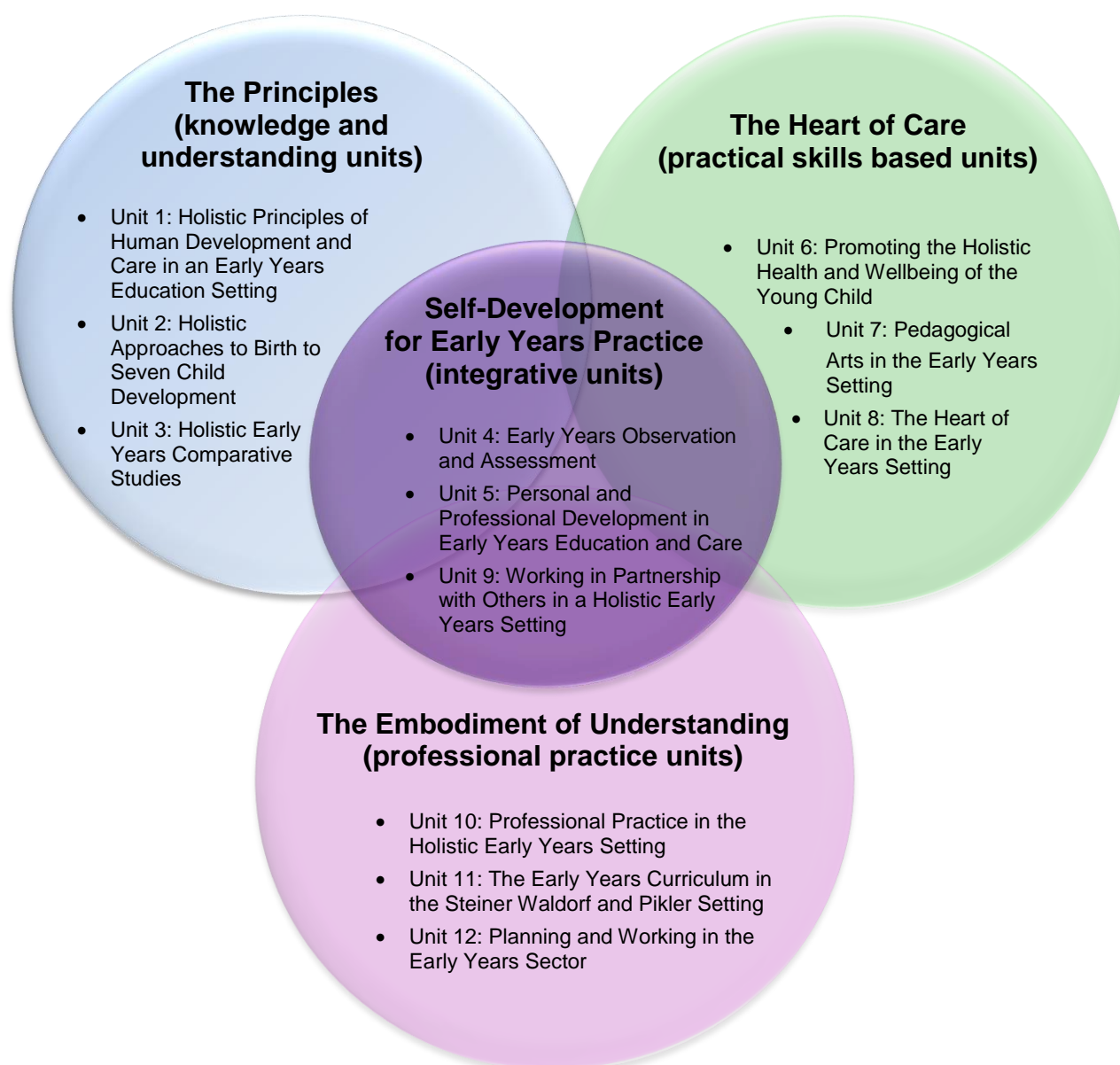
Self-Development for Early Years Practice – integrative units (Units 4, 5 and 9)

These units aim to support the learner in reflecting on their own development, and how their growing knowledge, understanding and skill can be integrated. Learners will explore a range of observation and reflective techniques, as well as skills fundamental to the support of healthy early childhood development. Steiner Waldorf and Pikler, as well as other approaches, will be considered in the context of current statutory requirements. Within these units, learners will also consider the personal and professional skills and attributes required of the effective holistic early years practitioner. Learners will begin to consider effective working practices, and develop the knowledge and understanding required when working in partnership with parents and other professionals in a holistic early years setting.

The Embodiment of Understanding – professional practice units (Units 10, 11 and 12)

Within these units, the learner will develop the professional skills they will require when working in a holistic early years setting. Learners will explore the Steiner Waldorf curriculum content and the Pikler approach to care and education, and how the statutory framework for Early Years Foundation stage learning and development requirements and assessment requirements are met within a holistic approach. Finally, learners will be supported in considering progression opportunities into the workplace. They will be encouraged to begin thinking about a range of vocational routes in holistic early years care that they may wish to pursue.

Overview of unit themes



Access and Entry Requirements

Equality of opportunity is a key and integral part of our vision. We aim to be a truly open, accessible and diverse organisation, and is committed to the principle of equality of opportunity in education. This qualification has been designed to provide access to anyone capable of achieving the required standards, without any unnecessary barriers to entry, access and progression.

The awarding organisation does not determine the method of delivery for this qualification, and with this in mind, the units have been designed for flexibility. Centres must ensure that learners have appropriate access to all resources listed in the units. Learners must also have access to an appropriate setting(s) for their Professional Placement. Blended learning can be utilised as a delivery approach for this qualification, as long as the sequence of delivery is structured so that the integration of the four thematic areas can enhance the value of the learner's Professional Placement.

In addition to the Guided Learning Hours suggested in the units, learners will be expected to engage in self-guided study of approximately 280 hours and the Professional Placement of 100 hours.

Guidelines for entry requirements are listed below:

- learners must be 18 years of age or over
- learners must be able to provide evidence of previous study at level 2 (or equivalent) or have equivalent work experience
- applicants for whom English is not the first language must be able to demonstrate sufficient spoken and written English skills to meet the requirements of this qualification
- GCSE English and Maths at grade C or above (or equivalent) is a requirement for learners intending to work as Early Years Educators and be counted in the EYFS ratios. It is therefore advisable that learners applying for this qualification have achieved grade C in GCSE English and Maths (or equivalent). However if learners don't intend to practice as early years educators upon completion of the qualification, their applications may be considered without the required GCSEs.
- as part of the qualification involves a required Professional Placement in an early years learning environment, a Disclosure and Barring Service (DBS) check will be required, as it is for anyone working with children.

It is expected that applicants applying for this qualification will have a genuine interest in the care, education and welfare of children, and a willingness to create and sustain respectful and supportive relationships with children and their parents. Additionally, learners should be willing to enter into a journey of self-discovery and self-development, learning new skills and becoming active members of a supportive adult-learning community. They will need to be open to becoming self-directed learners, able to think and act independently and with integrity, and to develop depth of empathy with, and care of, young children.

Quality Indicators

In order to demonstrate that they have reached an appropriate level of knowledge and practice, learners must meet the following quality indicators, demonstrating an understanding:

- of the child as having physical, emotional, cognitive and spiritual needs
- of the importance of protecting and nurturing the sensitive nature of the child
- of how the first three years support the natural development of the child: including the unfolding of motor development to upright walking and balance; speech acquisition; thinking and play
- practice of respectful care
- that the child's integrity and self-initiative should be fully protected and supported during the early years
- of the importance of young children's natural tendency to learn by doing, by imitation and play
- of the importance of allowing a young child to be given the freedom to come into standing upright in their own time
- that astute observation of the young child is at the heart of appropriate responsive care
- that attachment and relationship are essential in the early months and years so that the child can access a steady and confident sense of self
- that the adult needs to, above all, be fully conscious, empathetic, respectful and skilled in their care of the young child and that relationship with the very young child is primarily created during times of bodily care
- of how rhythmic and predictable routines in the structuring of the care sessions, meal times and sleep, can provide a secure and protective environment for the young child
- of the role of a range of pedagogical and therapeutic arts which underpin the Steiner Waldorf care and learning environment, and the holistic early years practitioner's role in being skilled and practised in these
- of the importance of the layout of the outdoor and indoor environment; the choice of materials for play and other activities which have an important effect on the healthy play and development of the young child
- of the importance of the holistic early years practitioner's commitment to on-going self-development (including artistic activities as well as reflective practice).

Rules of Combination

Learners must complete the 12 mandatory units.

Professional Placement Requirements

This qualification includes a required Professional Placement in an early years setting of at least 100 hours, ideally in a Steiner Waldorf setting or a setting which is working out of a Steiner / Pikler inspired ethos. This placement forms a central point of practical integration for the knowledge, understanding and skills developed over the course of the training. Centres are required to support learners with mentorship and observation whilst on Professional Placement.




Progression

Learners may progress directly into work in an early years setting or may consider the NCFE CACHE Level 4 Diploma in Steiner Waldorf Early Childhood Studies Qualification.

Unit achievement log

NCFE CACHE Level 3 Diploma in Holistic Baby and Child Care (Early Years Educator)

Principles

Unit ref.	Unit no.	Unit title	Unit type	Level	GLH	Page	Notes
 R/506/9407	HBC-L3-1 Unit 1	Holistic Principles of Human Development and Care in an Early Years Education Setting	Knowledge	3	25	33	
 D/506/9409	HBC-L3-2 Unit 2	Holistic Approaches to Birth to Seven Child Development	Knowledge	3	25	39	
 R/506/9410	HBC-L3-3 Unit 3	Holistic Early Years Comparative Studies	Knowledge	3	20	47	

Self-Development for Early Years Practice

Unit ref.	Unit no.	Unit title	Unit type	Level	GLH	Page	Notes
Y/506/9411	HBC-L3-4 Unit 4	Early Years Observation and Assessment	Knowledge / Skills	3	25	53	
D/506/9412	HBC-L3-5 Unit 5	Personal and Professional Development in Early Years Education and Care	Skills	3	30	59	
T/506/9416	HBC-L3-9 Unit 9	Working in Partnership with Others in a Holistic Early Years Setting	Knowledge / Skills	3	25	83	

Heart of Care Theme

Unit ref.	Unit no.	Unit title	Unit type	Level	GLH	Page	Notes
H/506/9413	HBC-L3-6 Unit 6	Promoting the Holistic Health and Wellbeing of the Young Child	Knowledge / Skills	3	20	63	
K/506/9414	HBC-L3-7 Unit 7	Pedagogical Arts in the Early Years Setting	Knowledge / Skills	3	30	69	
M/506/9415	HBC-L3-8 Unit 8	The Heart of Care in the Early Years Setting	Knowledge / Skills	3	30	75	

The Embodiment of Understanding Theme

Unit ref.	Unit no.	Unit title	Unit type	Level	GLH	Page	Notes
A/506/9417	HBC-L3-10 Unit 10	Professional Practice in the Holistic Early Years Setting	Knowledge / Skills	3	15	89	
F/506/9418	HBC-L3-11 Unit 11	The Early Years Curriculum in the Steiner Waldorf and Pikler Setting	Knowledge	3	20	97	
J/506/9419	HBC-L3-12 Unit 12	Planning and Working in the Early Years Sector	Skills	3	15	101	



Explanation of terms used at Level 3: (not all verbs are used in this qualification)

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.

Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.

Summarise	Give the main ideas or facts in a concise way.
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Section 3: Units

Unit Layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. Pearson, NCFE).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional delivery information*	Provides integral delivery guidance for tutors delivering the unit.
Additional assessment information*	Provides general guidance for assessors including specific guidance relating to the assessment criteria and information to support learner achievement.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.

* Additional delivery and assessment information, and unit assessment guidance may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional information section where more information on them can be found.

HBC-L3-1 Unit 1: Holistic Principles of Human Development and Care in an Early Years Education Setting



Unit reference R/506/9407 **Unit level** 3
GLH 25

Unit aim Learners will be introduced to Rudolf Steiner’s key principles of human development and the work of Emmi Pikler in the context of holistic baby and child care.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand key aspects of Steiner’s life and work.	1.1. Summarise key events in Steiner’s biography.		
	1.2. Describe two initiatives introduced by Steiner which are being worked with in contemporary society.		
2. Know Steiner’s key principles of human development.	2.1. Outline Steiner’s concept of the life phases.		
	2.2. Summarise Steiner’s concept of the three fold human being.		
	2.3. Summarise Steiner’s concept of the four fold human being.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand Steiner's principles of child development.	3.1. Explain Steiner's principles of child development.		
4. Know Steiner's principle of the twelve senses.	4.1. Summarise Steiner's principle of the twelve senses.		
5. Know holistic approaches to supporting the child's development of the senses.	5.1. Summarise Steiner's approach to supporting the child's healthy sensory development.		
	5.2. Summarise Pikler's approach to supporting sensory development including the lemniscate of care.		

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

Learner signature: _____ Date: _____

Assessor sign off of completed unit: HBC-L3-1 Unit 1
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HBC-L3-1 Unit 1: Holistic Principles of Human Development and Care in an Early Years Education Setting - delivery and assessment requirements

This additional delivery and assessment information is integral to the unit, and as such, must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

Rudolf Steiner's life and work.

This section of the unit provides an introductory overview of the important events in Rudolf Steiner's life and key anthroposophic initiatives existing today, including Steiner Waldorf education, biodynamic agriculture and anthroposophic medicine.

Steiner's principles of human development up to twenty-one years of age and how they are informed by his concept of life phases and the three and four-fold human being.

This section of the unit includes an overview of some key principles and published literature on Rudolf Steiner's philosophy, known as spiritual science or anthroposophy. This will include principles that are particularly relevant to an understanding of the phases of childhood, which inform Steiner Waldorf education and Steiner Waldorf early childhood pedagogy. Steiner's principles of the three phases of childhood from birth to twenty-one years, and how these relate to his concepts of the threefold and fourfold human being, are also explored. Fourfold in this context, includes Steiner's concept of the four "bodies" that make up the human being (astral, etheric, physical and ego), and threefold relates to Steiner's theories of the threefold human being (spirit, soul and body). An overview is given of how Steiner Waldorf pedagogical practice and schooling system are based on this understanding of the different bodies, at different stages of development.

An introduction to Steiner's concept of pre-birth, pregnancy and birth are discussed, in relation to the prevailing medical model of pregnancy.

The work of Dr Emmi Pikler is introduced, including the two main principles of respectful care and the importance of self-initiated movement and play in the first years of life. All of the above are presented in light of their potential to support the unfolding developing child, and its care.

Holistic approaches to supporting the development of the senses.

This section of the unit explores Steiner's concept of the twelve senses. This includes the division of these senses into what Steiner termed the lower or bodily senses (touch, life, movement, balance); the middle or soul senses (warmth, sight, smell, taste); the higher or social senses (hearing, sense for the ego of the other, understanding the sense of thought, understanding the sense of speech). Key to this learning outcome, is the holistic early years practitioner's role in supporting and nourishing the development of the twelve senses, particularly the four lower senses, in the first three years.

The holistic approach to sensory development includes an introduction to Dr. Emmi Pikler's approach to childcare, and how it relates to the four lower senses as described by Steiner. This includes the lemniscate of care, and the balance of respectful care and autonomy of movement.

A holistic approach to supporting the development of the senses also requires attention to be paid to contemporary views on the senses and challenges to sensory development and integration posed by contemporary living.

Additional assessment information for the unit:

Amplified assessment requirements

To achieve the unit, learners must produce evidence of knowledge and understanding of the following:

**Learning Outcome 1
Understand key aspects of Steiner's life and work.**

Assessment Criteria Amplification

1.1. This may include:

- editing of Goethe's work
- writing *Philosophy of Freedom*
- involvement and breaking with the Theosophical Society
- development of Anthroposophy and its practical applications
- impact of World War I on Steiner's philosophical thinking and writing
- building of the 2 Goetheanums.

**Learning Outcome 2
Know Steiner's key principles of human development.**

Assessment Criteria Amplification

2.1. This includes Steiner's theory pertaining to pre-birth.

	<p>Learning Outcome 3 Understand Steiner’s principles of child development.</p> <p><u>Assessment Criteria Amplification</u></p> <p>3.1. This includes how child development is informed by Steiner’s principles of life phases and the three and four fold human being.</p> <p>Learning Outcome 4 Know Steiner’s principle of the twelve senses.</p> <p><u>Assessment Criteria Amplification</u></p> <p>4.1. This includes a brief summary of each of the twelve senses.</p> <p>Learning Outcome 5 Know holistic approaches to supporting the child’s development of the senses.</p> <p><u>Assessment Criteria Amplification</u></p> <p>5.1. This includes how the twelve senses should be cared for, and ways in which their healthy development can be compromised.</p> <p>5.2. This includes how the term "lemniscate of care" describes two of the main principles of the Pikler approach - respectful care of the child, particularly during times of bodily care; and the importance of self-initiated movement and play, and how these two principles are connected and support each other in the care of young children.</p>
<p>Unit assessment guidance – provided by us</p>	<p>Evidence for assessment in this unit should be portfolio based. It should focus on Rudolf Steiner’s key principles of human development and the work of Emmi Pikler in the context of holistic baby and child care.</p> <p>Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>

HBC-L3-2 Unit 2: Holistic Approaches to Birth to Seven Child Development



Unit reference D/506/9409 **Unit level** 3

GLH 25

Unit aim This unit explores a range of holistic approaches to supporting the development of the child from birth to seven years, focusing in particular on Steiner’s principles of education and child development, and the Pikler Institute approach to the motor development and care needs of the young child from birth to three years.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand holistic principles of child development from birth to three years.	1.1. Describe key aspects of Steiner’s principles of child development from birth to three years.		
	1.2. Describe key aspects of the Pikler Institute’s approach to child development from birth to three years.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Compare and contrast stages of child development (birth to three years) as outlined in the Early Years Foundation Stage (EYFS) with the Steiner Waldorf concept of child development.		
	1.4. Identify how own Steiner Waldorf understanding of child development from birth to three years old can be developed through self-reflective practice.		
2. Understand holistic principles of child development from three to five years.	2.1. Describe key aspects of Steiner's principles of child development from three to five years.		
	2.2. Compare and contrast stages of child development (three to five years) as outlined in the EYFS with the Steiner Waldorf concept of child development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Identify how own Steiner Waldorf understanding of child development from three to five years old can be developed through self-reflective practice.		
3. Understand holistic principles of child development from five to seven years.	3.1. Describe key aspects of Steiner’s principles of child development from five to seven years.		
	3.2. Compare and contrast stages of child development (five to seven years) as outlined in the EYFS with the Steiner Waldorf concept of child development.		

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

Learner signature: _____ Date: _____

Assessor sign off of completed unit: HBC-L3-2 Unit 2
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HBC-L3-2 Unit 2: Holistic Approaches to Birth to Seven Child Development - delivery and assessment requirements

This additional delivery and assessment information is integral to the unit, and as such, must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

Overview of child development from birth to seven years.

This section of the unit gives an overview of Steiner's approach to understanding the human being and child development in the first seven years of life. Consideration will be given to a typical development, and children in need of special care.

Holistic child development from birth to three years.

The content of this section of the unit includes an exploration of holistic child development, focusing on Steiner's principles of physical development, the developing consciousness of the child (birth to three years) and the Pikler approach to child development.

This will include an introduction to:

- the natural wisdom of the young child from birth to three and its essential capacity for self-education
- birth, the first year, coming into uprightiness and learning to walk
- natural gross and fine motor development, and the emergence of free play
- the second year, including the stages of speech development
- emergence of memory, thinking and consciousness in the third year
- how the young child learns through relationship, play and imitation, and the importance of adult role models
- the emotional needs of the very young child: attachment, and the Pikler approach to respectful care and the building of relationships
- fostering healthy development through rhythm, repetition and reverence
- introduction to EYFS categories of child development birth to three years
- challenges to healthy development in the first three years, and the effects on life biography
- the Sistine Madonna.

Holistic child development from three to five years.

The content of this section of the unit will focus on a holistic overview of Steiner Waldorf principles of child development between three and five years, and ways of encouraging natural and healthy development.

This will include an introduction to the following:

- Steiner’s principles of the development of the child from three to five years, including the development of thinking, memory, imagination, social skills, play, language and communication
- the development of the will and imitation
- the emergence and role of imaginative play
- the role of holistic activities: the adult’s purposeful work, free play, crafts, festivals, ringtime and storytelling in the healthy development of the young child
- the role of rhythm, repetition and reverence
- the role of the adult
- the Steiner Waldorf approach to integrated child-led literacy and mathematics
- introduction to the EYFS approach to categories of child development three to five years
- challenges to healthy development.

Holistic child development from five to seven years.

The content of this section of the unit will focus on Steiner’s principles of child development from five to seven years, and the transition to the second phase of childhood at around six years old.

Additional assessment information for the unit:

Amplified assessment requirements

To achieve the unit, learners must produce evidence of knowledge and understanding of the following:

Learning Outcome 1
Understand holistic principles of child development from birth to three years.

Assessment Criteria Amplification

1.1. This includes development and learning in the first three years:

- first year - coming to upright (physical)
- second year - learning language (speech, language and communication)
- Third year - the emergence of the sense of ‘I’ (personal, social and emotional).

1.2. This includes natural gross and fine motor development (physical), the development of play

and the care and attachment needs of the young child (personal, social and emotional).

1.3. Children's development patterns to include:

- cognitive
- speech, language and communication development
- literacy and numeracy
- physical
- emotional
- social
- neurological and brain development.

1.4. Use of observational notes.

Learning Outcome 2
Understand holistic principles of child development from three to five years.

Assessment Criteria Amplification

2.1. This includes the emergence of the "I" (personal, social and emotional), imitation (speech, language and communication; personal, social and emotional; and physical) and the development of the will (personal, social and emotional).

2.2. Children's development patterns to include:

- cognitive
- speech, language and communication development
- literacy and numeracy
- physical
- emotional
- social
- neurological and brain development.

2.3. Use of observational notes.

	<p>Learning Outcome 3 Understand holistic principles of child development from five to seven years.</p> <p><u>Assessment Criteria Amplification</u></p> <p>3.2. Children’s development patterns to include:</p> <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and numeracy • physical • emotional • social • neurological and brain development.
<p>Unit assessment guidance – provided by us</p>	<p>Evidence for assessment in this unit should be portfolio based. It should focus on the learner’s understanding of holistic child development from birth to seven years.</p> <p>Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>

HBC-L3-3 Unit 3: Holistic Early Years Comparative Studies



Unit reference R/506/9410 **Unit level** 3
GLH 20

Unit aim This unit explores different principles and practice of a range of approaches to early years education and care. It compares key contemporary theories relevant to early years education, with Steiner Waldorf pedagogy and the Pikler approach to practice.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand educational theories.	1.1. Outline at least two educational theories informing contemporary early years practice.		
	1.2. Explain contributions made by at least two early years educational approaches to contemporary early years practice.		
	1.3. Contrast the defining principles of a holistic educational theory with at least one other educational theory.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how contemporary issues influence early years education.	2.1. Discuss how contemporary issues influence conventional early years education.		
	2.2. Explain the impact of contemporary issues on holistic child-centred education.		
3. Understand neurological and brain development theory relevant to early child development and behaviour.	3.1. Evaluate neurological and brain development theories relevant to early child development and behaviour.		
4. Understand the significance of attachment theory in supporting healthy child development.	4.1. Outline key aspects of attachment theory.		
	4.2. Explain how attachment theory can be used to support healthy child development.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HBC-L3-3 Unit 3

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

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HBC-L3-3 Unit 3: Holistic Early Years Comparative Studies - delivery and assessment requirements

This additional delivery and assessment information is integral to the unit, and as such, must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

Steiner and Pikler holistic educational theory in the context of other key educational theorists.

The content of this section of the unit includes an exploration of educational theory. A range of theories of cognition will be explored, including the work of Piaget (1896 – 1980), Vygotsky (1896 – 1934) and Bruner (1915 – present). There will be study of language development theorists including Chomsky (1928 – present) and Skinner (1904 – 1980). Erikson (1902 – 1994) is also considered in light of theories pertaining to personality and self-esteem. These theorists are considered in contrast to the work of Steiner and Pikler. The work of Donald Winnicott (1896 - 1971) and Melanie Klein (1882 - 1960), key psychoanalytic theorists of the emotional and soul life of young children, are introduced, along with Maria Montessori (1870 - 1952), Susan Isaacs (1885-1948), Froebel (1782-1852) and the Reggio Emilia approach. These key figures and approaches are considered in comparison to the work of Steiner and Pikler.

Impacts of contemporary issues on early years education and the wellbeing of children.

This section of the unit includes an overview of the history of early years policies and current educational thinking, which have led to England's EYFS curriculum. The impact of contemporary issues in modern society and the cultural impact on educational policy and curriculum standards is explored. Consideration is made of the impact of such issues on the overall wellbeing and healthy development of the child.

The role of neuroscience in understanding child development and behaviour.

The content of this section of the unit provides an introductory overview of current writings and current research into neurological and brain development, including the link to attachment theory and critical perspective on neuroscientific approaches. It also considers this body of knowledge in the context of other early years educational approaches to child development, such as those of Pikler and Steiner.

Attachment theory

The content of this section of the unit includes an overview of attachment research, including Pikler, but also key theorists such as Bowlby (1907 – 1990) and Ainsworth (1913 - 1999). Consideration is made of how holistic early years settings, such as Steiner Waldorf settings, support the healthy development of attachment.

Additional assessment information for the unit:	
Amplified assessment requirements	<p>To achieve the unit, learners must produce evidence of knowledge and understanding of the following:</p> <p>Learning Outcome 1 Understand educational theories.</p> <p><u>Assessment Criteria Amplification</u></p> <p>1.1. This should include the work of at least two of the following theorists: Piaget, Vygotsky, Winnicott, Klein, Bruner, Chomsky, Skinner and Erikson.</p> <p>1.2. This should include at least two theories from the following educationalists: Montessori, Froebel, Isaacs and the Reggio Emilia approaches.</p> <p>1.3. 'Holistic' in this context, refers to Steiner Waldorf and Pikler.</p> <p>Learning Outcome 2 Understand how contemporary issues influence early years education.</p> <p><u>Assessment Criteria Amplification</u></p> <p>2.1. This should include an overview of standards, curriculum design and classroom practice, and how these are influenced by historical factors and contemporary issues such as:</p> <ul style="list-style-type: none"> • the political drive to get mothers of young children into the paid workforce • the major differences in early development across social classes, and the attempt to use early education to remedy these inequalities • England's early school starting age the 'audit culture', and its impact on how we think about and address early development • the 'rediscovery' of the importance of attachment theory and early attachments. <p>2.2. This should include reference to either Steiner Waldorf pedagogy or the Pikler approach to early years education, and the healthy development of the child.</p>

	<p>Learning Outcome 3 Understand neurological and brain development theory relevant to early child development and behaviour.</p> <p><u>Assessment Criteria Amplification</u></p> <p>3.1. This should include an awareness of the limitations of neurological and brain development theory.</p> <p>Learning Outcome 4 Understand the significance of attachment theory in supporting healthy child development.</p> <p><u>Assessment Criteria Amplification</u></p> <p>4.2. This includes engaging in reflection of the learner’s own attachment pattern and how it might affect their early years practice.</p>
<p>Unit assessment guidance – provided by us</p>	<p>Evidence for assessment in this unit should be portfolio based. It should focus on a range of approaches to early years education and care and their relationship to Steiner Waldorf pedagogy and the Pikler approach to practice.</p> <p>Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>

HBC-L3-4 Unit 4: Early Years Observation and Assessment

Unit reference Y/506/9411 **Unit level** 3
GLH 25

Unit aim This unit explores a range of observation and reflective techniques and skills fundamental to the support of healthy early childhood development. Steiner Waldorf, Pikler and other approaches are considered in the context of current statutory requirements.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand Steiner Waldorf approaches to observation practice in an early childhood setting.	1.1. Explain Steiner Waldorf approaches to observation practice in an early childhood setting.		
	1.2. Evaluate the effectiveness of Steiner Waldorf approaches to observation practice in an early childhood setting.		
2. Be able to use Pikler early years observation techniques.	2.1. Use Pikler early years observational techniques.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to use formative and summative assessment techniques as a means of tracking children's holistic development.	3.1. Use formative assessment techniques to track children's holistic development.		
	3.2. Use summative assessment techniques to track children's holistic development.		
4. Be able to use holistic child assessment practices to support holistic and healthy child development.	4.1. Use holistic child assessment practices to work with others in supporting healthy child development.		
	4.2. Use holistic child assessment practices to work with others in planning for a child's next steps.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HBC-L3-4 Unit 4

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

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HBC-L3-4 Unit 4: Early Years Observation and Assessment - delivery and assessment requirements

This additional delivery and assessment information is integral to the unit, and as such, must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

Steiner Waldorf approaches to observation practice.

The content of this section of the unit considers how to identify the needs, interests and stages of development of the individual child. These are explored in order to support the learner in developing their ability to observe the child holistically. Steiner Waldorf practices of child observation are examined, including the use of the child study. This involves considering the indicators of stages of child development, such as walking, running, playing, socialisation, creative expression, signs of emotional wellbeing, tip-toeing, clenched fists etc. The learner's aim is to develop the ability to establish a child's strengths in order to find ways to best support the child's holistic, healthy development.

Pikler observational approach.

The content of this section of the unit explores the Piklerian process of objective observation, particularly for motor development and play. Included in this is the use of observation in parent and baby, and parent and child group settings.

Formative and summative assessment in the early childhood education context.

The content of this section of the unit includes the EYFS requirements in relation to tracking children's progress. The use of formative and summative assessment in a Steiner / Pikler early years learning environment is explored.

Children's progress and planning next steps in light of child-centred education and sector standards.

The content of this section of the unit looks at how to meet the individual needs of the child, as well as the needs of the group. A range of approaches to planning for children's progress are considered, including how to address ethical issues and confidentiality, also how statutory standards can be integrated into a Steiner Waldorf and Pikler approach. Also considered are approaches to working with others to support the holistic development of the child, including key person, colleagues, parents and / or carers.

Additional assessment information for the unit:	
<p>Amplified assessment requirements</p>	<p>To achieve the unit, learners must produce evidence of knowledge and understanding of the following:</p> <p>Learning Outcome 1 Understand Steiner Waldorf approaches to observation practice in an early childhood setting.</p> <p><u>Assessment Criteria Amplification</u></p> <p>1.1. This should include the use of the child study in identifying the needs, interests and stages of development of the individual child.</p> <p>1.2. Learners can use their own experiences as data for this criterion.</p> <p>Learning Outcome 2 Be able to use Pikler early years observation techniques.</p> <p><u>Assessment Criteria Amplification</u></p> <p>2.1. These include:</p> <ul style="list-style-type: none"> • non-attached and objective observation, particularly for motor development and play • the use of observation in parent and baby, and parent and child groups. <p>Learning Outcome 4 Be able to use holistic child assessment practices to support holistic and healthy child development.</p> <p><u>Assessment Criteria Amplification</u></p> <p>4.1. Holistic child assessment practices include formative, summative, Pikler and Steiner Waldorf child observation techniques.</p> <p>Others includes: key person, colleagues, parents and / or carers.</p>
<p>Unit assessment guidance – provided by us</p>	<p>Evidence for assessment in this unit should be portfolio based. It should focus on developing the learner’s knowledge and ability in a range of observation and assessment techniques and skills,</p>

	<p>and the application of assessments to support children's development.</p> <p>Learners will be required to gain an understanding of the principles of child observation, including any ethical issues relating to child observation, and they will be required to demonstrate their ability to carry out child observations and assessments.</p> <p>Elements of this unit may be assessed on placement.</p> <p>Recommended assessment methods include: written assignment, question and answer, professional discussion, presentation, case study, work products and reflective journal.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>
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HBC-L3-5 Unit 5: Personal and Professional Development in Early Years Education and Care

Unit reference D/506/9412 **Unit level** 3
GLH 30

Unit aim This unit considers the personal and professional skills and attributes required of the holistic early years practitioner.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to demonstrate language and communication skills.	1.1. Demonstrate literacy skills to a level required of an early years educator.		
	1.2. Demonstrate verbal communication skills appropriate to an early years education setting.		
2. Be able to use reflective practice to support development of own early years practice.	2.1. Reflect on the importance of continuing professional development and reflective practice in the role of the early years educator.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Demonstrate on-going reflective practice in relation to the development of own early years educator knowledge and skills.		
3. Be able to reflect on the relationship between own personal biography and own early years work.	3.1. Reflect on own personal biographical issues relevant to own early years work.		
	3.2. Discuss how own biography work could support development of own early years work.		
4. Be able to carry out research into own area of interest relevant to early years education.	4.1. Carry out research into own area of interest relevant to early years education.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HBC-L3-5 Unit 5

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

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HBC-L3-5 Unit 5: Personal and Professional Development in Early Years Education and Care - delivery and assessment requirements

This additional delivery and assessment information is integral to the unit, and as such, must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

Language and communication skills.

This section of the unit explores basic study skills, speech and language skills, portfolio building and reflective practice, which will support on-going development throughout this qualification.

Reflective practice.

This section of the unit focuses on personal development and the role of reflection in effective early years practice. There will be an exploration of a range of methods and approaches to reflective practice, including the introduction of spiritual practices appropriate for reflective purposes. Learners will also be introduced to Steiner's meditations, verses and other practices developed to aid reflection.

Biography work.

This section of the unit requires the learner to explore their own biography in relation to core early childhood themes, considering their own experiences of childhood and their relationship to key developmental issues. This includes an exploration of how their own biography has influenced motivations in choosing to work professionally with young children and / or parents.

Individual research in an area of interest.

This section of the unit requires the learner to develop their study skills, working autonomously to carry out basic research into an early years related subject area of their choice. Learners should agree a subject area and parameters with their tutor for this work.

Additional assessment information for the unit:	
Amplified assessment requirements	<p>To achieve the unit, learners must produce evidence of knowledge and understanding of the following:</p> <p>Learning Outcome 1 Be able to demonstrate language and communication skills.</p> <p><u>Assessment Criteria Amplification</u></p> <p>1.1. This includes level 2 equivalent reading and writing skills, the ability to write reports and other similar activities.</p> <p>1.2. This includes the ability to communicate with children, parents and other professionals.</p>
Unit assessment guidance - provided by us	<p>Evidence for assessment in this unit should be portfolio based. It should focus on the personal and professional skills required of a holistic early years practitioner and the continuous development that supports effective practice.</p> <p>Recommended assessment methods include written assignment, professional discussion, presentation and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>

HBC-L3-6 Unit 6: Promoting the Holistic Health and Wellbeing of the Young Child

Unit reference H/506/9413 **Unit level** 3
GLH 20

Unit aim This unit explores the role of the adult in meeting the child's holistic physical care needs. Included in this, will be an exploration of the Steiner Waldorf approach to early childhood health and care.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand approaches to the promotion of children's health and wellbeing in a holistic early years care setting.	1.1. Outline the role of health in children's learning and development.		
	1.2. Summarise statutory requirements for health and wellbeing in an early years setting.		
	1.3. Outline holistic approaches to health and wellbeing appropriate to an early years care setting.		
2. Be able to support the health needs of the young child in an early years setting.	2.1. Explain the early years educator's role in supporting a child with on-going health conditions.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Outline appropriate approaches to first aid and emergency management in an early years care setting.		
	2.3. Demonstrate skills in preventing and controlling infection in an early years care setting.		
3. Know the role of food and nutrition in supporting healthy child development in an early years setting.	3.1. Explain the role of food and nutrition in supporting healthy child development in an early years setting.		
4. Know the role of sleep in healthy early child development.	4.1. Evaluate the impact of sleep on healthy early child development.		
	4.2. Describe approaches to the support of healthy sleep practices for the young child.		
5. Know the significance of warmth in supporting the healthy development of the young child.	5.1. Explain the significance of warmth in supporting the healthy development of the young child.		
6. Understand the Pikler approach to respectful bodily care.	6.1. Outline the Pikler approach to respectful bodily care.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.2. Demonstrate the Pikler approach to respectful bodily care.		

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

Learner signature: _____ Date: _____

Assessor sign off of completed unit: HBC-L3-6 Unit 6
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HBC-L3-6 Unit 6: Promoting the Holistic Health and Wellbeing of the Young Child - delivery and assessment requirements

This additional delivery and assessment information is integral to the unit, and as such, must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

Health and wellbeing in the young child.

The content of this section of the unit focuses on the question of what is health and wellbeing in the young child. The subject of salutogenesis and resilience are considered as an approach to addressing this question. Approaches to the protection of the senses in the young child are also considered.

Supporting the health needs of the young child in an early years setting.

The content of this section of the unit focuses on on-going health conditions common to children in an early years care setting, and explores the holistic early years practitioner's role in supporting children with conditions such as eczema, diabetes and asthma. Basic first aid and appropriate responses to accidents, illness and emergencies are considered. How to recognise signs of abuse and neglect is included, as well as considerations of hygiene and control of infection.

Nutrition and food hygiene in early years.

The content of this section of the unit focuses on approaches to nutrition and healthy food. There is an overview of food types and their impact on child health and development. Food and nutrition are considered in the context of Steiner Waldorf early years settings, including approaches to age appropriate and seasonal food, healthy menus and special festival foods. Included in this section of the unit is the Pikler approach to creating respectful and peaceful mealtimes for children of different ages, including age appropriate furniture and equipment. The question of breast-feeding, bottle-feeding and various approaches to weaning, as well as how to support mothers, will be considered. Additionally, hygiene in kitchen and food preparation is an important aspect in this section of the course.

Sleep.

This section of the unit focuses on sleep and the promotion of healthy sleep as part of healthy child development. Managing tiredness and sleep times in care settings as well as in the home are considered, including practical considerations such as environment, songs, stories and transitions.

Warmth and clothing.

This section of the unit explores the importance of warmth and appropriate clothing for the young child including the effects of natural fibres.

The Pikler approach to respectful bodily care.

This section of the unit concentrates on the activities of nappy changing, toilet needs, clothes changing and other activities involving physical care, as primary opportunities to create and deepen relationship and reciprocal co-operation.

Additional assessment information for the unit:	
Amplified assessment requirements	<p>To achieve the unit, learners must produce evidence of knowledge and understanding of the following:</p> <p>Learning Outcome 1 Understand approaches to the promotion of children’s health and wellbeing in a holistic early years care setting.</p> <p><u>Assessment Criteria Amplification</u></p> <p>1.3. This should include the role of rhythm in childhood; protection of the senses; nutrition which could be considered part of an overarching holistic approach to health and wellbeing.</p> <p>Learning Outcome 2 Be able to support the health needs of the young child in an early years setting.</p> <p><u>Assessment Criteria Amplification</u></p> <p>2.1. Including common childhood illnesses and conditions such as eczema, diabetes and asthma.</p> <p>2.3. This includes the prevention and control of infection including: hand washing; dealing with spillages; safe disposal of waste; using correct personal protective equipment; knowledge of immunisation and the role of food hygiene.</p> <p>Learning Outcome 6 Understand the Pikler approach to respectful bodily care.</p> <p><u>Assessment Criteria Amplification</u></p> <p>6.1. This includes nappy changing, clothes changing, feeding and other activities involving physical care.</p> <p>6.2. This includes nappy changing, clothes changing, feeding and other activities involving physical care.</p>
Unit assessment guidance – provided by us	Evidence for assessment in this unit should be portfolio based. It should consider the health and wellbeing of young children, exploring the role of the holistic early years practitioner in supporting health

	<p>and wellbeing. Learners will be assessed on a balance of their knowledge, skills and understanding of best practice.</p> <p>Recommended assessment methods include written assignment, question and answer, professional discussion, presentation, witness statement and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>
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HBC-L3-7 Unit 7: Pedagogical Arts in the Early Years Setting

Unit reference K/506/9414 **Unit level** 3
GLH 30

Unit aim This unit explores the practice and purpose of pedagogical arts and practical skills in early childhood education.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how age appropriate holistic art and craft activities can support holistic and healthy development in early years settings.	1.1. Explain how age appropriate holistic art and craft activities can support holistic and healthy development in early years settings.		
2. Understand how holistic seasonally related age appropriate activities can support holistic and healthy development in a range of early years settings.	2.1. Explain how holistic seasonally related age appropriate activities can support holistic and healthy development in early years settings.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Explain how festival celebrations support holistic and healthy development in early years settings.		
	2.3. Explain how nature tables support holistic and healthy development in early years settings.		
	2.4. Demonstrate how nature tables support holistic and healthy development in early years settings.		
3. Be able to demonstrate practical artistic skills appropriate for use in holistic early years settings.	3.1. Demonstrate skills in art work appropriate for use in the holistic early years setting.		
	3.2. Demonstrate skills in craft work appropriate for use in the holistic early years setting.		
4. Be able to use reflective practice to develop own skills in holistic art and craft activities.	4.1. Use reflective practice to develop own skills in holistic art and craft activities.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HBC-L3-7 Unit 7

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

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HBC-L3-7 Unit 7: Pedagogical Arts in the Early Years Setting - delivery and assessment requirements

This additional delivery and assessment information is integral to the unit, and as such, must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

Overview of the role of pedagogical and therapeutic arts in the early years.

This section of the unit introduces the ways in which pedagogical and therapeutic arts can support holistic and healthy development in a range of early years settings and in the home. Age appropriate painting and drawing activities and craftwork with children will be explored. Also included is an exploration of how to create age appropriate toys and puppets for children.

Art and craft practice.

This section of the unit supports the development of the learner's own art and craft skills and practice through engagement in a range of projects.

Songs, rhymes, ringtime and stories.

This section of the unit involves a review of age appropriate songs, rhymes and stories from birth to five years.

For the birth to three years age group, there is an exploration of approaches to the use of voice, gesture, gesture games and associated resources and materials appropriate to an early years setting. The role of songs, rhymes and nursery rhymes, and simple puppet stories will be considered, as well as pentatonic music, appropriate musical instruments and the use of the Steiner Waldorf principle of the mood of the 5th.

For the three to five years age group, appropriate songs, rhymes, ringtime and stories including fairy stories, puppet plays and therapeutic story telling for different ages are included in this section of the unit.

Planning and celebrating the cycle of the year, including festivals for different ages.

This section of the unit explores how the cycle of the year can be worked with in a holistic and pedagogical way. The Steiner Waldorf educational approach to festivals is explored, as well as the practicalities of how to plan and run a seasonal festival for children of different ages and in different settings. Also included, is the purpose of and methods for creating nature tables in a variety of early years settings.

Additional assessment information for the unit:	
Amplified assessment requirements	<p>To achieve the unit, learners must produce evidence of knowledge and understanding of the following:</p> <p>Learning Outcome 1 Understand how age appropriate holistic art and craft activities can support holistic and healthy development in early years settings.</p> <p><u>Assessment Criteria Amplification</u></p> <p>1.1. Early years settings include adult and child group, childminding, Steiner Waldorf setting for children under three years, or mainstream setting for children under five years.</p> <p>Arts and crafts activities include pedagogical and therapeutic artistic activities. The discussion should consider how these activities support development in the following areas:</p> <ul style="list-style-type: none"> • physical • personal, social, and emotional • cognitive • spiritual. <p>Learning Outcome 2 Understand how holistic seasonally related age appropriate activities can support holistic and healthy development in a range of early years settings.</p> <p><u>Assessment Criteria Amplification</u></p> <p>2.1. Early years settings include adult and child group, childminding, Steiner Waldorf setting for children under three years, or mainstream setting for children under five years.</p> <p>Activities include songs, rhymes, stories, and puppet stories.</p>

	<p>This should include activities which support the development of:</p> <ul style="list-style-type: none"> • communication and language • physical development • personal, social and emotional development • understanding of the world. <p>2.2. Early years settings include adult and child group, childminding, Steiner Waldorf setting for children under three years, or mainstream setting for children under five years.</p> <p>2.3. Early years settings include adult and child group, childminding, Steiner Waldorf setting for children under three years, or mainstream setting for children under five years. This includes the contribution of the nature table to the learning environment.</p>
<p>Unit assessment guidance – provided by us</p>	<p>Evidence for assessment in this unit should be portfolio based. It should consider how age appropriate art and craft activities support holistic and healthy child development. Learners will be assessed on a balance of their knowledge, skills and understanding of best practice.</p> <p>Recommended assessment methods include written assignment, question and answer, professional discussion, presentation, work products, witness statement and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>

HBC-L3-8 Unit 8: The Heart of Care in the Early Years Setting

Unit reference M/506/9415 **Unit level** 3
GLH 30

Unit aim This unit explores the Heart of Care: the holistic principles and practice of planning, and providing appropriate early years care and learning environments.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the Steiner Waldorf approach to creating a holistic early years learning environment.	1.1. Explain key elements of a Steiner Waldorf holistic early years learning environment.		
	1.2. Demonstrate how a holistic learning environment can support healthy child development.		
2. Understand how rhythm can be used in an early years setting to support holistic child development.	2.1. Explain how rhythm can be used in an early years setting to support holistic child development.		
	2.2. Describe a pedagogical rhythm in a holistic early years session.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to use holistic methods of care to support the healthy development of the young child.	3.1. Demonstrate use of holistic methods of care to support the healthy development of the young child.		
4. Understand how the lemniscate of care can be applied in a holistic early years setting.	4.1. Explain the concept of lemniscate of care.		
	4.2. Explain how the lemniscate of care can be applied in a holistic early years care setting.		
5. Understand approaches to minimising conflict in an early years setting.	5.1. Outline reasons for conflict in an early years environment.		
	5.2. Explain approaches to minimising conflict in a holistic early years setting.		
6. Understand the role of play in children's healthy learning and development.	6.1. Explain the role of play in children's healthy learning and development.		
	6.2. Demonstrate how to encourage age appropriate play in a holistic early years setting.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HBC-L3-8 Unit 8

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

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HBC-L3-8 Unit 8: The Heart of Care in the Early Years Setting - delivery and assessment requirements

This additional delivery and assessment information is integral to the unit, and as such, must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

The Steiner Waldorf pedagogy and the physical environment.

This section of the unit provides an overview of how pedagogic principles inform the physical and aesthetic design of Steiner Waldorf early childhood settings. The section explores how developmental needs of the young child (physical, social, emotional, cognitive and spiritual) at different ages, can be fully supported by the physical environment. For example, indoor and outdoor space, colour, room furnishings, equipment, play materials, the design of kitchen areas, mealtime areas, nappy changing areas and sleep areas are considered with reference to the needs of different ages of children and the needs of different settings (this includes parent and child group settings, childminding settings, care settings for under 3 years and over 3 years). A variety of Steiner Waldorf models and examples from the UK and abroad are explored, particularly those where the Pikler approach is being integrated. Finally, this section considers the importance of orderliness, maintenance and management of the physical environment and its relevance as a tool for encouraging imitation in the young child.

Creating a calm and rhythmical environment.

This section of the unit draws on Steiner's principles, pertaining to the young child's need for rhythm as a primary aspect of their care, and as a means to support security, and healthy and holistic development. This includes daily, weekly and annual rhythms, as well as the seasonal and cultural celebration of festivals. The Steiner Waldorf pedagogical approach to the etheric rhythm is considered in the context of how it is created and worked with by the adults in various Steiner Waldorf settings, with different ages of children. Consideration is given to transitions, meal times, sleep times and the difference between mornings and afternoons. Learners are supported in developing their skills and practice in inner reflection and presence, to support personal and professional development.

Gesture, respectful care, domestic activities and the role of imitation.

This section of the unit explores the significance of the holistic early years practitioner as a role model and creator of a "mantle" of care for the developing child. Appropriate speech, touch, warmth, presence, gesture and role modelling are key to this section of the unit. The child's developing will and how the young child learns through imitation, relationship and play are explored. Approaches to nurturing these inclinations in a healthy and age appropriate way are considered, as well as practical demonstrations of how to work with and provide a wide range of domestic and artistic activities to encourage healthy imitation. Consideration and practice is given to the principles and details of respectful care in all aspects of child care at different ages. The holistic early years practitioner as role model for parents is also considered. Learners will be supported in developing their skills and practice in inner reflection and 'presence', to support personal and professional development.

Ratios, the lemniscate of care, communication and resolving conflict.

This section of the unit further expands upon the Pikler approach. Focus is placed on how a balance can be achieved in early years settings between times to build relationship between adult and child, times for child self-initiated activity and times for adult led activities. The question of adult : child ratios and the role of the key worker will be addressed for different kinds of settings and ages. Also included in this section of the unit, is an exploration of the holistic early years practitioner's role in resolving and managing conflicts between children, and between adults and children. The approach developed at the Pikler Institute is explored with regards to various ages and situations, including care settings, childminding settings and parent and child groups.

Providing for play.

This section expands on Unit 2, by further exploring the stages of child development, and the role of play in children's healthy learning and development. The importance of play is explored further, as well as ways in which holistic early years settings can provide appropriate environments, equipment and toys for different ages and stages of development. Consideration will be given to how all aspects of the setting influence the quality of play and learning.

An overview of holistic care for the young child.

This introductory section provides an overview of how a holistic understanding of child development informs Steiner Waldorf early childhood care settings. Included in this section, is an exploration of the "home from home" approach to early childhood care, including the Awhina nursery and the four fold environment (Raichle 2008), the Living Arts and Lifeways model (Aldinger 2010), outdoor day care and Nokken (Heckmann 2012). Consideration is also given to how the "home from home" approach to child care applies to the work of childminders as well as day care settings. An overview of indoor and outdoor Steiner Waldorf Parent and Child/Baby groups is also given.

Additional assessment information for the unit:

Amplified assessment requirements

To achieve the unit, learners must produce evidence of knowledge and understanding of the following:

Learning Outcome 1
Understand the Steiner Waldorf approach to creating a holistic early years learning environment.

Assessment Criteria Amplification

- 1.1. This includes both indoor and outdoor learning environments. An example can be given from parent and child group settings, childminding settings or other early childhood settings.
- 1.2. This includes how the learning environment can support children's curiosity, learning and thinking,

including sustained shared thinking. Learning environment should include both indoor and outdoor environments. An example can be given from parent and child group settings, childminding settings or other early childhood settings.

Learning Outcome 2
Understand how rhythm can be used in an early years setting to support holistic child development.

Assessment Criteria Amplification

2.1. This includes Steiner's concept of 'the etheric sheath', and how this contributes to the following aspects of holistic child development:

- group learning
- socialisation
- managing own behaviour.

2.2. The example can be daily or sessional, and can be given from parent and child group settings, childminding settings or other early childhood settings.

Learning Outcome 3
Be able to use holistic methods of care to support the healthy development of the young child.

Assessment Criteria Amplification

3.1. In this context, 'holistic methods of care' are defined as awareness of own speech, gesture, imitation and the practice of respectful care. This includes how holistic methods of care can support children's curiosity, learning and thinking, including sustained shared thinking. An example can be given from parent and child group settings, childminding settings or other early childhood settings.

Learning Outcome 4
Understand how the lemniscate of care can be applied in a holistic early years setting.

Assessment Criteria Amplification

4.1. This includes how the Pikler lemniscate of care works to ensure a balance between adult-led and child-initiated activities.

	<p>4.2. This includes how the lemniscate of care works to ensure a balance between adult-led and child-initiated activities and adult : child ratios. It also includes how the lemniscate of care can support children’s curiosity, learning and thinking, including sustained shared thinking. An example can be given from parent and child group settings, childminding settings or other early childhood settings.</p> <p>Learning Outcome 5 Understand approaches to minimising conflict in an early years setting.</p> <p><u>Assessment Criteria Amplification</u></p> <p>5.1. This may include conflict between children or between children and adults.</p> <p>5.2. This may include conflict between children or between children and adults. An example can be given from parent and child group settings, childminding settings or other early childhood settings.</p> <p>Learning Outcome 6 Understand the role of play in children’s healthy learning and development.</p> <p><u>Assessment Criteria Amplification</u></p> <p>6.1. An example can be given from parent and child group settings, childminding settings or other early childhood settings.</p> <p>6.2. This includes how age appropriate play can support children’s curiosity, learning and thinking, including sustained shared thinking. An example can be given from parent and child group settings, childminding settings or other early childhood settings.</p>
Unit assessment guidance – provided by us	Evidence for assessment in this unit should be portfolio based and should focus on the Heart of Care, and the holistic principles and practice of planning and providing appropriate early years care and learning environments. Learners will be assessed on a balance of their knowledge, skills and understanding of best practice.

	<p>Recommended assessment methods include written assignment, professional discussion, presentation, work products, and witness statement.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>
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HBC-L3-9 Unit 9: Working in Partnership with Others in a Holistic Early Years Setting

Unit reference T/506/9416 **Unit level** 3
GLH 25

Unit aim This unit introduces the learner to practices for working in partnership with parents and other professionals in a holistic early years setting.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how to work with others in an early years setting.	1.1. Explain how to work with parents to support the wellbeing of the child in an early years setting.		
	1.2. Explain how to develop and maintain healthy relationships with parents in an early years setting.		
2. Be able to use communication skills when working with others in an early years environment.	2.1. Demonstrate communication skills for working with others in an early years environment.		
3. Understand factors influencing parenting styles.	3.1. Explain cultural factors which may influence parenting styles.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Indicate legislation pertaining to parents' rights and responsibilities which may influence parenting styles.		
4. Be able to work with others to facilitate the educational development and welfare of a child.	4.1. Demonstrate facilitating skills in working with others to support the educational development and welfare of a child.		
	4.2. Plan for the educational development of a child with others.		
5. Understand how to support children through transitions in their lives.	5.1. Describe possible effects of transitions on children.		
	5.2. Explain approaches to supporting children through transitions in their lives.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HBC-L3-9 Unit 9

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

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HBC-L3-9 Unit 9: Working in Partnership with Others in a Holistic Early Years Setting - delivery and assessment requirements

This additional delivery and assessment information is integral to the unit, and as such, must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

Supporting parents and working with others.

This section of the unit explores how to build and manage relationships with parents in early years settings, such as parent and child groups; nurseries; kindergartens; day-care and childminding settings. It draws upon a range of communication and counselling skills relevant to working with others in support of the child's healthy development. This section of the unit looks at underpinning skills relevant to working with parents, such as key person confidentiality, note keeping, and reporting illness and accident. It also considers how to support parents in groups. Learners will explore how different approaches to self-development and inner practice techniques based on Steiner's approach to self-development may be utilised, to build personal resilience and help maintain healthy relationships with parents and colleagues.

Parental rights, responsibilities, views, experiences and cultural pressures on early childhood.

This section of the unit takes a broad overview of parenting, exploring different styles and approaches. It aims to facilitate understanding of the different factors which impact parenting styles and the home life of the child, including cultural background and the pressure of contemporary life styles. This section of the unit also explores the roles and responsibilities of carers and parents from a legislative point of view including Children's Acts, inclusivity and anti-discriminatory practices.

Hosting parent evenings.

This section of the unit focuses on the skills needed to host parent events such as parent evenings and parent education sessions. This includes presentation and communication skills, as well as leadership skills. Also, how to work with parents and other professionals to keep them informed of a child's progress and the planning of next learning stages.

Preparing and supporting children through transitions and significant events in their lives.

This section of the unit provides an overview of how to support children through transitions in their lives, including moving to school (or to class one in the case of a Steiner Waldorf school); starting childminding or day care; the birth of a sibling; moving home; family breakdown; loss of people; moving between settings.

Additional assessment information for the unit:	
Amplified assessment requirements	<p>To achieve the unit, learners must produce evidence of knowledge and understanding of the following:</p> <p>Learning Outcome 1 Understand how to work with others in an early years setting.</p> <p><u>Assessment Criteria Amplification</u></p> <p>1.1. This includes:</p> <ul style="list-style-type: none"> • supporting children through transitions • sharing the results of assessment and giving feedback to parents. <p>1.2. This includes effective communication skills such as listening, verbal, non-verbal and written communication skills. Others includes children, colleagues, parents and carers and other professionals.</p> <p>Learning Outcome 4 Be able to work with others to facilitate the educational development and welfare of a child.</p> <p><u>Assessment Criteria Amplification</u></p> <p>4.1. Others may include key person, colleagues, parents and carers and other professionals.</p> <p>4.2. Others may include key person, colleagues, parents and carers and other professionals.</p> <p>Learning Outcome 5 Understand how to support children through transitions in their lives.</p> <p><u>Assessment Criteria Amplification</u></p> <p>5.1., 5.2. Transitions include:</p> <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown

	<ul style="list-style-type: none"> • loss of significant people • moving between settings and carers.
<p>Unit assessment guidance – provided by us</p>	<p>Evidence for assessment in this unit should be portfolio based and should focus on how to work with parents, carers and other professionals in the context of a holistic early years setting. Learners will be assessed on a balance of their knowledge, skills and understanding of best practice.</p> <p>Recommended assessment methods include written assignment, question and answer, professional discussion, presentation, case study, work product and witness statement.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>

HBC-L3-10 Unit 10: Professional Practice in the Holistic Early Years Setting

Unit reference A/506/9417 **Unit level** 3
GLH 15

Unit aim The unit introduces the learner to the professional skills they will require when working in a holistic early years setting.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the requirements for health and safety in the early years setting.	1.1. Identify the legal health and safety requirements for an early years setting.		
	1.2. Describe policies and procedures which promote good health and safety in an early years setting.		
	1.3. Describe risk management policies and procedures for an early years setting.		
	1.4. Carry out a risk assessment in line with an early years setting's policies and procedures.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know how to respond to concerns or evidence that a child has been abused or harmed.	2.1 Describe possible signs, symptoms and behaviours that may indicate that a child is being abused or harmed.		
	2.2 Describe actions that must be taken if harm or abuse of a child is indicated or alleged, in line with relevant policies and procedures.		
3. Know legal requirements, guidelines, policies and procedures for safeguarding children in an early years setting.	3.1 Identify legal requirements, guidelines, policies and procedures for safeguarding children in an early years setting.		
	3.2 Describe how safeguarding policies and procedures in an early years setting ensure that legislation and guidelines are complied with.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to maintain accurate and coherent records in an early years setting.	4.1 Explain the importance of record keeping and reporting requirements in the day-to-day work of an early years setting.		
	4.2 Maintain accurate and coherent records in an early years setting.		
	4.3. Explain the role of confidentiality in record keeping in an early years setting.		
5. Know the role of anti-discriminatory and inclusive practices in early years settings	5.1. Identify legislation regarding anti-discriminatory and inclusive practices in early years settings.		
	5.2. Outline reasons for anti-discriminatory and inclusive practice in an early years setting.		
	5.3. Explain how to promote anti-discriminatory and inclusive practice in an early educational setting.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HBC-L3-10 Unit 10

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

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HBC-L3-10 Unit 10: Professional Practice in the Holistic Early Years Setting - delivery and assessment requirements

This additional delivery and assessment information is integral to the unit, and as such, must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

Legal requirements.

This section of the unit focuses on requirements for childminder and childcare providers registered on the Early Years Register, who must meet the legal requirements set out in the Childcare Act 2006 and associated regulations in order to remain registered. Learners will explore 'need to know' information, legal requirements, and what is required of them. These include a range of policies and procedures.

Policy and Legal requirements relating to safeguarding and welfare.

This section explores safeguarding and welfare requirements which support the organisation of a safe early years environment.

Child Protection Policy and Procedures are also taught as well as the learner's responsibilities with regards to confidentiality, record keeping and communications with their Local Safeguarding Children's Boards (LSCB).

The topic of Safeguarding considers the subject of abuse. This includes understanding the various types of abuse (including domestic, neglect, physical, emotional, sexual abuse and also includes e-safety), how to act to protect children at risk and knowing how to act in response to an incident, suspected incident or allegation of abuse.

Safeguarding policy and procedure will be explored, as well as legal requirements relating to staff recruitment and employment and their suitability to work in an early years setting. Also addressed are the legal requirements in relation to environment, premises, equipment and the key person. Staff roles are also considered in terms of requirements for staff: child ratios.

The following policies are explored: health, medicines, food and drink, accident and injury, lost child and what to do if a child is not collected.

Legal requirements and health and safety with particular attention to 0 - 3 years children.

This section of the unit focuses on the legal requirements of health and safety legislation, with particular emphasis on promoting good health, preventing the spread of infection and the organisation of a safe early years environment.

Risk assessment.

This section will use risk assessment format to develop skills in managing risks. This will include factors that need to be considered in learning to carry out risk assessments.

Maintaining accurate and coherent records.

This section of the unit focuses on the principles and practice of accurate record keeping, including medication requirements, special dietary needs, planning, observation and assessment, health and safety, security and accidents, and daily registers. Also addressed is the importance of data protection, privacy and information confidentiality.

Anti-discriminatory practice and inclusion, diversity and multiculturalism.

This section of the unit explores the responsibilities of the holistic early years practitioner in role-modelling anti-discriminatory and inclusive approaches to diversity and multiculturalism.

Additional assessment information for the unit:

Amplified assessment requirements

To achieve the unit, learners must produce evidence of knowledge and understanding of the following:

Learning Outcome 1
Understand the requirements for health and safety in the early years setting.

Assessment Criteria Amplification

- 1.2. This includes policies and procedures that promote health and safety, wellbeing and healthy lifestyles.
- 1.3. This includes how to identify and act upon own responsibilities in relation to health and safety.

Learning Outcome 2
Know how to respond to concerns or evidence that a child has been abused or harmed.

Assessment Criteria Amplification

- 2.1. Types of abuse must include domestic, neglect, physical, emotional, and sexual.
- 2.2. Must also include the rights of children and their carers in situations where harm or abuse is suspected or alleged (eg right to information, confidentiality).

Learning Outcome3
Know legal requirements, guidelines, policies and procedures for safeguarding children in an early years setting.

Assessment Criteria Amplification

	<p>3.1. This includes how to identify and act upon own responsibilities in relation to security, safeguarding and promoting the welfare of children. It should also cover how and when serious case reviews are required and how sharing the findings of these informs practice.</p> <p>Learning Outcome 4 Be able to maintain accurate and coherent records in an early years setting.</p> <p><u>Assessment Criteria Amplification</u></p> <p>4.1, 4.2. This includes safeguarding concerns and alerts, medication requirements, special dietary needs, planning, observation and assessment, health and safety, security accidents and daily registers.</p> <p>4.3. This includes an understanding of GDPR (data protection) and privacy, information handling and sharing.</p> <p>Learning Outcome 5 Know the role of anti-discriminatory and inclusive practice in early years settings</p> <p><u>Assessment Criteria Amplification</u></p> <p>5.3. This should include dealing with inappropriate behaviour, such as bullying or discriminatory language.</p>
<p>Unit assessment guidance – provided by us</p>	<p>Evidence for assessment in this unit should be portfolio based and should focus on the professional practice, skills and responsibilities of a holistic early years practitioner in a holistic early years setting. Learners will be assessed on a balance of their knowledge, skills and understanding of best practice.</p> <p>Recommended assessment methods include tutor observation; expert witness statement; written assignment, question and answer, professional discussion, presentation, case study and work product.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>

HBC-L3-11 Unit 11: The Early Years Curriculum in the Steiner Waldorf and Pikler Setting



Unit reference F/506/9418 **Unit level** 3
GLH 20

Unit aim The unit explores the Steiner Waldorf curriculum and Pikler approach to care and education and how it incorporates the statutory framework for Early Years Foundation Stage learning and development requirements and assessment requirements.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand current early years curriculum requirements.	1.1. Outline current early years curriculum requirements.		
2. Understand how holistic early years education meets current early years curriculum requirements.	2.1. Explain how Steiner Waldorf curriculum and pedagogy together with the Pikler approach meet the current early years curriculum requirements.		
3. Understand the role of the key person in a holistic early years setting.	3.1. Outline the role of the key person in a holistic early years setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand how Steiner Waldorf approaches to literacy in the early years setting meet current curriculum standards.	4.1. Explain how Steiner Waldorf approaches to literacy in the early years setting meet current curriculum standards.		
5. Understand how Steiner Waldorf approaches to numeracy in the early years setting meet current curriculum standards.	5.1. Explain how Steiner Waldorf approaches to numeracy in the early years setting meet current curriculum standards.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HBC-L3-11 Unit 11

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

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HBC-L3-11 Unit 11: The Early Years Curriculum in the Steiner Waldorf and Pikler Setting - delivery and assessment requirements

This additional delivery and assessment information is integral to the unit, and as such, must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

Introduction to EYFS statutory requirements.

This section of the unit explores the EYFS regarding learning, development and assessment.

Complying with EYFS planning and programmes.

This section of the unit explores how the Steiner Waldorf curriculum, in its daily activities for children, integrates the seven areas of learning and development and the Pikler approach integrates the three prime areas. This section explores the EYFS and how the Steiner Waldorf curriculum and principles can make use of the EYFS learning, development and assessment requirements to support its methodology. It also explores how the Steiner Waldorf daily, weekly and seasonal activities for children integrates the seven areas of learning and development and the Pikler approach integrates the three primary areas.

The key person.

In this section, the role of the key person is explored comparatively between the Pikler care approach, Steiner Waldorf early settings and mainstream.

Literacy and numeracy.

This section of the unit contrasts current trends in early childhood education with Steiner Waldorf principles and practice in early years education. This includes the use of systematic synthetic phonics and other strategies for teaching reading; the Steiner Waldorf early years approach to literacy including EYFS exemptions; an awareness of the difference between the EYFS strategies for numeracy and Steiner Waldorf approaches.

Assessing within the current Early Years Foundation Stage.

This section will introduce the purposes of assessment within the setting. It will include a progress check at two years, and relate observations to various records such as actions and plans, professional communications, for example with regard to SEN, communications with parents and records concerning child protection.

Additional assessment information for the unit:	
Amplified assessment requirements	<p>To achieve the unit, learners must produce evidence of knowledge and understanding of the following:</p> <p>Learning Outcome 1 Understand current early years curriculum requirements.</p> <p><u>Assessment Criteria Amplification</u></p> <p>1.1. This includes EYFS statutory requirements.</p> <p>Learning Outcome 4 Understand how Steiner Waldorf approaches to literacy in the early years setting meet current curriculum standards.</p> <p><u>Assessment Criteria Amplification</u></p> <p>4.1. This includes understanding a range of approaches and strategies for early literacy development including systematic synthetic phonics.</p> <p>Learning Outcome 5 Understand how Steiner Waldorf approaches to numeracy in the early years setting meet current curriculum standards.</p> <p><u>Assessment Criteria Amplification</u></p> <p>5.1. This includes a range of strategies for supporting the development of mathematics.</p>
Unit assessment guidance – provided by us	<p>Evidence for assessment in this unit should be portfolio based and should focus on the professional practice, skills and responsibilities of a holistic early years practitioner in a holistic early years setting. Learners will be assessed on a balance of their knowledge, skills and understanding of best practice.</p> <p>Recommended assessment methods include tutor observation; expert witness statement; written assignment, professional discussion, presentation, case study and work product.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>

HBC-L3-12 Unit 12: Planning and Working in the Early Years Sector

Unit reference J/506/9419 **Unit level** 3
GLH 15

Unit aim This unit provides opportunities for the learner to integrate knowledge and understanding in the practice of working in a holistic early years setting. It also explores a range of vocational routes in holistic early years care as well as supporting the learner in considering progression opportunities into the workplace.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to plan activities which support holistic and healthy development and learning in young children.	1.1. Plan age appropriate holistic early years activities which support holistic and healthy development and learning in young children.		
	1.2. Plan a festival celebration which supports holistic and healthy development in young children.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to lead activities which support holistic and healthy development in young children.	2.1. Lead age appropriate early years activities which support holistic and healthy development in young children.		
	2.2. Lead a festival celebration which supports holistic and healthy development in young children.		
3. Be able to develop own early years practice in leading holistic early years activities.	3.1. Reflect on areas for own development in leading holistic early years activities.		
	3.2. Plan ways to develop own leadership of holistic early years activities.		
4. Be able to plan for own professional development in working with young children and their parents.	4.1. Reflect on own areas of strength and development in working with young children and their parents.		
	4.2. Identify potential career path in working with young children and their parents.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Design a progression plan for how own early years knowledge, understanding and skill can support progression into an early years role of choice.		
5. Be able to plan for own holistic personal care and development in work with young children and their parents.	5.1. Outline a plan for own holistic personal care and development in work with young children and their parents.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HBC-L3-12 Unit 12

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

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HBC-L3-12 Unit 12: Planning and Working in the Early Years Sector - delivery and assessment requirements

This additional delivery and assessment information is integral to the unit, and as such, must be referred to by tutors and assessors.

Additional tutor and centre guidance has been prepared for this unit.

Additional delivery information for the unit:

Planning and leading holistic activities.

This section considers how the knowledge and understanding of the Steiner Waldorf and Pikler approaches can be integrated into the practice of working in holistic baby and child care. It explores the planning and leading of activities which support development in children. As a crucial part of the qualification, this unit is focused on the real work experience which prepares learners for work in their chosen field.

Whilst the learner is on placement, selected sessions will be observed and assessed by a tutor in order to provide mentoring and support, and encourage development of professional competence.

Professional and personal development in holistic baby and child care.

This section considers different vocational pathways into Steiner Waldorf early childhood care and parent support, including examples of: childminding, nursery and day care and approaches to supporting parents and children in parent and baby / child groups – indoor and outdoor.

The learner is required to use self-reflective practice to consider their own strengths and weaknesses, identifying an early years role which they might be interested in pursuing as a career. Completing the EYFS downloadable self-evaluation form will form part of this section.

The learner will consider how their competence gained during this qualification can be specifically applied to an early years role of their choice. Learners will design a progression plan for how the knowledge, understanding and skills gained through this qualification can support their progression into their chosen early years role. They will also be required to identify where further research, and personal and professional development may be required, in order to meet their planned pathway. Included in this section, is an introduction to professional and personal development plans, with action plans and a coaching process for participants to assist each other in identifying needs and opportunities.

Additional assessment information for the unit:	
Amplified assessment requirements	<p>To achieve the unit, learners must produce evidence of knowledge and understanding of the following:</p> <p>Learning Outcome 1 Be able to plan activities which support holistic and healthy development and learning in young children.</p> <p><u>Assessment Criteria Amplification</u></p> <p>1.1. This plan should be for a session with young children, and should include two of the following:</p> <ul style="list-style-type: none"> • domestic activities • outdoor activities • craft • ringtime • storytelling • puppetry. <p>1.2. The festival celebration may be for the holistic early years setting of own choice.</p> <p>Learning Outcome 2 Be able to lead activities which support holistic and healthy development in young children.</p> <p><u>Assessment Criteria Amplification</u></p> <p>2.1. Learners should lead a session with young children, which includes at least two of the following holistic activities:</p> <ul style="list-style-type: none"> • domestic activities • outdoor activities • craft • ringtime • story • puppetry. <p>(These are activities which support the learning and development areas of the current early education curriculum).</p>

	<p>Learning Outcome 4 Be able to plan for own professional development in working with young children and their parents.</p> <p><u>Assessment Criteria Amplification</u></p> <p>4.1. Learners should reflect on their strengths in relation to the following roles:</p> <ul style="list-style-type: none">• adult and child group leader• childminder• carer of children under 3 years in a Steiner Waldorf setting or children 0 to 5 years in a mainstream setting. <p>4.2. Based on own areas of strength and interest, the learner should identify a particular role or combination of roles they might wish to pursue from the following:</p> <ul style="list-style-type: none">• adult and child group leader• childminder• carer of children under 3 years in a Steiner Waldorf setting or children 0 to 5 years in a mainstream setting. <p>Learning Outcome 5 Be able to plan for own holistic personal care and development in work with young children and their parents.</p> <p><u>Assessment Criteria Amplification</u></p> <p>5.1. This may include practical and artistic hobbies, resilience building methods, approaches to effective reflective practice etc.</p>
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<p>Unit assessment guidance – provided by us</p>	<p>Evidence for assessment in this unit should be portfolio based and should focus on the professional practice, skills and responsibilities of a holistic early years practitioner in a holistic early years setting. Learners will be assessed on a balance of their knowledge, skills and understanding of best practice.</p> <p>Recommended assessment methods include tutor observation; expert witness statement; professional discussion, presentation, work product and reflective journal entry.</p> <p>All assessment criteria must be achieved for learners to pass the unit. All assessment is carried out internally by tutor assessors on a pass or refer basis.</p>
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Section 4: Assessment and quality assurance information

Assessment guidance

A recommended specific range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

Assessment approach

Although we do not set assessment tasks for this qualification, different kinds of units, and assessment criteria within those units, lend themselves to different assessment methods which contribute evidence to the learner's portfolio.

Ref	Assessment method	Assessing competence / skills	Assessing knowledge / understanding
A	Written assignment	No	Yes
B	Question and answer	No	Yes
C	Professional discussion	Yes	Yes
D	Presentation	Yes	Yes
E	Case study or scenario-based study	Yes	Yes
F	Work products / artefacts Including: lesson plans, classroom resources, planned activities, and risk assessments	Yes	Yes
G	Tutor observation	Yes	Yes
H	Expert witness statement	Yes	Yes
I	Reflective journal entries	Yes	Yes

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your Centre Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

The Tutor and Centre Guidance document provides further guidance on what to consider when devising an assessment strategy.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **principles** of the National College for Teaching and Leadership (NCTL) and the Crossfields Institute assessment requirements. The assessment principles are informed by the Steiner Waldorf and Pikler approaches to early years care and education.

The key principles relating to assessment of units in this qualification are summarised below with further information provided in the Tutor and Centre Guidance document.

Centres need to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the NCTL's standards and the Crossfields Institute assessment requirements, and are knowledgeable regarding the assessment requirements for the unit they are assessing or quality assuring.

CACHE Holistic Baby and Child Care Assessment Strategy

The **CACHE Holistic Baby and Child Care Assessment Principles** provides a rationale for the relationship between the learning and teaching processes used in the units, the learning outcomes and the methods of assessment used.

Learners submit a portfolio of evidence for this qualification. This portfolio is internally assessed against each unit's assessment criteria on a pass or refer basis, by tutor assessors. The Centre and these assessors are responsible for ensuring the following:

- that all assessments are fit for purpose, valid, and reliable as well as innovative and varied. This includes ensuring that assessment methods suit the assessment criteria and that whenever possible the context of the assessment prepares learners for employment
- that assessment is a balanced part of learning and teaching and that it supports the learner's professional development towards working as a holistic early years practitioner
- that assessment tasks take advantage of opportunities for holistic assessment (an example of how this could be done is in the Assessment and Quality Assurance Information section of the Tutor & Centre Guidance document), as this suits the principles of the qualification and the role for which this qualification prepares learners.

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Assessment and Professional Placements

When designing an assessment strategy for skill and competence based assessment criteria, centres should ensure that these enable the learner to demonstrate their professional skills and knowledge that will be required when working in a holistic early years setting.

Learners will require the opportunity to demonstrate their practical understanding of the Steiner Waldorf curriculum content and the Pikler approach to care and education, including how the statutory framework for Early Years Foundation stage learning and development requirements and assessment requirements are met within a holistic approach.

Learners will be assessed by tutor assessors whilst undertaking their 100 hour professional placement. This will give learners the opportunity to demonstrate their skills in planning, observing, maintaining records, working with others to support the child and leading early years activities.

As this is a qualification in Holistic Baby and Child Care which is internally assessed on a pass or refer basis, there are specific requirements for the assessors on the qualification. See Centre Requirements for details of the specific requirements.

For details of reasonable adjustments and other guidance, see CACHE centre information at the following link: www.cache.org.uk/Centres/Pages/CACHE-Centre-Information.aspx.

Centre requirements

As this is a qualification in Holistic Baby and Child Care, there are specific requirements for the centre wanting to deliver this qualification.

As part of the Qualification Approval process, the centre must demonstrate that they have adequate resources and means of access for learners in terms of the following:

Resources

- **all of the materials** listed in the **resources** sections of the **Tutor and Centre Guidance** must be made available to learners
- **learners must be provided with access to:**
 - library facilities with the full range of primary texts; all significant secondary sources; and any other recommended resources, such as videos or recommended reading.

Staff

Centres must also demonstrate that they have staff in place that meet the following professional criteria (in circumstances in which the qualifications are equivalents rather than those listed please discuss these during the qualification approval process).

Tutor Assessors must have a level 4 (or above) qualification in a Steiner Waldorf or Pikler early years related subject area, and / or have equivalent work experience in a Steiner / Pikler early years setting. They must also have undergone appropriate training for delivering and assessing this qualification. Tutor Assessors will be responsible for assessing both the knowledge and skills assessment criteria that are part of the qualification.

Real Work Environment for the Professional Placement

Centres must also have access to Professional Placement Settings for their learners, and will be required to support learners in securing placement settings.

Placement Settings – Ideally, the professional placement should take place in a setting which works out of a holistic approach to early years care. For example, a Steiner Waldorf or Steiner / Pikler inspired setting. Mentoring and support will be provided by tutors as required by learners. Learners will be observed whilst on placement by tutor assessors.

For other qualification requirements, please contact us.

Quality Assurance

Rigorous quality assurance gives confidence in the quality and consistency of the assessment process, and the monitoring of the process by the Internal Quality Assurer (IQA) and External Quality Assurer (EQA). It also ensures that the learner receives appropriate recognition for their achievements in line with agreed national standards. This is essential in ensuring consistency in the application of assessment across all learners and centres.

CACHE's Quality Assurance Process is in place to ensure valid, reliable and fair assessment.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle.

Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations.