Training Qualifications UK

Qualification Specification

TQUK Level 6 Advanced Diploma in Applied Innovative Practice in Early Childhood Pedagogy and Care (RQF)

Qualification Number: 610/3586/5

Version 5.1

This qualification is approved by the DfE as full and relevant.

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
V2	The Qualification section has been amended to clarify HE progression opportunities.
V3	The Qualification and Placement sections have been updated for clarification purposes.
V4	The status of the qualification has been updated to reflect that it is mapped against the Level 3 Early Years Educator (EYE) criteria and assessed and approved by DfE as fully meeting these criteria. Additional website added to the useful website section. Additions to the range in the following units: • Y/650/9467 Beyond Equity and Inclusion: Being Present, Proactive, Persistent and Passionate in Early Years Practice 3.1 and 3.5 • D/650/9469 Professional Practice within Early Childhood Education and Care 1.10
V5	The qualification section has been amended to further clarify progression opportunities Full and Relevant status added to cover of the document
V5.1 January 2026	Addition of SfC&D Assessment Principles guidance with hyperlink to the document.

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications that are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our website for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including suitably qualified and occupationally competent staff to deliver, assess, and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our website.

Qualification specifications can be found also be found on our website. If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Use of TQUK Logo, Name, and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border, or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

The TQUK Level 6 Advanced Diploma in Applied Innovative Practice in Early Childhood Pedagogy and Care (610/3586/5) is regulated by Ofqual.

Learners will need to be working in an appropriate setting, or have the opportunity to volunteer in a setting, to be able to study this qualification.

The qualification was developed in association with The National College for Care and Education, a specialist provider in childcare and education.

To operate within the level 6 staff:child ratios in early years foundation stage settings, learners must have been awarded Early Years Teacher Status (EYTS), Early Years Professional Status (EYPS), or Qualified Teacher Status (QTS).

This qualification does not award EYTS, EYPS, or QTS. Instead, this qualification has been mapped against the Level 3 Early Years Educator (EYE) criteria and assessed and approved by DfE as fully meeting these criteria. Holders of this qualification can therefore be included within the Level 3 staff:child ratios in an early years settings in England.

Qualification Purpose

The TQUK Level 6 Advanced Diploma in Applied Innovative Practice in Early Childhood Pedagogy and Care has been designed to equip learners with the knowledge, skills, and behaviours required for roles in the early years sector, including those in senior positions.

This qualification bridges the gap between level 5 vocational study and higher-level academic study within the early years sector. Introducing learners to social policy and research methodology lays the groundwork for independent research studies, offering a unique opportunity for participants to engage in action research, thereby implementing innovations and improvements within their own early years settings.

The qualification provides learners with a comprehensive understanding of innovative practice in the early years. Learners will:

- develop knowledge, skills, and behaviours for a wide variety and level of roles within the sector
- hone their practical skills and expertise within their current employment/volunteer setting
- have the opportunity to retrain and upskill their existing knowledge and experience
- gain opportunities to progress to further study or training in the sector.

The learner will study a range of key topics in the early years sector to include:

- key philosophical theories and approaches to play and holistic development
- the impact of play-based pedagogies on a child's development
- legal and ethical frameworks that surround children's rights, well-being, safeguarding, and participation
- the importance of collaborative partnerships between early years practitioners, families, and communities, and strategies for effective communication
- concepts of equity, diversity, and inclusion in the context of early years education

- key historical and contemporary debates within the field of early childhood play and care
- professional practice standards in early childhood, education, and care
- philosophical approaches, research methodologies, data collection, relevant ethical frameworks, quality improvement strategies, and critical evaluation.

By completing this qualification, learners develop knowledge, practical, and technical skills to:

- understand the impact of play on children's development
- analyse the history of the early years curriculum, explaining the importance of curriculum design and different pedagogical approaches
- evaluate how changes to government policy, social changes and issues, and attitudes towards early years care and education have impacted the sector
- promote play and learning opportunities whilst demonstrating the use of different pedagogical approaches
- evaluate strategies to support children's communication needs
- promote positive learning experiences and inclusive strategies for children with a range of additional needs, disabilities, and backgrounds and the different reasons why learning and development may be impacted
- understand the purpose and benefits of assessment for children and evaluate own assessment practices
- understand the significance of attachment within the early years sector
- promote children's rights, a safe and healthy environment, and understand personal and professional responsibilities in relation to safeguarding
- engage children in active participation in own education and care planning
- work professionally and collaboratively with other professionals, families, stakeholders, and communities to enable children's development
- demonstrate effective leadership, coordination, and mentoring skills
- evaluate the effectiveness of provision, policies, and procedures in relation to relevant early years inspection frameworks and standards
- advocate for positive change within the early years sector and propose innovative solutions to address challenges
- understand the importance of professional practice standards and critically evaluate own reflective practice and continuous professional development
- utilise assessment models and tools effectively, analyse data and feedback, and propose enhancements to practice based on findings
- demonstrate advanced research skills, analyse findings and their implications for practice, and develop innovative solutions for quality improvement.

These knowledge and skills are highly valued by employers and/or further study or for specialised training in early childhood, early years education, leadership within the sector, or other similar roles within related fields.

Entry Requirements

This qualification is suitable for learners aged 18 years or above.

Learners must have achieved a level 5 qualification before registering on this level 6 advanced diploma. Acceptable qualifications include a level 5 certificate, diploma, Higher National Diploma (HND), or a

foundation degree (FdA) in a related or allied subject area including childcare, social care, or education, training, and learning.

Placement

Learners have access to a suitable placement to undertake this qualification. The placement can take place within one of the following settings:

- school nursery
- school reception class
- pre-school
- private nursery
- with a registered childminder (where support staff are working with the learner)
- local authority nursery
- Foundation Stage unit
- Sure Start/children centre
- other Ofsted registered early years setting.

Breakfast and after-school clubs **are not** considered a suitable setting for this qualification.

Learners may complete this qualification when working in an infant school, with children up to age 7.

A **minimum of 200 hours** must be spent working with children in the Early Years Foundation Stage (school nursery or reception class) and the learner's research project must be conducted with this age group.

The remaining logged hours can be with year 1 and year 2. Hours working with years 3, 4, 5, and 6 in a junior school **are not permitted**.

A minimum of 400 placement hours will need to be logged across the 18 month duration of the qualification.

Progression

Learners who achieve this qualification may be able to utilise their 120 credits at level 6 towards higher-level studies. Learners must consult with individual Higher Education Institutions (HEIs) to confirm the options available for the recognition and use of any credits; however, academic progression opportunities are not guaranteed and remain at the discretion of the individual HEI.

Structure

Learners must achieve all mandatory units to be awarded this qualification.

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Philosophy, Theory and Practice of Play and Holistic Development in Early Childhood	M/650/9464	6	95	18
Advocating for Children's Rights, Well-being, Safeguarding and Protection	R/650/9465	6	105	18
Nurturing Collaborative Partnerships for Young Children	T/650/9466	6	65	9
Beyond Equity and Inclusion: Being Present, Proactive, Persistent and Passionate in Early Years Practice	Y/650/9467	6	95	15
Historical and Contemporary Debates in Early Childhood, Play and Care	A/650/9468	6	60	15
Professional Practice within Early Childhood Education and Care	D/650/9469	6	90	15
Research, Innovation and Improvement in Early Childhood Education	J/650/9470	6	60	30

Guided Learning Hours

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

GLH for this qualification is 570 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to take approximately 630 hours across the qualification.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study, or any other learning including assessment which takes place as

directed by, but not under the supervision of, a lecturer, supervisor, or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

The Total Qualification Time for this qualification is 1200 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Units must be assessed in line with the Skills for Care and Development Assessment Principles available here.

All learning outcomes that assess knowledge and understanding may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence. **A research proposal and dissertation must be submitted for the 'Research, Innovation and Improvement in Early Childhood Education' unit**.

All assessment criteria that require the demonstration of practical skills and confirmation of workplace competence should be assessed through the observation of learner performance in real work/placement situations. Details of specific requirements and where simulation is/is not permitted are included in the unit specifications.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome, and assessment criteria.

All learning outcomes and assessment criteria must be met for a learner to pass the qualification.

Each unit within the qualification provides details of assessment requirements, assessment guidance, and range:

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion
- **Assessment guidance/range** highlights areas learners **must** include and areas that learners **could** include in their assessments. The assessment guidance in each unit will specify whether the examples provided are mandatory or optional.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Reasonable adjustments and special considerations

TQUK is committed to ensuring that all Learners and Apprentices are granted equal opportunity, in line with the Equality Act 2010, to receive recognition of their achievement while maintaining the equity, validity, and reliability of assessments through the application of reasonable adjustments and special considerations where appropriate.

As such, TQUK offers a reasonable adjustments and special considerations policy in order to provide external parties with the process of requesting a reasonable adjustment or special consideration and to offer Recognised Centres clear guidance for implementing these. You can view this policy on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment, and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirement the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching Resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners.

Tutor, Assessor, and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- a higher-level qualification in the same subject area as the qualification approval request
- experience of the delivery/assessment/IQA of the qualification requested
- work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assessor or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a relevant qualification appropriate for the level of qualification they deliver. The relevant qualifications to deliver this advanced diploma include:

- BA (Hons) in Early Years, Childcare, or Childhood and Youth Studies
- Early Years Professional Status
- QTS, QTLS, PGCE
- Master's in Education, Childcare, Early Years, or Childhood and Youth Studies.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Assessors will also need to hold at least one of the following occupational qualifications:

- BA (Hons) in Early Years, Childcare, or Childhood and Youth Studies

- Early Years Professional Status
- QTS, QTLS, PGCE
- Master's in Education, Childcare, Early Years, or Childhood and Youth Studies.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess, or be working towards, a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- Office of Qualifications and Examinations Regulation
- Register of Regulated Qualifications
- Early years qualification requirements and standards - GOV.UK

For further details regarding approval and funding eligibility please refer to the following websites:

- Education & Skills Funding Agency for public funding information for 14+ learners in England
- Learning Aim Reference Service (LARS).

You may also find the following website useful:

- ECSDN Booklet - Front Cover July 2020.

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Mandatory Units

Title:		Philosophy, Theory and Practice of Play and Holistic Development in Early Childhood	
Unit reference number:		M/650/9464	
Level:		6	
Credit value:		18	
Guided learning hours:		95	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Understand philosophical theories and approaches to play and holistic development.	1.1	Critically evaluate evidence-based and non-evidence based **philosophical approaches** to **play and holistic development** within the early years.
		1.2	Analyse the expected patterns of children's development from birth-age 5 years according to a range of **theoretical research and principles**.
		1.3	Analyse the expected patterns of children's development from age 5 years to 7 years according to a range of **theoretical research and principles**.
		1.4	Explain the impact of play on children's development.
2.	Understand curriculum intent, implementation, and impact in early childhood provision.	2.1	Analyse the history of, and current offering of, the early years curriculum in own home nation.
		2.2	Critically evaluate own setting's practice in relation to the curriculum offering of **different areas of learning,** considering areas for improvement.
		2.3	Explain the importance of a carefully planned and sequenced curriculum in promoting knowledge and children's interests in the early years.
		2.4	Evaluate the importance of curriculum design to ensure young children are prepared for future learning.
3.	Be able to design and implement play-based learning experiences in the early childhood setting.	3.1	Analyse different pedagogical approaches and how they can be used in **learning opportunities.**
		3.2	Use knowledge of own children to plan and implement **holistic learning experiences**, drawing upon pedagogical, philosophical, and theoretical influences.
		3.3	Critically evaluate own planned activities and pedagogically adapted activities, reflecting on children's: • stage of development • individual interests, needs, and circumstances • entitlement to new, important, and interesting knowledge.
		3.4	Promote play and learning opportunities within a **range of rich and enabling environments**, demonstrating practice.
		3.5	Demonstrate the use of different pedagogical approaches in **learning opportunities.**

4.	Be able to support communication development through play and learning opportunities in the early childhood setting.	4.1	Analyse the importance of communication and language within an early years setting to ensure success for all children.
		4.2	Evaluate the impact of own setting's communication and language curriculum, exploring benefits and areas for improvement for young children's development, including their: • spoken language skills • understanding of language • early reading skills • engagement in phonics programmes.
		4.3	Evaluate own provision in supporting children from disadvantaged backgrounds with their communication and language development, identifying areas for self-development.
		4.4	Identify the communication and language needs of the children within own setting, analysing wider developmental impacts on the child.
		4.5	Analyse strategies that support children who are experiencing a language delay or difficulty.
5.	Be able to reflect upon personal philosophy of play and learning to support children with a range of needs and experiences in the early childhood setting.	5.1	Explain own philosophy of play and learning in early childhood education.
		5.2	Critically reflect on how own philosophy and understanding of early childhood education promotes positive learning experiences for children who: • have speech or language differences • are SEND or neurodivergent • for whom English is an additional language (EAL).
		5.3	Analyse how **transitions and significant life events** might impact the learning and development of a young child.
6.	Be able to assess children's learning and promote individual development, meeting children's needs and interests in the early childhood setting.	6.1	Critically evaluate own assessment practices within the early years setting and their impact on children's learning and development, taking into consideration: • recognising children's progress • understanding children's needs • using assessment to plan and provide activities and support.
		6.2	Research effective assessment practices and processes across the early years sector, evaluating: • accurate and proportionate assessment • gathering information on what children can do and what they know • how evidence and data are gathered, and how much.
		6.3	Analyse the purpose and benefits of **assessment** for the child, the parents/carers, and the setting, to shape teaching and learning for children's holistic development, effectively measuring progress and informing the planning cycle.
Assessment requirements: Assessment criteria **3.2, 3.4, and 3.5** must be assessed in a real work environment.			

All knowledge-based assessment criteria must be assessed at level 6 using a range of appropriate assessment methods, with evidence of and reference to wider reading and links to the application of knowledge in practice.

Assessment guidance:

Learning outcomes guidance:
'The learner will understand' learning outcomes are **knowledge-based** and will be required to be assessed via a portfolio of evidence, which may include a variation of question and answers, essays, verbal questions and answers, presentations, any other suitable evidence that allows the learner to demonstrate they meet the assessment criteria.

'The learner will be able to' learning outcomes will have **elements of practical application** within their assessment criteria that must be assessed in a real-work environment. This may be demonstrated through collating a range of evidence, including observations, professional discussions, witness statements, work products, reflections, evaluative statements of practice, and other suitable pieces of evidence that demonstrate the learner's competency in meeting the assessment criteria.

Range:

1.1 Philosophical Approaches may include: Piaget, Vygotsky, Montessori, Reggio Emilia, Play-based Learning, Steiner Waldorf, Forest School, Froebel/Kindergarten, Bruner, Dewey, HighScope, and other relevant approaches.

1.1 Play and holistic development must include: cognitive, speech, language, and communication development, physical, emotional, neurological, and brain development.
1.2 and 1,3 **Theoretical research and principles**:

- physical: Gesell's Maturation Theory, Dynamic Systems Theory
- cognitive Development: Piaget's Theory of Cognitive Development, Vygotsky's Social-Cultural Theory
- language Development: Chomsky's Theory of Language Acquisition, Bruner's Interactionist
- emotional and social: Erikson's Psychosocial Theory, Bowlby's Attachment Theory
- moral development: Kohlberg's Stages of Moral Understanding. Any other relevant theoretical research and principles.

2.2 Different areas of learning must include: communication and language, physical development, personal, social, and emotional development, literacy, mathematics, understanding the world, expressive arts and design.

3.1 Learning opportunities must include: play, direct teaching, adult explanations, adult modelling, learning from peers, guided learning, and sustained shared thinking.
3.2 Holistic learning experiences must include: communication and language, physical development, personal, social, and emotional development, literacy, mathematics, understanding the world, expressive arts and design.
3.2 Theoretical and Pedagogical Influences: Piaget, Vygotsky, Montessori, Reggio Emelia, Play-based Learning, Forest School, Steiner, Froebel, Dewey, HighScope, Curiosity Approach, other relevant influences and theoretical understandings.
3.3 Range of rich and enabling environments must include: indoors at the setting, outdoors at the setting, and offsite (**could** include parks, beaches, and any other relevant trips).
3.5 Learning opportunities must include: play, direct teaching, adult explanations, adult modelling, learning from peers, guided learning, and sustained shared thinking.

5.1 Philosophy of play and learning: Discuss own philosophy, but consider influences from others, such as Froebel, Montessori, Reggio Emelia, Steiner, or others.
5.3 Transitions and significant life events must include: moving to school, starting and moving through daycare, the birth of a sibling, moving home, living outside of the home, family breakdown, loss of significant people,

moving between settings and carers, social events that impact their lives (such as Covid-19), adoption and care including the significance of adverse childhood experiences and trauma.

6.3 Assessment must include: formative assessment methods, summative assessment methods, Reception Class Baseline, Age-2 Progress Check, and EYFS Profile.

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Title:		Advocating for Children's Rights, Well-being, Safeguarding and Protection	
Unit reference number:		R/650/9465	
Level:		6	
Credit value:		18	
Guided learning hours:		105	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Be able to promote and advocate children's rights in the early childhood setting.	1.1	Analyse the rights of all children based on the Equality Act, to ensure: • individual needs are met • promotion of high standards • fulfilment of their potential.
		1.2	Critically reflect upon own practice in ensuring that the Equality Act is implemented, to ensure: • individual needs are met • promotion of high standards • fulfilment of their potential.
		1.3	Analyse the Rights of the Child based on the United Nations Convention on the Rights of the Child (UNCRC) and its impact on practice in early childhood.
		1.4	Research **cases of advocating for young children's rights in early years practice** and consider how these cases can inform own practice.
		1.5	Maintain accurate and coherent **records and reports and share information**, only when appropriate, to ensure the needs of all children are met.
		1.6	Analyse the significance of attachment within the early years sector and throughout early childhood.
		1.7	Evaluate own provision in relation to attachment, including processes and procedures in place that develop key person and child relationships to enable positive bonds for the child.
2.	Be able to follow and evaluate safeguarding strategies and practices within the early childhood setting.	2.1	Reflect on **personal and professional responsibilities** in safeguarding young children.
		2.2	Critically evaluate the effectiveness of safeguarding and security systems in keeping babies and children safe.
		2.3	Analyse types of abuse and adverse childhood experiences, showing an awareness of their signs, symptoms, and indicators.
		2.4	Critically evaluate the setting's own policies and procedures in relation to protecting children from harm based upon: • local and national safeguarding policies and procedures • statutory and non-statutory guidance.
3.	Be able to promote a safe and healthy environment where	3.1	Critically evaluate own setting's **policies and processes** and their adherence to legislation and guidance, including the dangers or consequences of not doing so.

	babies and young children can play and learn.	3.2	Compare and contrast common childhood illnesses between home nation and an international country of choice, researching: • health and reporting guidelines in each country • infection control regulations and guidance in each country • understanding and guidance around vaccinations or immunisations in each country.
		3.3	Explain the responsibilities and duties of the early years professional in understanding the signs and symptoms that: • indicate a child is unwell • indicate a child has been injured • show a child is suffering from an allergy • a child needs urgent medical or dental attention.
		3.4	Demonstrate how to safely carry out **physical care routines** that are appropriate to the age, stage, and needs of the baby or child.
		3.5	Analyse **procedures** related to a safe and healthy environment within own setting and support colleagues to put these into practice.
		3.6	Carry out a risk assessment within own setting, following processes for risk assessment and risk management effectively.
4.	Promote safe and healthy nutrition with babies and young children.	4.1	Research guidelines in infant feeding and weaning, supporting colleagues in promoting best practice for meeting babies' nutritional needs.
		4.2	Evaluate and improve own understanding of food allergies and anaphylaxis.
		4.3	Demonstrate best practice to ensure a safe environment for young children's mealtimes, and the supervision of children at all times to prevent choking.
		4.4	Deliver 'safe mealtime' education to others such as parents/carers or colleagues.
		4.5	Critically analyse the importance of **healthy lifestyles** for babies and young children, considering short or long-term impacts on children's health, well-being, or development where healthy lifestyles are not met.
5.	Be able to create an environment where children can actively participate in their own special education and care planning.	5.1	Evaluate own setting's current practice in promoting children's active participation in own special education and care planning.
		5.2	Research case studies that demonstrate the benefits and limitations of strategies to engage children in active participation in own special education and care planning.
		5.3	Develop, implement, and review policies within the setting that are designed to promote children's active participation in own special education and care planning.
		5.4	Research beliefs or understandings of children's active participation in their own special education and care across nations, countries, or cultures, drawing comparisons with own understandings or beliefs.

Assessment requirements:

Assessment criteria **1.5, 3.4, 3.5, 3.6, 4.3, and 4.4** must be assessed in a real work environment.
All knowledge-based assessment criteria must be assessed at level 6 using a range of appropriate assessment methods, with evidence of and reference to wider reading and links to the application of knowledge in practice.

Learning outcomes guidance:

'The learner will understand' learning outcomes are **knowledge-based** and will be required to be assessed via a portfolio of evidence, which may include a variation of question and answers, essays, verbal questions and answers, presentations, any other suitable evidence that allows the learner to demonstrate they meet the assessment criteria.

'The learner will be able to' learning outcomes will have **elements of practical application** within their assessment criteria that must be assessed in a real-work environment. This may be demonstrated through collating a range of evidence, including observations, professional discussions, witness statements, work products, reflections, evaluative statements of practice, and other suitable pieces of evidence that demonstrate the learner's competency in meeting the assessment criteria.

Assessment guidance:
Range:

1.4 Cases of advocating for young children's rights in early years practice: examples might include: Children's Parliament work on 'Rights Based Practice in the Early Years', Barnardo's' 'Giving Children a Voice' project, The Children's Society – various cases of supporting rights and advocacy, The Children's Rights in Early Years Network – various projects.
1.5 Records and reports and share information must include: in the context of medication requirements, special dietary needs, planning, observation and assessment, health, safety and security, accidents and near misses, and daily registers.

2.1 Personal and professional responsibilities must include: own role and responsibilities across the wider safeguarding umbrella, own role and responsibilities relating to child protection, duty of care, supervision of others, reporting and confidentiality of information, security of children and adults when in the setting, employer processes and procedures.

3.1 Policies and procedures must include: health and safety, security, confidentiality of information, infection control, moving and picking up children, moving and handling furniture and large equipment, safe use of materials, tools, and equipment, and medication requirements.
3.4 Physical care routines must include: nappy changing/toileting, eating/feeding/weaning, skincare, hair care, care of teeth, rest, and sleep provision.
3.5 Procedures must include: hand washing, food hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment, knowledge of common childhood illnesses and immunisation, and exclusion periods for infectious diseases.

4.5 Healthy lifestyles must include: the provision of a balanced and nutritious diet, being physically active, and having good oral health.

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Title:		Nurturing Collaborative Partnerships for Young Children	
Unit reference number:		T/650/9466	
Level:		6	
Credit value:		9	
Guided learning hours:		65	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Be able to implement the principles and benefits of collaboration in early childhood	1.1	Critically analyse the roles of a range of stakeholders in collaborative partnerships within the early years sector.
		1.2	Analyse the importance of **community and familial involvement** in early years settings.
		1.3	Explain how collaborative partnerships contribute to the holistic development, learning, and target setting of young children.
		1.4	Develop innovative processes to maintain communication networks during times when face-to-face communication and teamwork are inhibited.
		1.5	Implement and advocate home-learning opportunities to build a partnership between parents/carers and the setting and evaluate the results.
		1.6	Create inclusive and effective communication plans tailored to diverse family and community needs, reflecting critically on the outcomes, and identifying areas for improvement.
		1.7	Analyse barriers to effective communication and partnership and propose solutions.
		1.8	Research case studies that demonstrate the impact of collaborative partnerships.
2.	Be able to implement a collaborative project that demonstrates partnership working in early childhood.	2.1	Plan and implement a small-scale project of choice that involves multiple stakeholders.
		2.2	Demonstrate effective leadership and coordination skills in the execution of the project.
		2.3	Reflect on the process and outcomes of the project, assessing its success and areas for improvement.
3.	Understand the roles and responsibilities of other professionals and regulatory bodies.	3.1	Evaluate the effectiveness of own provision, policies, and procedures, based upon the relevant early years inspection framework for own home nation (such as Ofsted in England), identifying areas for improvement.
		3.2	Explain how the relevant regulatory body ensures quality and standards in early years settings through inspections, regulations, and guidance.
		3.3	Analyse the roles and responsibilities of **other professionals** and their impact on children's health, well-being, and development.
		3.4	Analyse the impact of collaboration in early identification and intervention for children with additional needs.
Assessment requirements: Assessment criteria **2.2** must be assessed in a real work environment.			

All knowledge-based assessment criteria must be assessed at level 6 using a range of appropriate assessment methods, with evidence of and reference to wider reading and links to the application of knowledge in practice.

Assessment guidance:

Learning outcomes guidance:

'The learner will understand' learning outcomes are **knowledge-based** and will be required to be assessed via a portfolio of evidence, which may include a variation of question and answers, essays, verbal questions and answers, presentations, any other suitable evidence that allows the learner to demonstrate they meet the assessment criteria.

'The learner will be able to' learning outcomes will have **elements of practical application** within their assessment criteria that must be assessed in a real-work environment. This may be demonstrated through collating a range of evidence, including observations, professional discussions, witness statements, work products, reflections, evaluative statements of practice, and other suitable pieces of evidence that demonstrate the learner's competency in meeting the assessment criteria.

Range:

1.2 The importance of **community and familial involvement**: enhanced learning and development, continuity between home and setting, supporting individual beliefs. Promoting a positive attitude towards education, social and emotional development, resource and knowledge sharing, empowerment of families and the community, and early identification of needs. Any other relevant areas of importance.

3.3 Other professionals must include: Health Visitors, Social Workers, Educational Psychologists, Speech and Language Therapists, and any other professionals relevant to the setting and children in the care of the learner.

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Title:		Beyond Equity and Inclusion: Being Present, Proactive, Persistent and Passionate in Early Years Practice	
Unit reference number:		Y/650/9467	
Level:		6	
Credit value:		15	
Guided learning hours:		95	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Understand concepts of equity, diversity, and inclusion in the context of early childhood education.	1.1	Analyse equity, diversity, and inclusion and their importance in early years settings.
		1.2	Critically evaluate how equity, diversity, and inclusion are currently implemented within own setting and reflect on methods to make effective improvements.
		1.3	Research the challenges in promoting equity, diversity, and inclusion within early childhood education.
2.	Be able to design and implement inclusive practices that cater to the diverse needs of children and families in early childhood settings.	2.1	Apply inclusive strategies that address the needs of a diverse range of children and families.
		2.2	Adapt practices to support children with different cultural, linguistic, and developmental backgrounds.
		2.3	Critically evaluate the effectiveness of the implemented practices in promoting inclusivity.
3.	Be able to advocate for change within the early childhood setting.	3.1	Explore **contemporary challenges** in early years education.
		3.2	Propose innovative solutions or advocate approaches to address these challenges.
		3.3	Analyse ways in which early years practitioners stay informed about and engaged with ongoing changes in the field.
		3.4	Demonstrate a proactive and persistent approach to advocating for positive changes.
		3.5	**Critically reflect on personal attitudes and beliefs regarding equity, diversity, and inclusion**.
		3.6	Reflect on areas for personal growth and development in understanding and implementing equity, diversity, and inclusion principles.
4.	Be able to promote an inclusive environment for babies and young children with additional or special educational needs or disabilities (SEND).	4.1	Evaluate own setting's policies and practices in relation to the Special Educational Needs Code of Practice, making suggestions for improvements.
		4.2	Explain the entitlement for all children to have a high-quality education and how to adapt learning methods based on individual needs.
		4.3	Analyse how to balance the four areas of need against a baby or young child's individual needs, including: • communication and interaction • cognition and learning • social, emotional, and mental health • physical and sensory needs.
		4.4	Evaluate strategies in place to support babies or children with additional needs or SEND, suggesting appropriate recommendations for further improvements.

		4.5	Explain the difference between a learning difficulty or disability that needs intervention, and a gap in a child's knowledge or understanding, and how you will recognise these and differentiate between the two.
		4.6	Explain the reasons a child might be exhibiting difficult or withdrawn behaviour, and how to respond in each instance: • SEND • safeguarding need • other need.
		4.7	Analyse a range of specialist aids, resources, and equipment available to support babies and children with SEND.
5.	Be able to implement an innovative intervention within the early childhood setting.	5.1	Conduct research into a range of interventions for a chosen **area of need.**
		5.2	Use research, **theoretical, philosophical, and pedagogical understandings** to design a small intervention strategy or idea based on the chosen area of need.
		5.3	Implement an intervention strategy with a child or small group of children safely and with appropriate permissions in place.
		5.4	Reflect on the results of the intervention based on recorded results or observations, identifying areas of strength and areas for further development.

Assessment requirements:

Assessment criteria **2.1, 2.2, 3.4, and 5.3** must be assessed in a real work environment.
All knowledge-based assessment criteria must be assessed at level 6 using a range of appropriate assessment methods, with evidence of and reference to wider reading and links to the application of knowledge in practice.

Assessment guidance:

Learning outcomes guidance:

'The learner will understand' learning outcomes are **knowledge-based** and will be required to be assessed via a portfolio of evidence, which may include a variation of question and answers, essays, verbal questions and answers, presentations, any other suitable evidence that allows the learner to demonstrate they meet the assessment criteria.

'The learner will be able to' learning outcomes will have **elements of practical application** within their assessment criteria that must be assessed in a real-work environment. This may be demonstrated through collating a range of evidence, including observations, professional discussions, witness statements, work products, reflections, evaluative statements of practice, and other suitable pieces of evidence that demonstrate the learner's competency in meeting the assessment criteria.

Range:

3.1 Contemporary challenges: examples could include**:** funding and resource allocation, staff recruitment and retention, technological integration, inclusivity and diversity, stereotypes parental engagement, curriculum, and standardisation pressures, child mental health and well-being, policy and legislative changes, and the impact of COVID-19.

3.5. **Critical reflection should** encompass an examination of own stereotypical views based on gender, culture, or race, exploring how such beliefs can cause harm, reinforce bias, or prejudice.

5.1 Area of need could include: a language need, a special educational need, a behavioural need, or any other relevant example.
5.2 research, **theoretical, philosophical, and pedagogical understandings**: may include:

- physical: Gesell's Maturation Theory, Dynamic Systems Theory
- cognitive development: Piaget's Theory of Cognitive Development, Vygotsky's Social-Cultural Theory
- language development: Chomsky's Theory of Language Acquisition, Bruner's Interactionist Theory
- emotional and social: Erikson's Psychosocial Theory, Bowlby's Attachment Theory
- moral development: Kohlberg's Stages of Moral Understanding. Any other relevant theoretical research and principles.

Title:		Historical and Contemporary Debates in Early Childhood, Play and Care	
Unit reference number:		A/650/9468	
Level:		6	
Credit value:		15	
Guided learning hours:		60	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Understand the historical development of the early years curriculum.	1.1	Critically analyse the development of the early years curriculum and provision through the 20th and 21st centuries.
		1.2	Analyse changes to government policy in relation to early years care and education during the 21st century.
		1.3	Analyse how attitudes towards early years care and education have changed during the 20th and 21st centuries.
		1.4	Critically evaluate the impact of historical social changes and issues on the need for early years care provision.
2.	Understand contemporary issues impacting early childhood and education.	2.1	Critically analyse the changes to early years training and development in the last 30 years and its impact upon the sector.
		2.2	Analyse current social changes and issues and their impact on the need for early years care.
		2.3	Critically evaluate the impact of government funding on the early years sector.
		2.4	Critically evaluate a current or recent **issue** and its impact on children's development.
3.	Be able to posit a clear stance on a selected topical interest.	3.1	Select and justify a relevant and significant debate within the field of early childhood education for own critical examination.
		3.2	Present a well-structured and researched argument, showing critical analysis of selected area of early childhood education.
		3.3	Demonstrate original thinking and a research-based understanding of the chosen topic.
		3.4	Show respect and consideration for multiple viewpoints in the debate.
		3.5	Demonstrate how to articulate and debate a contemporary issue with a well-rounded understanding.

Assessment requirements:

All learning outcomes are knowledge-based and must be assessed at level 6 using a range of appropriate assessment methods, with evidence of and reference to wider reading and links to the application of knowledge in practice.

Assessment guidance:
Learning outcomes guidance:

'The learner will understand' learning outcomes are **knowledge-based** and will be required to be assessed via a portfolio of evidence, which may include a variation of question and answers, essays, verbal questions and

answers, presentations, any other suitable evidence that allows the learner to demonstrate they meet the assessment criteria.

'The learner will be able to' learning outcomes will have **elements of practical application** within their assessment criteria that must be assessed in a real-work environment. This may be demonstrated through collating a range of evidence, including observations, professional discussions, witness statements, work products, reflections, evaluative statements of practice, and other suitable pieces of evidence that demonstrate the learner's competency in meeting the assessment criteria.

Range:

2.4 Issue could include: technology use, lockdown, or any other relevant and appropriate example.

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Title:		Professional Practice within Early Childhood Education and Care	
Unit reference number:		D/650/9469	
Level:		6	
Credit value:		15	
Guided learning hours:		90	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Be able to develop professionally within the early years sector.	1.1	Explain the expected behaviours of professional early years practitioners working in the setting.
		1.2	Demonstrate how to supervise and mentor others in their role.
		1.3	Critically evaluate own skills and experiences as a leader and identify areas for leadership development.
		1.4	Identify areas for development in own professional practice and engage in coaching, training, and supervision opportunities, reflecting on own improvements.
		1.5	Analyse setting **policies and procedures** and their importance for a safe and effective setting.
		1.6	Critically evaluate own practice and continuous professional development opportunities, explaining how these have: • improved own skills • improved own practice • developed subject knowledge • increased career opportunities • helped improve children's outcomes, especially in areas of disadvantage.
		1.7	Analyse how respecting and promoting diversity and inclusion, cultural differences, and family circumstances is an important part of the role of the early years professional.
		1.8	Analyse how professional practice standards guide the planning and implementation of learning activities.
		1.9	Analyse how professional practice standards influence own decision-making in complex or ethical situations.
		1.10	**Model and promote the expected behaviours of children within the setting, supporting children to manage and regulate their own behaviour.**
2.	Be able to engage in critical self-reflection for development.	2.1	Reflect on a recent professional experience and identify what went well and what could be improved.
		2.2	Develop and implement a plan of action for self-improvement in an area of practice.
		2.3	Reflect upon own improvement of practice over time.
		2.4	Critically evaluate how own improvements in practice have benefitted the provision of children's care, learning, and development.
3.	Be able to analyse data and feedback to aid practice improvement.	3.1	Use assessment models and tools to evaluate the impact of professional practice on children's learning and development.

		3.2	Analyse data and feedback to understand the effectiveness of practices and interventions.
		3.3	Propose changes or enhancements to practice based on evaluation findings.

Assessment requirements:

Assessment criteria **1.2, 1,4, and 1.10** must be assessed in a real work environment.
All knowledge-based assessment criteria must be assessed at level 6 using a range of appropriate assessment methods, with evidence of and reference to wider reading and links to the application of knowledge in practice.

Assessment guidance:

Learning outcomes guidance:

'The learner will understand' learning outcomes are **knowledge-based** and will be required to be assessed via a portfolio of evidence, which may include a variation of question and answers, essays, verbal questions and answers, presentations, any other suitable evidence that allows the learner to demonstrate they meet the assessment criteria.

'The learner will be able to' learning outcomes will have **elements of practical application** within their assessment criteria that must be assessed in a real-work environment. This may be demonstrated through collating a range of evidence, including observations, professional discussions, witness statements, work products, reflections, evaluative statements of practice, and other suitable pieces of evidence that demonstrate the learner's competency in meeting the assessment criteria.

Range:

1.5 Policies and procedures must include: reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing, use of technology, referring child development concerns, protecting practitioners (for example media and online presence), staff health and safety including mental health and well-being support.
1.10 Ways to support children to manage and regulate their own behaviour should include: co-regulation when children are experiencing any range of emotions, providing warm, responsive interactions to help support the development of self-regulation, supporting children to develop a positive sense of self and to recognise, understand and manage differing emotional reactions that may or may not be appropriate.

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Title:		Research, Innovation and Improvement in Early Childhood Education	
Unit reference number:		J/650/9470	
Level:		6	
Credit value:		30	
Guided learning hours:		60	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Understand philosophical paradigms in educational research.	1.1	Critically analyse a range of **philosophical approaches.**
		1.2	Critically analyse own ontological position in research.
2.	Understand research methods and methodologies in early years and education.	2.1	Distinguish between research methodologies in educational research, including: • quantitative • qualitative • mixed method • triangulation.
		2.2	Critically evaluate a range of qualitative and quantitative methods of data collection.
3.	Understand ethics in educational research.	3.1	Analyse **factors** to consider in educational research.
		3.2	Analyse **ethical frameworks** in educational research and how these can be met.
		3.3	Explain when and how to gain consent from research participants.
4.	Understand statutory requirements in the early years sector in preparation for improvement.	4.1	Critically evaluate practice in own setting based on **statutory requirements.**
		4.2	Analyse areas for improvement within own setting based upon statutory requirements.
5.	Understand innovative projects and quality improvement strategies.	5.1	Research a range of **quality improvement strategies** suitable for early years settings.
		5.2	Critically evaluate **innovative projects** made across early years settings.
		5.3	Analyse **performance improvement strategies** and their impact upon improvement and innovation within early years staff teams.
		5.4	Analyse a range of **risk management strategies** in the early years setting.
6.	Be able to identify an area for quality improvement research in own setting or practice.	6.1	Critically evaluate an area of practice for improvement within own setting.
		6.2	Critically evaluate existing research in own chosen area.
		6.3	Formulate a research title and question to aid innovative quality improvement in own setting and practice.
7.	Be able to plan for quality improvement and research in own setting or practice.	7.1	Justify methodology in own research and improvement project.
		7.2	Justify the choice of methods in own research and improvement project.
		7.3	Analyse ethical requirements based on the chosen ethical framework for research.
		7.4	Develop and submit a research proposal.
8.	Be able to gather evidence and data within own setting or	8.1	Implement agreed research methods in line with ethical considerations.

	practice.	8.2	Follow agreed research processes in line with ethical considerations.
9.	Be able to interpret evidence and data, making appropriate recommendations for improved practice in the setting.	9.1	Present the gathered data in an appropriate format.
		9.2	Assess findings from the data in relation to own research questions.
		9.3	Establish key recommendations from own findings.
10.	Evaluate own practice or setting based on research findings.	10.1	Critically evaluate own practice or setting based upon the research data.
		10.2	Analyse opportunities for improvement within own practice or setting based on the research findings.
11.	Plan for quality improvements.	11.1	Develop a plan for quality improvements in own practice or setting based on the research findings.
		11.2	Analyse appropriate strategies ready for implementation of the improvement plan.

Assessment requirements:

All learning outcomes are knowledge-based and must be assessed at level 6 using a range of appropriate assessment methods, with evidence of and reference to wider reading and links to the application of knowledge in practice.

Learning outcomes guidance:

'The learner will understand' learning outcomes are **knowledge-based** and will be required to be assessed via a portfolio of evidence, which may include a variation of question and answers, essays, verbal questions and answers, presentations, any other suitable evidence that allows the learner to demonstrate they meet the assessment criteria.

'The learner will be able to' learning outcomes will have **elements of practical application** within their assessment criteria that must be assessed in a real-work environment. This may be demonstrated through collating a range of evidence, including observations, professional discussions, witness statements, work products, reflections, evaluative statements of practice, and other suitable pieces of evidence that demonstrate the learner's competency in meeting the assessment criteria.

Dissertation guidance

Guidance has been provided in the appendix with a series of suggested tasks. These tasks have been provided for guidance and centres are able to suggest their own tasks to complete this assessment activity.

Range:

1.1 Philosophical approaches could include: Marxism, Feminism, Existentialism, Pragmatism, Post-Modernism, Classical Educationalist, Essentialism, Social Re-constructionism and Critical Pedagogy, Democratic Education, Progressivism, Contemplative Education, any other relevant example.

3.1 Factors could include: data protection, consent, age, confidentiality, safety, any other relevant example.
3.2 Ethical Frameworks could include BERA (British Educational Research Association) or SRA (Social Research Association).

4.1 Statutory requirements must include: those of EYFS, Ofsted, and any other relevant regulatory body/organisation.

5.1 Quality improvement strategies could include reference to the following areas: training and development, performance management, supervision, sharing of best practice, pedagogical evaluation, and any other relevant area.
5.2 Innovative projects could include: Making it REAL (National Children's Bureau), Fairer Start Local (NESTA), Education Recovery Project (Early Years) (Ofsted and UK Government), Early Years Library (Early Intervention Foundation), and any other relevant example.
5.3 Performance improvement strategies could include: Individual Performance Management, team performance, SMART targets, goal setting, cascading performance measures, key performance indicators, balanced scorecard.
5.4 Risk management strategies must include: risk acceptance, risk transference, risk avoidance, and risk reduction.

Appendix

Dissertation guidance

We have devised a series of tasks to provide centres with a suggested approach to how a dissertation should be planned and structured and these have been mapped to the relevant assessment criteria. Centres may suggest their own tasks to guide learners in the completion of their dissertation.

Task	Focus of the task
Task 1	Philosophical approaches in educational research
Task 2	Methodology presentation
Task 3	The principles of ethical research
Task 4	Research report into improvement strategies
Task 5	The dissertation: • the proposal (introduction; literature review; methodology) • ethical approval • data collection, action research • result write-up • discussion • next steps for further research • bibliography • references.

Task 1 (1.1, 1.2): philosophical approaches in educational research:

This task is designed to support learners with understanding educational research philosophy and perspectives. This will prepare them for the practical research project/dissertation undertaken.

Learners should submit an essay of between 1500-2000 words to critically analyse **a minimum of 3** philosophical perspectives in education and evaluate their own ontological position based on their understanding of these philosophical perspectives.

1.1: Critically analyse a range of philosophical approaches.

Select a minimum of three from: Marxism, Feminism, Existentialism, Pragmatism, Post-Modernism, Classical Educationalist, Essentialism, Social Re-constructionism and Critical Pedagogy, Democratic Education, Progressivism, Contemplative Education, or any other relevant example.

1.2: Critically evaluate own ontological position in research.

Sources of reading could include:

- National Foundation for Educational Research: https://www.nfer.ac.uk/
- The Sage Handbook of Educational Action Research: https://uk.sagepub.com/en-gb/eur/the-sage-handbook-of-educational-action-research/book231849
- Doing Research in Education: https://uk.sagepub.com/en-gb/eur/doing-research-in-education/book240257
- Sage Educational Research (Interactive) https://uk.sagepub.com/en-gb/eur/educational-research

Task 2 (2.1 partial, 2.2 partial) Methodology presentation

This task is to support learners gain an understanding of a range of methodological and data collection processes. This will aid the learner in selecting their method for their active research.

Develop a presentation that explores the methodologies of:

- quantitative
- qualitative
- mixed method
- triangulation.

Consider the following for each:

- areas of strength in research
- areas of limitations in research
- types of data collection methods for each methodology
- how and why each data collection method for each methodology might be used
- a summary of learner's preferred method and methodology based on their current idea for research, with appropriate justification.

Sources of reading could include:

- Sage Research Methods Encyclopaedia: https://methods-sagepub-com-christuniversity.knimbus.com/

Task 3 (3.1, 3.2 partial, 3.3) Principles of ethical research

Within this task, learners will engage with the ethical principles of educational research in readiness for practice.

Learners should produce a report, with appropriately placed headings, that covers the following:

- analyse **factors** to consider in educational research.

Factors could include: data protection, consent, age, confidentiality, safety, and any other relevant example:

- evaluate **ethical frameworks** in educational research and how these can be met.

Compare two ethical frameworks that offer guidance for safe and effective ethical research in the United Kingdom. Consider the relevance of each ethical framework to learner's own research. We would recommend the British Educational Research Association (BERA) and the Social Research Association (SRA).

During the dissertation, the learner will submit a research proposal to include an ethical approval form, which will meet ethical research guidelines:

- explain when and how to gain consent from research participants.

Sources of reading could include:

- The Social Research Association: https://the-sra.org.uk/
- The British Educational Research Association: https://www.bera.ac.uk/resources/all-publications/resources-for-researchers

Task 4 (4.1, 4.2, 5.1, 5.2, 5.3, 5.4) Research report into improvement strategies

Learners will produce a written report of 1000-1500 words that will demonstrate their knowledge of statutory requirements in the early years sector in preparation for improvement, and research

into influential innovative projects and quality improvement strategies that could guide their research process.

This report can be integrated into the final dissertation as a Literature Review.

The following will need to be covered:

- critically evaluate practice in own setting based on **statutory requirements.**

Statutory requirements must include: those of EYFS, Ofsted, and any other relevant regulatory body/organisation:

- analyse areas for improvement within own setting based upon statutory requirements
- research a range of **quality improvement strategies** suitable for early years settings.

Quality improvement strategies could include reference to the following areas: training and development, performance management, supervision, sharing of best practice, pedagogical evaluation, and any other relevant area.

- critically evaluate **innovative projects** made across early years settings.

Innovative projects could include: Making it REAL (National Children's Bureau), Fairer Start Local (NESTA), Education Recovery Project (Early Years) (Ofsted and UK Government), Early Years Library (Early Intervention Foundation), and any other relevant example.

- Analyse **performance improvement strategies** and their impact upon improvement and innovation within early years staff teams.

Performance improvement strategies could include: Individual Performance Management, team performance, SMART targets, goal setting, cascading performance measures, key performance indicators, and a balanced scorecard.

- evaluate a range of **risk management strategies** in the early years setting.

Risk management strategies must include: risk acceptance, risk transference, risk avoidance, and risk reduction.

Task 5 The Dissertation

The proposal:

- **Part 1: Introduction:**

  6.1 Critically evaluate an area of practice for improvement within own setting

  6.2 Critically evaluate existing research in own chosen area

  6.3 Formulate a research title and question to aid innovative quality improvement in own setting and practice.

- **Part 2: Literature Review:**

Incorporate from Task 4

- **Part 3: Methodology**:

7.1 Justify methodology in own research and improvement project

7.2 Justify the choice of methods in own research and improvement project

7.3 Analyse ethical requirements based on the chosen ethical framework for research.

Ethical approval:

3.1-3.3 Explain how the research project will meet the ethical factors and the requirements of the chosen ethical framework (such as, BERA) and how the learner will gain consent from the participants, where necessary.

Submit the ethical approval form and wait for confirmation of ethical approval.

Data collection/action research:

8.1 Implement agreed research methods in line with ethical considerations.

8.2 Follow agreed research processes in line with ethical considerations.

Results write-up:

9.1 Present the gathered data in an appropriate format.

9.2 Assess findings from the data in relation to the research questions.

9.3 Establish key recommendations from findings.

Discussion:

10.1 Critically evaluate own practice or setting based upon the research data.

10.2 Analyse opportunities for improvement within own practice or setting based on the research findings.

Next steps, focus for further research, and conclusion:

11.1 Develop a plan for quality improvements in own practice or setting based upon the research findings.

11.2 Evaluate appropriate strategies ready for implementation of the improvement plan.

References/bibliography

Appendices