



Assignment title	Early Years Principles
Assessor	Mrs L Walker
Date issued	04/01/17
Final deadline	23/05/17

Qualification suite covered	BTEC Level 1/Level 2 First Certificate in Children's Play, Learning and Development
Units covered	Unit 3: The Principles of Early Years Practice
Learning aims covered	Learning aim A: Understand the importance of inclusive practice in early years Learning aim B: Explore ways in which early years settings implement inclusive practice Learning aim C: Understand how children are empowered in early years setting Learning aim D: Understand the importance of the key person approach in supporting children's development.
Duration (approx)	18 hours

Scenario	As part of your preparation for work, the manager of the setting has asked you to look at inclusive practice. This will help you to understand why early years settings place great importance on ensuring all children and their families are valued and supported.
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Task 1	Using relevant resources such as a PowerPoint®, you should prepare and carry out a presentation that provides information to parents on the benefits of inclusive practice in early years. You should provide information that demonstrates ways in which children may be affected by inclusive and non-inclusive practice. Include examples to support your presentation. In addition to this, you should also provide a supplementary hand-out, using case studies and examples, that compares the effects of inclusive and non-inclusive practice on children's outcomes. Examples should be included within your presentation and hand-out along with relevant images to support your evidence.
Evidence	Presentation with notes and a hand-out



Criteria covered by this task:		
To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Describe how children benefit from inclusive practice in early years settings.	3	2A.P1
Describe ways in which children may be affected by non-inclusive practice in early years settings.	3	2A.P2
Explain the potential impact on children of inclusive and non-inclusive practice in early years settings, using appropriate examples.	3	2A.M1
Compare how inclusive and non-inclusive practice affects children in early years settings, using case studies.	3	2A.D1
If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.		
To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Outline three benefits to children of inclusive practice in early years settings.	3	1A.1
Outline three ways in which children may be affected by non-inclusive practice in early years settings.	3	1A.2

Task 2	Use examples from placement experiences or from case studies to provide a written report on how inclusive practice is implemented in early years settings. To conclude, you should assess how successfully inclusive practice is implemented in an early years setting.
Evidence	Written report

Criteria covered by this task:		
To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Describe how inclusive practice is implemented in selected early years settings.	3	2B.P3
Explain how inclusive practice is implemented in a selected early years setting.	3	2B.M2
Assess the extent to which inclusive practice is successfully implemented in a selected early years setting.	3	2B.D2
If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criterion has been met.		
To achieve the criterion you must show that you are able to:	Unit	Criterion reference
Outline how inclusive practice is implemented in selected early years settings	3	1B.3

Task 3	You should produce a newspaper article that provides information on the reasons early years practitioners attempt to empower children in their care. Use examples. You should use examples and a case study to continue your article to show how effective empowerment can be implemented in early years settings to the benefit of the children and their development.
Evidence	Newspaper article



Criteria covered by this task:		
To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Explain why adults in early years settings seek to empower children.	3	2C.P4
Describe how adults in early years settings can empower children.	3	2C.P5
Explain how effective empowerment of children can benefit their development, using appropriate examples.	3	2C.M3
Assess the extent to which an early years setting is successful in empowering children, using a case study.	3	2C.D3

If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.		
To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Outline why adults in early years settings seek to empower children.	3	1C.4
Identify how adults in early years settings can empower children.	3	1C.5

Task 4	The manager of the setting has asked you to produce a set of information cards providing the reasons why the key person approach is used in early years settings, and, using examples, how it supports all areas of a child's development. In addition, you must provide a profile of a child that evaluates the key person approach, linking it to his/her overall development.
Evidence	Information cards and child profile

Criteria covered by this task:		
To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Explain why the key person approach is used in early years settings.	3	2D.P6
Describe how the key person approach supports all areas of children's development.	3	2D.P7
Explain how the key person approach supports children's development, using appropriate examples.	3	2D.M4
Evaluate the contribution of the key person approach to a selected child's development.	3	2D.D4

If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.		
To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Identify two reasons why the key person approach is used in early years settings.	3	1D.6
Identify ways that children's development is supported by the key person approach.	3	1D.7



Sources of information	<p>Books</p> <p>Lindon, J. (2012) <i>Understanding Child Development: 0-8 Years: Linking Theory and Practice</i>. London: Hodder Education, ISBN 978 1 44416 718 4.</p> <p>Websites</p> <p>www.bbc.co.uk/parenting/play Website for the BBC</p> <p>www.education.gov.uk Website for the Department for Education</p> <p>www.foundationyears.org.uk Website for professionals working with children and families in the foundation stage</p>
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