

# Crossfields Institute

## Qualification Specification

Crossfields Institute Level 3 Diploma in Holistic Baby and  
Child Care (Early Years Educator)



© Copyright Crossfields Institute 2021

All rights reserved worldwide. Reproduction by centres approved to deliver this qualification is permissible for internal use but Crossfields Institute does not accept liability for any incomplete or inaccurate copying and subsequent use of the information.

Crossfields Institute  
Stroud House  
Russell Street  
Stroud  
Gloucestershire  
GL5 3AN

info@crossfieldsinstitute.com

01453 808118

Registered Company No: 06503063

Registered Charity No: 1124859

Publication date July 2021

Version 1.0

*NCFE CACHE has worked with Crossfields Institute since 2013 and would like to wish students following the Crossfields Institute Level 3 Diploma in Holistic Baby and Child Care (Early Years Educator) qualification the best of luck as they embark on their studies. This qualification is one of quality, robust in both content and assessment it offers insight into the expertise, skills and professional approach needed to work with babies and young children.*

# Contents

<b>Key Facts</b>	<b>5</b>
<b>Section 1: About this Qualification</b>	<b>7</b>
1.1 Why take this qualification?	7
1.2 Who is it for?	7
1.3 What does the qualification cover?	7
1.4 What are the entry requirements?	9
1.5 What are the assessment methods?	10
1.6 What are the progression opportunities?	10
1.7 What are the professional placement requirements?	10
<b>Section 2: Units</b>	<b>11</b>
HBC-L3-1 Unit 1: Holistic Principles of Human Development and Care in an Early Years Education Setting	13
HBC-L3-2 Unit 2: Holistic Approaches to Birth to Seven Child Development	19
HBC-L3-3 Unit 3: Holistic Early Years Comparative Studies	25
HBC-L3-4 Unit 4: Early Years Observation and Assessment	29
HBC-L3-5 Unit 5: Personal and Professional Development in Early Years Education and Care	33
HBC-L3-6 Unit 6: Promoting the Holistic Health and Wellbeing of the Young Child	37
HBC-L3-7 Unit 7: Pedagogical Arts in the Early Years Setting	43
HBC-L3-8 Unit 8: The Heart of Care in the Early Years Setting	49
HBC-L3-9 Unit 9: Working in Partnership with Others in a Holistic Early Years Setting	55
HBC-L3-10 Unit 10: Professional Practice in the Holistic Early Years Setting	59
HBC-L3-11 Unit 11: The Early Years Curriculum in the Steiner Waldorf and Pikler Setting	65

HBC-L3-12 Unit 12: Planning and Working in the Early Years Sector	69
<b>Section 3: Delivering this qualification</b>	<b>75</b>
3.1 Assessment Approach	75
3.2 Assessment Strategies for this Qualification	76
3.3 Quality Assurance	77
3.4 Assessment Planning Guidance	78
3.5 Centre Requirements	78
3.6 Training and Support	79
3.7 Policies and Procedures	79

## Key Facts

<b>Qualification Title</b>	Crossfields Institute Level 3 Diploma in Holistic Baby and Child Care (Early Years Educator)
<b>Qualification Number (QRN)</b>	603/7739/2
<b>Qualification Type</b>	Vocationally Related Qualification
<b>Sector</b>	Child Development and Wellbeing
<b>Level</b>	Level 3
<b>Rules of Combination</b>	All units are compulsory
<b>Total Qualification Time</b>	660 hours
<b>Guided Learning Hours</b>	280 hours
<b>Minimum age of learners</b>	18
<b>Age ranges covered by the qualification</b>	Birth to 7 Years
<b>Real work environment (RWE) requirement / recommendation</b>	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
<b>Rules of Combination</b>	Learners must complete the 12 mandatory units
<b>Assessment Methods</b>	Portfolio of evidence
<b>Grading system</b>	Pass/Refer. All the assessment criteria for the units must be achieved in order to obtain a pass
<b>How long will it take to complete?</b>	This qualification can be completed within 2 years based on part-time study
<b>Developed by</b>	The qualification has been developed by Crossfields Institute with subject specific expertise provided by Dorothy Marlen, Holistic Early Years Education Specialist.



# Section 1: About this Qualification

## 1.1 Why take this qualification?

This aim of the Crossfields Institute Level 3 Diploma in Holistic Baby and Child Care (Early Years Educator) is to provide the learner with the expertise, skills and professional approach needed to become an EYE qualified holistic early years practitioner. 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, whilst introducing learners to a new paradigm of holistic practice. A holistic 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.

The purpose is to confirm competence in an occupational role to the standards required (Ofqual code D1).

## 1.2 Who is it for?

This qualification is designed for people who want to work as a childminder, nanny, parent and child group leader and workshop leader, Steiner Waldorf kindergarten assistant or in mainstream day care with children up to 5 years old.

## 1.3 What does the qualification cover?

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.

### **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.

The qualification is at level 3 as defined by Ofqual. <https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors>

The learner.....	The learner can.....
<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>

Is aware of different perspectives or approaches within the area of study or work	
---	--

## 1.4 What are the 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.

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, but not mandatory, 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 will be considered without the required GCSEs. Students will be signposted to appropriate GCSE qualifications during the course if required.
- 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.

## 1.5 What are the 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).

**Note: Plagiarism.** Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. If there is evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to a disciplinary procedure

**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

## 1.6 What are the progression opportunities?

Learners may progress to work in an early years setting, including in the role of a Level 3 early years educator with children under 5 years in mainstream settings. Learners can also progress to work as a childminder, adult and child group leader, and Steiner kindergarten assistant. In Steiner settings learners can also consider applying for the Level 4 Steiner Waldorf Diploma in Early Childhood Studies (EYE) to become a kindergarten teacher.

## 1.7 What are the 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.

## Section 2: 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.
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** F/618/8001                      **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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		
3. Understand Steiner’s principles of child development.	3.1. Explain Steiner’s principles of child development.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 at different stages of development.

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.

<b>Additional assessment information for the unit:</b>	
Amplified assessment requirements	<p><b>To achieve the unit, learners must produce evidence of knowledge and understanding of the following:</b></p> <p><b>Learning Outcome 1</b> <b>Understand key aspects of Steiner’s life and work.</b></p> <p><u>Assessment Criteria Amplification</u></p> <p>1.1. This may include:</p> <ul style="list-style-type: none"><li>a. editing of Goethe's work</li><li>b. writing <i>Philosophy of Freedom</i></li><li>c. involvement and breaking with the Theosophical Society</li><li>d. development of Anthroposophy and its practical applications</li><li>e. impact of World War I on Steiner’s philosophical thinking and writing</li><li>f. building of the 2 Goetheanums.</li></ul> <p><b>Learning Outcome 3</b> <b>Understand Steiner’s principles of child development.</b></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 an overview of the three and four fold human being.</p> <p><b>Learning Outcome 4</b> <b>Know Steiner’s principle of the twelve senses.</b></p> <p><u>Assessment Criteria Amplification</u></p> <p>4.1. This includes a brief summary of each of the twelve senses.</p> <p><b>Learning Outcome 5</b> <b>Know holistic approaches to supporting the child’s development of the senses.</b></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. It also includes how the four lower senses are nurtured and protected when the lemniscate of care is applied.</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

<b>Unit reference</b>	J/618/8002	<b>Unit level</b>	3
		<b>GLH</b>	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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		
	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		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		
	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.		

**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 Piker approach to child development.

This will include an introduction to:

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

#### 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:

- q. 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
- r. the development of the will and imitation
- s. physical development which takes place between 3 and 5 years old
- t. the emergence and role of imaginative play
- u. 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
- v. the role of rhythm, repetition and reverence
- w. the role of the adult
- x. the Steiner Waldorf approach to integrated child-led literacy and mathematics

- y. introduction to the EYFS approach to categories of child development three to five years
- z. 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:

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

1.2. This includes natural gross and fine motor development in the first 18 months (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:

- dd. cognitive
- ee. speech, language and communication development
- ff. literacy and numeracy
- gg. physical
- hh. emotional
- ii. social
- jj. 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" and the development of the will

	<p>2.2. Children's development patterns to include:</p> <ul style="list-style-type: none"> <li>kk. cognitive</li> <li>ll. speech, language and communication development</li> <li>mm. literacy and numeracy</li> <li>nn. physical</li> <li>oo. emotional</li> <li>pp. social</li> <li>qq. neurological and brain development.</li> </ul> <p>2.3. Use of observational notes.</p>
<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

<b>Unit reference</b>	L/618/8003	<b>Unit level</b>	3
		<b>GLH</b>	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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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), and Vygotsky (1896 – 1934). 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) 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.

<b>Additional assessment information for the unit:</b>	
Amplified assessment requirements	<p><b>To achieve the unit, learners must produce evidence of knowledge and understanding of the following:</b></p> <p><b>Learning Outcome 1</b> <b>Understand educational theories.</b></p> <p><u>Assessment Criteria Amplification</u></p> <p>1.3. 'Holistic' in this context, refers to Steiner Waldorf and Pikler.</p> <p><b>Learning Outcome 2</b> <b>Understand how contemporary issues influence early years education.</b></p> <p><u>Assessment Criteria Amplification</u></p> <p>2.1. This should include an overview of contemporary issues such as:</p> <ul style="list-style-type: none"> <li>rr. the political drive to get mothers of young children into the paid workforce.</li> <li>ss. the major differences in early development across social classes, and the attempt to use early education to remedy these inequalities.</li> <li>tt. England's early school starting age the 'audit culture', and its impact on how we think about and address early development.</li> <li>uu. the 'rediscovery' of the importance of attachment theory and early attachments.</li> </ul> <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>
Unit assessment guidance – provided by us	<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

<b>Unit reference</b>	R/618/8004	<b>Unit level</b>	3
		<b>GLH</b>	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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to use holistic child assessment practices to support holistic and healthy child development.	4.1. Use <b>holistic child assessment practices</b> to work with <b>others</b> 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:

Amplified assessment requirements

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

**Learning Outcome 1**  
**Understand Steiner Waldorf approaches to observation practice in an early childhood setting.**

[Assessment Criteria Amplification](#)

	<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><b>Learning Outcome 2</b> <b>Be able to use Pikler early years observation techniques.</b></p> <p><u>Assessment Criteria Amplification</u></p> <p>2.1. These include:</p> <ul style="list-style-type: none"> <li>vv. non-attached and objective observation, particularly for motor development and play</li> <li>ww. the use of observation in parent and baby, and parent and child groups.</li> </ul> <p><b>Learning Outcome 4</b> <b>Be able to use holistic child assessment practices to support holistic and healthy child development.</b></p> <p><u>Assessment Criteria Amplification</u></p> <p>4.1. <b>Holistic child assessment practices</b> include formative, summative, Pikler and Steiner Waldorf child observation techniques.</p> <p><b>Others</b> includes: key person, colleagues, parents and / or carers.</p>
Unit assessment guidance – provided by us	<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, 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>

## HBC-L3-5 Unit 5: Personal and Professional Development in Early Years Education and Care

<b>Unit reference</b>	Y/618/8005	<b>Unit level</b>	3
		<b>GLH</b>	30

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		
	2.2. Demonstrate on-going reflective practice in relation to the development of own early years educator knowledge and skills.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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

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

**Learning Outcome 1**  
**Be able to demonstrate language and communication skills.**

#### Assessment Criteria Amplification

1.1. This includes level 2 equivalent reading and writing skills, the ability to write reports and other similar activities.

	<p>1.2. This includes the ability to communicate with children, parents and other professionals.</p>
<p>Unit assessment guidance - provided by us</p>	<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

<b>Unit reference</b>	D/618/8006	<b>Unit level</b>	3
		<b>GLH</b>	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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		
	2.2. Outline appropriate approaches to first aid and emergency management in an early years care setting.		

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

<p><b>Learner declaration of authenticity:</b>                      I declare that the work presented for this unit is entirely my own work.</p>	
<p>Learner signature:</p>	<p>Date:</p>

**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

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

	<p><b>Learning Outcome 1</b>  <b>Understand approaches to the promotion of children’s health and wellbeing in a holistic early years care setting.</b></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><b>Learning Outcome 2</b>  <b>Be able to support the health needs of the young child in an early years setting.</b></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><b>Learning Outcome 6</b>  <b>Understand the Pikler approach to respectful bodily care.</b></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	<p>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 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>



## HBC-L3-7 Unit 7: Pedagogical Arts in the Early Years Setting

<b>Unit reference</b>	H/618/8007	<b>Unit level</b>	3
		<b>GLH</b>	30

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		
	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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

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

**Learning Outcome 1**

	<p><b>Understand how age appropriate holistic art and craft activities can support holistic and healthy development in early years settings.</b></p> <p><u>Assessment Criteria Amplification</u></p> <p>1.1. Early years settings include adult and child groups, childminding, Steiner Waldorf settings, or mainstream settings 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"> <li>xx. physical</li> <li>yy. personal, social, and emotional</li> <li>zz. cognitive</li> <li>aaa. spiritual.</li> </ul> <p><b>Learning Outcome 2</b>  <b>Understand how holistic seasonally related age appropriate activities can support holistic and healthy development in a range of early years settings.</b></p> <p><u>Assessment Criteria Amplification</u></p> <p>2.1. Early years settings include adult and child groups, childminding, Steiner Waldorf settings, or mainstream settings for children under five years.</p> <p>Activities include songs, rhymes, stories, and puppetry.</p> <p>This should include activities which support the development of:</p> <ul style="list-style-type: none"> <li>bbb. communication and language</li> <li>ccc. physical development</li> <li>ddd. personal, social and emotional development</li> <li>eee. understanding of the world.</li> </ul> <p>2.2. Early years settings include adult and child groups, childminding, Steiner Waldorf settings, or mainstream settings for children under five years.</p> <p>2.3. Early years settings include adult and child groups, childminding, Steiner Waldorf settings or mainstream settings for children under five years. This includes the contribution of the nature table to the <b>learning environment</b>.</p>
Unit assessment guidance – provided by us	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>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

<b>Unit reference</b>	K/618/8008	<b>Unit level</b>	3
		<b>GLH</b>	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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		
3. Be able to use holistic methods of care to support the healthy development of the young child.	3.1. Describe two models of holistic care that supports the healthy development of the young child		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. 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 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:

A variety of Steiner Waldorf and Pikler early childhood care models and examples from the UK and abroad are explored.

#### **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 groups, childminding, care settings for under 3 years and over 3 years). 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 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 groups, childminding or other early childhood settings.

1.2. Learning environment should include both indoor and outdoor environments. An example can be given from parent and child groups, childminding 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

2.2. 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.**

	<p><u>Assessment Criteria Amplification</u></p> <p>3.1. This includes a description of two models of holistic care from:</p> <ul style="list-style-type: none"> <li>• Nokken, Denmark</li> <li>• Lifeways, North America</li> <li>• Awhina, New Zealand</li> <li>• Der Hof, Germany</li> <li>• Pikler Day Care, Hungary</li> </ul> <p>“Holistic, meaning that it has incorporated Steiner Waldorf and/or Pikler or other relevant principle and practice</p> <p><b>Learning Outcome 4</b>  <b>Understand how the lemniscate of care can be applied in a holistic early years setting.</b></p> <p><u>Assessment Criteria Amplification</u></p> <p>4.1. This includes how the lemniscate of care works to ensure a balance between adult-led and child-initiated activities and adult:child ratios. An example can be given from parent and child groups, childminding or other early childhood settings.</p> <p><b>Learning Outcome 5</b>  <b>Understand approaches to minimising conflict in an early years setting.</b></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 groups, childminding or other early childhood settings.</p> <p><b>Learning Outcome 6</b>  <b>Understand the role of play in children’s healthy learning and development.</b></p> <p><u>Assessment Criteria Amplification</u></p> <p>6.1. An example can be given from parent and child groups, childminding or other early childhood settings.</p> <p>6.2. This includes how age appropriate play can support children’s imagination, curiosity, learning and thinking, including sustained shared thinking. An example can be given from parent and child groups, childminding or other early childhood settings.</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 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> <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>

## HBC-L3-9 Unit 9: Working in Partnership with Others in a Holistic Early Years Setting

<b>Unit reference</b>	M/618/8009	<b>Unit level</b>	3
		<b>GLH</b>	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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		
	3.2. Indicate legislation pertaining to parents' rights and responsibilities which may influence parenting styles.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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, 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

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

**Learning Outcome 1**  
**Understand how to work with others in an early years setting.**

[Assessment Criteria Amplification](#)

	<p>1.1. This includes:</p> <ul style="list-style-type: none"> <li>fff. supporting children through transitions</li> <li>ggg. sharing the results of assessment and giving feedback to parents.</li> </ul> <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><b>Learning Outcome 4</b>  <b>Be able to work with others to facilitate the educational development and welfare of a child.</b></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><b>Learning Outcome 5</b>  <b>Understand how to support children through transitions in their lives.</b></p> <p><u>Assessment Criteria Amplification</u></p> <p>5.1., 5.2. Transitions include:</p> <ul style="list-style-type: none"> <li>hhh. moving to school</li> <li>iii. starting and moving through day care</li> <li>jjj. birth of a sibling</li> <li>kkk. moving home</li> <li>lll. living outside of the home</li> <li>mmm. family breakdown</li> <li>nnn. loss of significant people</li> <li>ooo. moving between settings and carers.</li> </ul>
<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** H/618/8010      **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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 Safeguarding Children Partnerships.

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 Outcome 3**

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

##### Assessment Criteria Amplification

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.

##### **Learning Outcome 4**

**Be able to maintain accurate and coherent records in an early years setting.**

##### Assessment Criteria Amplification

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>4.3. This includes an understanding of GDPR (data protection) and privacy, information handling and sharing.</p> <p><b>Learning Outcome 5</b>  <b>Know the role of anti-discriminatory and inclusive practice in early years settings</b></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

<b>Unit reference</b>	K/618/8011	<b>Unit level</b>	3
		<b>GLH</b>	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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 with relevant areas of learning and development and how 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 phonological awareness 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

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

**Learning Outcome 1**  
**Understand current early years curriculum requirements.**

	<p><u>Assessment Criteria Amplification</u></p> <p>1.1. This includes EYFS statutory requirements.</p> <p><b>Learning Outcome 4</b>  <b>Understand how Steiner Waldorf approaches to literacy in the early years setting meet current curriculum standards.</b></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 phonological awareness.</p> <p><b>Learning Outcome 5</b>  <b>Understand how Steiner Waldorf approaches to numeracy in the early years setting meet current curriculum standards.</b></p> <p><u>Assessment Criteria Amplification</u></p> <p>5.1. This includes a range of strategies for supporting the development of mathematics.</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, 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

<b>Unit reference</b>	M/618/8012	<b>Unit level</b>	3
		<b>GLH</b>	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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> 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.		
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Participate in 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.		
	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:

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 childcare and supporting parents.

#### **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 of activities which support development in children and healthy family life. 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.

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

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

#### **Learning Outcome 1**

**Be able to plan activities which support holistic and healthy development and learning in young children.**

Assessment Criteria Amplification

	<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"> <li>ppp. domestic activities</li> <li>qqq. outdoor activities</li> <li>rrr. craft</li> <li>sss. ringtime</li> <li>ttt. storytelling</li> <li>uuu. puppetry.</li> </ul> <p>1.2. The festival celebration may be for the holistic early years setting of own choice.</p> <p><b>Learning Outcome 2</b>  <b>Be able to lead activities which support holistic and healthy development in young children.</b></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"> <li>vvv. domestic activities</li> <li>www. outdoor activities</li> <li>xxx. craft</li> <li>yyy. ringtime</li> <li>zzz. story</li> <li>aaaa. puppetry.</li> </ul> <p>(These are activities which support the learning and development areas of the current early education curriculum).</p> <p><b>Learning Outcome 4</b>  <b>Be able to plan for own professional development in working with young children and their parents.</b></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"> <li>bbbb. adult and child group leader</li> <li>cccc. childminder</li> <li>dddd. carer of children under 3 years in a Steiner Waldorf setting or children 0 to 5 years in a mainstream setting.</li> </ul> <p><b>Learning Outcome 5</b>  <b>Be able to plan for own holistic personal care and development in work with young children and their parents.</b></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>
<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>

## Section 3: Delivering this qualification

### 3.1 Assessment Approach

The units have been designed to support learner centred approaches, which encourage learner investigation, enquiry and reflection, alongside time for tutorials to reflect on learning and discuss the content and assessment requirements. The delivery process should be based around a facilitation method, which should create a supportive and dynamic environment, designed to inspire learner participation, enquiry and learning.

There is a significant amount of independent study within this qualification, and assessors should ensure that learners receive guidance and support on how to best make use of their study time. Independent study should be supported by structured home study and a variety of resources. The learner should also have access to tutorial support to engage in self-assessment throughout the units to allow them to monitor their understanding.

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, set by course tutors, which contribute evidence to the learner's portfolio.

<b>Assessment method</b>	<b>Assessing competence / skills</b>	<b>Assessing knowledge / understanding</b>
Written assignment	No	Yes
Question and answer	No	Yes
Professional discussion	Yes	Yes
Presentation	Yes	Yes
Case study or scenario-based study	Yes	Yes
Work products / artefacts Including: lesson plans, classroom resources, planned activities, and risk assessments	Yes	Yes
Tutor observation	Yes	Yes
Expert witness statement	Yes	Yes
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 External Quality Assessor (EQA) with full details of your proposed method. It will need formal approval from us before it can be used.

### 3.2 Assessment Strategies for this Qualification

The units 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.

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.

#### Holistic Baby and Child Care Assessment Strategy

The **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

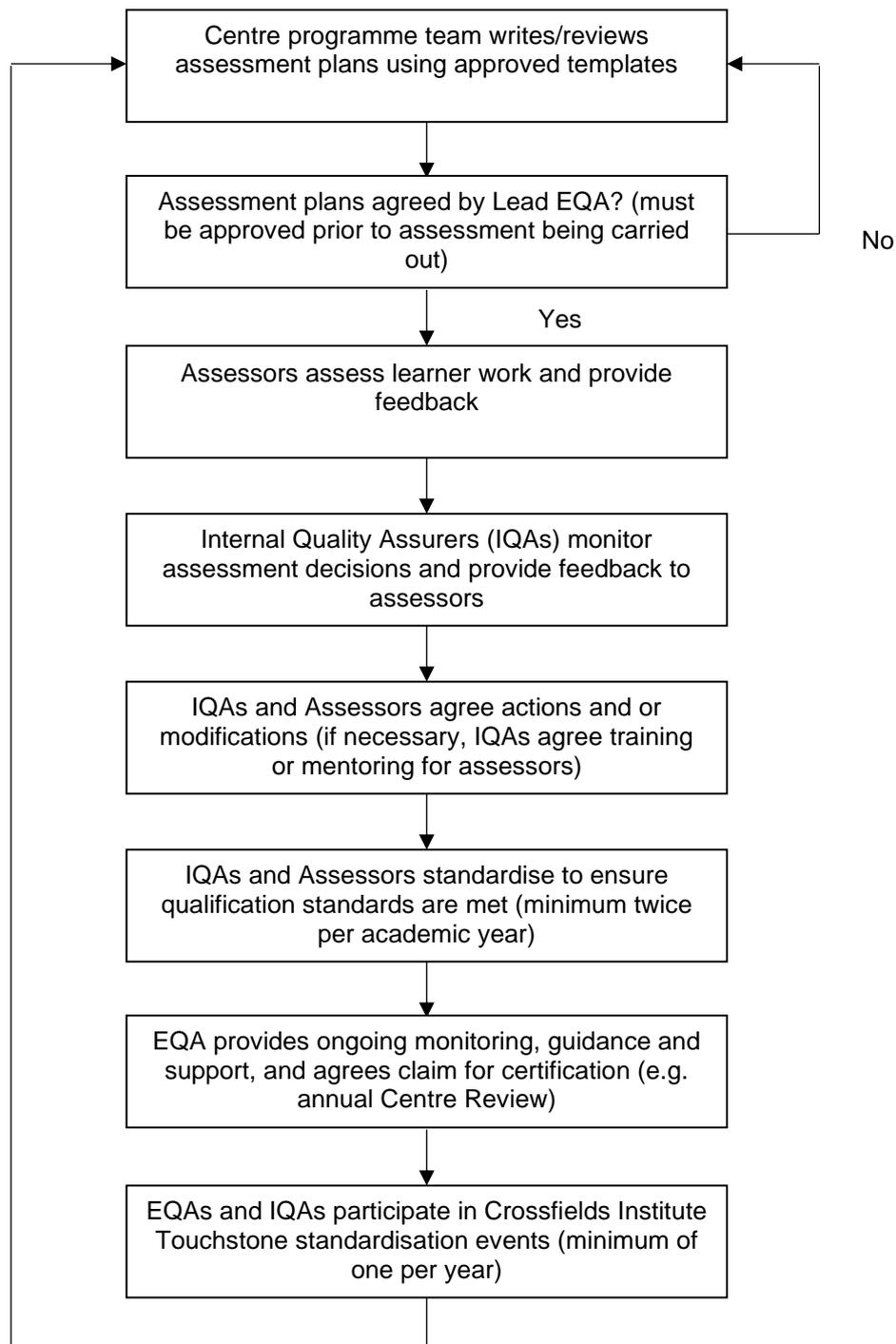
Learners will be assessed by tutor assessors whilst undertaking their 100 hour professional placement. This will give learners the opportunity to demonstrate their skills in planning, observing, maintaining records, working with others to support the child and leading early years activities.

### 3.3 Quality Assurance

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:



### 3.4 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

### 3.5 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) Steiner Waldorf qualification and some training in the Pikler approach, and 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 where possible, or by a mentor or other appropriately qualified witness.

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](http://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations).

For other qualification requirements, please contact Crossfields Institute.

## **3.6 Training and Support**

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice.
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

## **3.7 Policies and Procedures**

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with.

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at [www.crossfieldsinstitute.com/resources](http://www.crossfieldsinstitute.com/resources)