Children and Young People’s Workforce

Make a difference with Heinemann

An exclusive look at our resources for the new Children and Young People’s Workforce qualifications.
Heinemann Certificate/Diploma Children and Young People’s Workforce

In September 2010 the new qualifications for the Children and Young People’s Workforce will be introduced, and Heinemann is here to support you with a range of brand new products specially written for the new Level 3 Diploma for the Children and Young People’s Workforce (Early Learning and Childcare pathway) and for the new Level 2 Certificate.

Our new resources will provide all the guidance you need to understand the new qualifications and will give you total confidence in planning and delivering every aspect of the course to your aspiring learners.

You and your learners are fully supported to make a difference to the lives of the children in your care!

Course Structure

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**Summary of changes to early years qualifications**

**England and Northern Ireland**
- September 2010: Level 3 NVQ in CCLD to be replaced by the Level 3 Diploma for the Children and Young People’s Workforce.
- September 2010: Level 2 NVQ in CCLD to be replaced by the Level 2 Certificate for the Children and Young People’s Workforce.

**Wales**
- September 2010: new Level 3 Diploma in CCLD to replace existing Level 3 NVQ in CCLD (closely aligned to the new Diploma in England).

**Scotland**
- Unaffected by the changes. SVQs will remain at Levels 2, 3 and 4.
- VRQs (full-time college courses)
  - September 2010: Centres can continue to offer existing BTEC CCLD and CACHE Diploma in CCE at Levels 2 & 3.
  - Registrations will be accepted until December 2010.

**FAQs**

**Q:** What is the new L3 Diploma?
**A:** It’s a single qualification covering the whole of the Children and Young People’s Workforce. All new work-based learners will take the Diploma from September 2010.

**Q:** What is the structure of the new Diploma?
**A:** There will be 3 separate Pathways for different parts of the Children and Young People’s Workforce:
- Early Learning and Childcare
- Social Care
- Learning, Development and Support Services

All learners will take the same ‘Core Units’ but there will be different ‘Mandatory Pathway’ and ‘Optional’ units, depending on the chosen pathway. Our new resources for 2010 to replace the Level 3 NVQ in CCLD have been developed for the Early Learning and Childcare Pathway.

**Q:** How is it different from the Level 3 NVQ in CCLD?
**A:**
1. Because it has been developed for the new QCF, each unit has a number of credits allocated to it; learners accumulate credits to the total required to complete the qualification (for Level 3, approx 65 credits).
2. It’s structured by Learning Outcomes and Assessment Criteria rather than Elements and Performance Criteria. It contains units that are about knowledge and understanding on their own as well as units that are a mixture of knowledge, skills and competence.
3. The ‘Core Units’ that are shared with the other pathways are not contextualised to early years, but draw on more general principles of working with children and young people.
4. The age range covered within the Child Development units is up to 19 – CCLD was only up to 16.

More information about the new CYPW qualifications can be found at [www.cwddcouncil.org.uk](http://www.cwddcouncil.org.uk) or at your Awarding Body website.
Evaluation is made easy with your free Make a Difference Pack!

Step 1
Take a look at the enclosed information and advanced sample material* to see how well our Candidate Handbooks and Training Resource Packs will work for you and your students. Look out for the @t work logo to find engaging digital resources such as interactive activities, quizzes, video clips and PowerPoints.

Step 2
You can also find out more about our unique Professional Skills CD-ROM Resource Pack coming in 2011—designed to support you in training learners to become childcare professionals of the future.

Step 3
Visit www.pearsonfe.co.uk/MakeaDifference to view and download additional sample material.

Step 4
If you still want to know more, set up a visit from one of our Sales Consultants. See page 22 for details.

Step 5
Order your resources! Don’t forget to order your class sets using the enclosed order form so you can take advantage of our special discounts.

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Unit 2.9
Support positive environments for children and young people

The way that we plan settings for children will have an influence on the way they develop. The settings will vary and you will learn to adapt the environment according to the age and stage of development of the children you are working with. You will find out that there are a number of issues you have to consider when providing a positive environment, whether you are working in a children’s centre with a group of 3 to 4 year olds or extended provision with 6 to 7 year olds. You will also learn that a positive environment is not just about the physical surroundings you create but also about the adults and children who are part of your setting.

Throughout this unit it is important that you understand the relevant outcomes of Every Child Matters, a government framework that aims to give each child in England the best opportunities in their life. You will also use and develop your knowledge of the EYFS (Early Years Foundation Stage) Themes and Principles which guides you in your work with young children.

In this unit you will learn about:
- An environment for learning and development
- Layout and organisation of the environment
- Indoor and outdoor environment
- Activities and equipment
- Meeting individual needs
- Personal care and nutrition

Key Term feature help to aid understanding of important concepts and theory.

Over to You

‘Enabling Environment’ is one of the four themes of the Early Years Foundation Stage. It states that ‘the environment plays a key role in supporting and extending children’s development and learning’. Take some time to read the Principles into Practice Cards of the EYFS guidance relating to Enabling Environments. It will help in your exploration of this unit and enable you to understand the importance of providing a positive environment for the children in your care. If you do not have a copy your setting will.

The environment you provide for young children could be in a variety of places such as:
- a children’s centre
- a home setting
- a day nursery
- a crèche
- extended care in a school or dedicated setting such as a holiday club
- a pre-school group
- a reception class in the Foundation Stage of a primary school.

Key term

Environment: the place, setting or service where you work with children.

An environment for learning and development

When we consider how a child learns and develops we have to consider the whole child. So when you organise your setting for the children you work with there are a number of issues relating to the environment that your team will consider.
The Unique Child

You will already be aware that children under 5 have a range of very different needs. So when you are planning their environment you will need to be aware of the level of development that they are at.

If you read the chart in Unit 2.21 you can find out what is expected of children and young people at different stages of their development. With this in mind it is essential to consider the physical layout of any setting with the age of the children in mind. You may be lucky and work in a purpose-built setting or you may be in a facility such as a community hall where you have to set out and clear away your equipment each day. The layout of any environment is the responsibility of the team and the idea is that the children can also contribute to how they use the space. The available space will influence the way you set out activities for children to learn and develop. Whilst it is important to create an attractive environment it must also be healthy, safe and secure.

Carefully consider the checklist below and ask your mentor or line manager if you can discuss your setting and how these points have been considered.

**Best practice checklist: An environment to support learning and development**

- Divide the setting into clear areas so that children have the space to experience different activities from sharing a book to water play.
- Provide space between the activities so that children can move freely. Carefully consider the age of the child. If they are still crawling then there should be a lot of space to move and explore!
- Plan appropriate activities that reflect the interest of the children.
- Ensure that the children have access to a range resources to make their own choices in their learning such as clearly labeled containers that are at their own height.
- Make sure that all access areas are clear.
- Encourage independence in choice and in routines so that they can pour their own water, wash their own hands etc.
- Ensure all surfaces are safe as stable and meet with regulatory requirements such as BSI safety standards.
### Overview of resources: Unit 2.9

<table>
<thead>
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<th>Task</th>
<th>Description</th>
<th>Resources</th>
<th>Delivery notes</th>
<th>Links to Functional Skills</th>
<th>Link to textbook</th>
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<tr>
<td>1.</td>
<td>Understand the purposes and principles of early years frameworks</td>
<td>A1 Early years frameworks</td>
<td>This activity begins by asking the learner to draw information from the early years framework for their home nation. Task 2 asks them to identify and extract the key principles. In Task 3 learners link the principles identified to guidance materials and what learners do in their setting.</td>
<td>A1 Read to learn</td>
<td>A1 ICT: Finding and selecting information</td>
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<td>2.</td>
<td>Be able to provide environments within the work setting that support and extend children’s development and learning in their early years</td>
<td>A4 Learning environments</td>
<td>Task 1 of this activity asks learners to plan an area in their setting (a planning template is provided). Task 2 asks learners to set up the planned area and then photograph it.</td>
<td>A4 ICT: Developing, presenting and communicating information</td>
<td>A4 ICT: Developing, presenting and communicating information</td>
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<td>3.</td>
<td>Understand how to work in partnership with carers</td>
<td>A6 Working with parents and other carers</td>
<td>This activity asks learners to explain the ‘partnership model of working with carers’ and to give examples of how this is reflected in their setting.</td>
<td>A6 ICT: Developing, presenting and communicating information</td>
<td>A6 ICT: Developing, presenting and communicating information</td>
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### 2.9 A4: Learning environments

#### Task 1

Copy the planning template provided below onto a sheet of A4. Plan one area in your setting which promotes and extends children’s learning and development.

<table>
<thead>
<tr>
<th>Area</th>
<th>Activity details</th>
<th>Resources needed</th>
<th>How this activity will support children’s learning and development</th>
<th>How this activity will extend children’s learning and development</th>
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#### Task 2

Set out the planned activities and take a photograph of the area before the children arrive. Stick or print the photo in the middle of a sheet of paper and label the activities you have prepared and set out.

**Functional Skills**

You could use a digital camera to take the pictures and then it could be edited on the computer and inserted into a document.

Level 2 Training Resource Pack

Scheme of work: Unit 2.9 (continued)

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<th>Learning outcomes/assessment criteria</th>
<th>Activities and resources</th>
<th>Links to functional skills</th>
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<tr>
<td></td>
<td>This session encourages learners to plan activities and actively consider how the activities will support and extend children’s learning and development. Using the planning template included as part of Activity A4, ask learners to plan a number of activities in an area of their choice. Give learners a copy of Activity A2 to the learners that you will want them to carry out the activities as planned before their next session and so they should ensure that the resources listed will be available to them. Since the planning is complete ask the learners individually or in groups to discuss how they might observe the children when completing the planned activities. You may wish to give a copy of Activity A4 to the learners for them to complete before the next session or you may prefer to introduce the evaluation questions and leave the completion of Activity A5 until the next session.</td>
<td></td>
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3

Optional units

1. Work with babies and young children to promote their development and learning
2. Care for the physical and nutritional needs of babies and young children
3. Engage in personal development
4. Promote equality, diversity and inclusion
5. Understand child and young person development
6. Support children and young people’s health and safety
7. Develop positive relationships with children, young people and others involved in their care
8. Working together for the benefit of children and young people
9. Understand how to support positive outcomes for children and young people
10. Promote learning and development in the early years
11. Promote children’s welfare and wellbeing in the early years
12. Professional practice in early years settings
13. Support children’s speech, language and communication

Level 3 Diploma for the Children and Young People’s Workforce

(Early Learning and Childcare Pathway)
Candidate Handbook and Training Resource Pack

CANDIDATE HANDBOOK

- Written by Penny Tassoni and a team of expert childcare tutors and trainers, so you can be sure that content is reliable, relevant and of the highest quality.
- Content is matched exactly to the new Diploma specification.
- Includes full explanation of the requirements and terminology of the new Level 3 qualification, so learners and tutors can feel confident that they are fully supported.
- Contains a CD-ROM which includes bonus content of video clips to bring selected topics to life.

TRAINING RESOURCE PACK

- New VLE-ready resources allow you to tailor lessons to suit your learners, and are ideal for whole-class delivery or independent learning.
- Comprehensive support for tutors and assessors in planning for delivery of the new qualification, including sample schemes of work get you started.
- All-new SkillsScan feature will enable you to assess learners’ prior knowledge and create individual learning plans.
- Interactive quizzes help learners consolidate their knowledge and assess their competence at the end of each unit.

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Shared Core Units
- Promote communication
- Promote equality, diversity and inclusion
- Engage in personal development
- Principles for implementing duty of care
Children and Young People’s Core Units
- Understand child and young person development
- Promote child and young person development
- Understand how to safeguard the wellbeing of children and young people
- Support children and young people’s health and safety
- Develop positive relationships with children, young people and others involved in their care
- Working together for the benefit of children and young people
- Understand how to support positive outcomes for children and young people

Early Years Mandatory Pathway Units
- Early Years Foundation Stage framework
- Principles for implementing duty of care
- Promote learning and development in the early years
- Promote children’s welfare and wellbeing in the early years
- Professional practice in early years settings
- Support children’s speech, language and communication

Authors: Penny Tassoni, Kate Smith, Kath Bulman, Sue Griffin
Series Consultant: Maureen Smith
Candidate Handbook: 978 0 435031 23 7 £180.00* (+VAT) August 2010

Authors: Sally Eaton, Lianne Blake, Lisa Settill, Tracy Elson
Training Resource Pack: 978 0 435031 23 7 £310.00* (+VAT) August 2010
Unit 3.5

Develop positive relationships with children, young people and others involved in their care

Skills Builder

Ask a colleague to film you as you work with a child or young person. (Gain permission first from your supervisor, parent or appropriate person.)

Use this observation to consider how relaxed you and the child seem.

Think about what you are doing together and whether this activity is working well for both you and the child.

EYFS in Action

The EYFS has as a statutory component the requirement for all children to be allocated a key person. A key person is someone who develops a genuine bond with a child, takes additional responsibility for the child’s welfare and works closely with parents.

1. Make a list of ways in which you could tell whether a child and a key person have developed a strong relationship.
2. Observe one of your key children. Consider whether a strong relationship has developed.

Getting Ready for Assessment

Building positive relationships

Write a leaflet for a new practitioner about how to build positive relationships with children.

Your leaflet should contain information about the following:
- The importance of building positive relationships with children.
- How relationships can be built and maintained with children of different ages.
- The importance of listening to children.

Getting ready for assessment feature helps learners generate evidence for assessment of the unit.

Level 3 Diploma for the Children and Young People’s Workforce

Be able to build positive relationships with people involved in the care of children and young people

Children do not come through the door alone or by themselves and it is rare that we are the only ones involved in a child’s education and well-being. A child might, for example, be brought into a nursery by a childminder or au pair, or a childminder might find that a reception-aged child will attend school in the morning but come to her in the afternoon. Some children with additional needs may also be involved in their care such as a therapist or a social worker. It is essential to be able to establish effective relationships with a range of people – from children’s immediate families through to colleagues and other professionals.
Responsiveness

Children of this age also need you to be responsive to them. They may tap you on the back or point out things. It is important that you are able to respond to them with a smile, a cuddle or a gesture as otherwise they soon learn not to bother trying to make contact.

Skills builder

Plan a play opportunity that would help a new child to feel comfortable with their key person and the other key children.

Base the play opportunity on an observed child’s interest or information gained from the child, parents or carers.

Link the activity to an area of learning within the EYP.

Functional Skills

English: Writing

When you are planning this activity, think about the language you are using, the purpose of this piece of writing, the spellings, punctuation and grammar. Also consider who your audience is going to be and then choose a suitable layout for your plan.

Check your knowledge

1. Explain why positive relationships are essential.
2. Give examples of ways that practitioners can build relationships with a toddler.
3. Give examples of ways that practitioners might build a relationship with a young person.
4. Explain the factors involved in building positive relationships with children and young people.
5. Explain why it is essential for practitioners to keep their promises to children.
6. Identify people who may be involved with the care of children.
7. Explain why positive relationships are important with parents.
8. Give examples of ways parents may be involved.

Check your Knowledge features of up to 10 questions consolidate learners’ understanding and ensure they are ready to move on to the next units.

Key person to Ayes

I have been working as a childminder for four years. Ayse came to me when she was just over one year. It took her a week of popping in with her mother and spending some time with me before she became comfortable and her mother could leave. I tend to suggest to parents that they allow enough time for settling in because it takes a while to build up a relationship with young children, especially toddlers.

Once children enjoy being with you and feel safe, it’s usually easy for them to wave goodbye to their parents and get on with playing. What’s interesting in this job is that each child is different and that the more you put in, the more rewarding it is.

Video Corner

Clip 9. Nurturing babies and children under 4

Watch the children as they come into the setting.

- Why is it important that each child has a key person?
- How can you tell that the key person has a good relationship with their key child?
- Why is it important that key persons are available to meet and greet children as they come in?

Ask The Expert...

What happens if a child’s key person goes on holiday or is ill?

The idea is that all children will be comfortable with the adults in the setting, but one adult in particular is ‘theirs’. When an absence is planned, it would be advisable for another adult to start spending more time with the child.

There is one child in my setting that no one likes

While some children are harder to connect with than others, using the child’s personality as a reason for not forming a relationship is unprofessional. The statutory guidance in respect of the key person makes it clear that it is the responsibility of the adult to develop a relationship with the child, not the other way around. Aim to spend more time playing with the child, following the child’s interests and smiling more. Sometimes difficulty in communication or forming a relationship can mean that there is an underlying cause that needs to be identified.

We have a four-year-old who is hard to understand

At what age should a child speak clearly?

Most children should be speaking fairly clearly at three years old, even if though they may not be forming complex sentences. Children whose speech is unclear at four may need additional support. They may not be hearing clearly or may need some work on producing speech sounds. Talk to the parents about referring the child on.

Video Corner feature provides the opportunity to view and reflect on a short video clip contained on the CD-ROM in the back of the book.
Level 3 Training Resource Pack

3.5 A2: Listening to children

**Task 1**
Complete the spider diagram below to show how you can demonstrate that you are listening to what a child or young person says.

![Spider diagram]

**Task 2**

Show below how you can demonstrate that you are listening to what a child or young person says.

**Activity A1**
Ask learners individually or in groups to consider why you can demonstrate that you are listening to what a child says.

**Developing positive relationships with children, young people and others involved in their care**

Complete the spider diagram below to show how you can demonstrate that you are listening to what a child says.

**Activity A2**
How can I demonstrate that you are listening to what a child says?

You may like to start the session by asking the learner to think of a well-known team that has either failed or been very successful. Ask learners to consider what has caused the success or failure of the team. Introduce Activity A3, Activity A4, and Activity A5.

**Developing positive relationships with children, young people and others involved in their care**

As a group, or on an individual basis, ask the learners to complete the spider diagram below to show how you can demonstrate that you are listening to what a child says.

**Task 2**

Learners rate themselves against each learning outcome and decide whether or not they are ready to be assessed.

**Spreadsheet automatically generates a list of suitable resources to support the learner in their progress towards assessment of the learning outcome.**

**All new SkillsScan feature**

**All learning outcomes match the unit specifications so assessors and learners can plan effectively and keep track of their progress.**

**Learners rate themselves against each learning outcome and decide whether or not they are ready to be assessed.**

**Spreadsheet automatically generates a list of suitable resources to support the learner in their progress towards assessment of the learning outcome.**

**Knowledge checks will engage learners and provide opportunities to undertake further work and strengthen understanding.**

**Schemes of work provide ideas on how the unit can be delivered to help with your planning so you can be confident that all learning outcomes have been covered.**

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**Level 3 Diploma for the Children and Young People’s Workforce**

**Unit 3.1: Interactive Knowledge Check**

Match the theories of development to the main theorists.

1. Behaviourist
2. Cognitive
3. Psychoanalytic
4. Humanist
5. Operant conditioning

**Theorists**

- Freud
- Piaget
- Skinner
- Watson

**Match the theories of development to the main theorists.**

**Sample teaching materials from Level 3 Training Resource Pack**
Overview of resources: Unit 3.5

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<tr>
<th>Resource Type</th>
<th>Content</th>
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<tr>
<td>Video clips</td>
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<tr>
<td>Observation</td>
<td>Mini lesson plans showing how to incorporate videos in your training sessions.</td>
</tr>
<tr>
<td>Planning for play</td>
<td>Activity sheets linked to key areas of the core units, including:</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Observations, Planning for play, Communication skills, Positive relationships/behaviour, Legislation in action, Health and safety, Outdoor play, Inclusive practice, Working with parents.</td>
</tr>
<tr>
<td>Positive relationships/behaviour</td>
<td>Includes teaching ideas, activity sheets and interactive activities which will stimulate further reflection and discussion, ensuring that your learners are getting maximum benefit from the CD-ROM.</td>
</tr>
<tr>
<td>Legislation in action</td>
<td>Detailed delivery notes will help you incorporate the videos in your training sessions and motivate students to achieve best practice.</td>
</tr>
<tr>
<td>Health and safety</td>
<td>Professional Skills CD-ROM Levels 2 and 3 Penny Tassoni, Sharon Forbes 978 0 435031 21 3 £199.00* (+VAT) January 2011</td>
</tr>
<tr>
<td>Outdoor play</td>
<td>Penny Tassoni, Sharon Forbes</td>
</tr>
<tr>
<td>Inclusive practice</td>
<td>Our brand new CD-ROM provides extra support in delivering the Children and Young People’s Workforce qualifications.</td>
</tr>
<tr>
<td>Working with parents</td>
<td>Contents are matched to the new specifications for Level 2 and for the Early Years pathway at Level 3 and explore in greater depth some of the key areas of the syllabus.</td>
</tr>
<tr>
<td>Video clips presented by Penny Tassoni, leading childcare consultant, trainer and Heinemann author, whose approachable style will really inspire your learners.</td>
<td></td>
</tr>
<tr>
<td>Contains over 30 minutes of video footage from a range of childcare settings to allow learners to observe practice in settings they are not familiar with.</td>
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</table>

Professional Skills CD-ROM
Levels 2 and 3
Bring training sessions to life!

This unique resource combines brand new video clips, interactive activities and training materials to really inspire your learners and help put their knowledge into context.

- Our brand new CD-ROM provides extra support in delivering the Children and Young People’s Workforce qualifications.
- Contents are matched to the new specifications for Level 2 and for the Early Years pathway at Level 3 and explore in greater depth some of the key areas of the syllabus.
- Video clips presented by Penny Tassoni, leading childcare consultant, trainer and Heinemann author, whose approachable style will really inspire your learners.
- Includes teaching ideas, activity sheets and interactive activities which will stimulate further reflection and discussion, ensuring that your learners are getting maximum benefit from the CD-ROM.
- Detailed delivery notes will help you incorporate the videos in your training sessions and motivate students to achieve best practice.
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