

# Diploma for International Teaching Assistants in Early Years

## Assessment Criteria

All candidates will have access to an online portfolio where they can watch interactive online tutorials and upload assignments. This work will then be assessed by a personal tutor from the EY/TA College and given feedback. Candidates will be fully supported throughout their course by an occupationally competent and experienced personal tutor.

Candidates will complete five key mandatory units and one from a choice of three optional units to encourage reflection, share best practice, and complete assignments relating theory to practice which is directly relevant to the role of international TAs. Assignments are marked Pass (P), Merit (M), or Distinction (D). To achieve a pass in each assignment, the three 'P' criteria must be achieved. If the merit 'M' criteria is completed in addition to all 'P' criteria, you achieve a merit. If all criteria are completed including the 'D' criteria, you will achieve a distinction for that unit.

Mandatory Units	
1	Providing Play Opportunities
2	Promoting Children's Speech, Language and Communication in an International Context
3	Safeguarding
4	Supporting Personal, Social and Emotional Development
5	Observation & Assessment in the Early Years
Optional Units (choose one)	
1	Support Transition to School
2	Support Healthy Lifestyles in the Early Years
3	Engage in Personal Development

# Unit 1: Providing Play Opportunities

The value of play, learning through play, theories of play and different types of play, providing play environments, play to support all areas of development.

Assignment 1	
P1	Create a presentation to inform new Early Years Teaching Assistants about the value of play
P2	Include details about how children learn through play
P3	Outline different types of play
M1	Explain how the environment can impact on play
D1	Analyse how play can support all areas of children's development

## Unit 2: Promoting Children's Speech, Language and Communication in an International Context

Creating a language rich environment, integrating speech, language and communication in activities.

Assignment 2	
P1	Plan a language rich environment. This could be through a labelled diagram or the use of subheadings for each area of the setting
P2	Explain how your planned environment promotes speech, language and communication
P3	Plan an activity to promote speech, language and communication using your environment
M1	Evaluate a range of resources that may support speech, language and communication
D1	Analyse the role of the Early Years Teaching Assistant in scaffolding the development of speech, language and communication

## Unit 3: Safeguarding

Understanding the safeguarding policy of the setting, understanding the challenges of safeguarding children in an International setting, actively promoting safeguarding within practice.

Assignment 3	
P1	Create a leaflet or booklet to explain the importance of safeguarding children suitable for new TAs to your setting
P2	Outline the safeguarding policy of the setting within your leaflet
P3	Explain the role of the TA in safeguarding children
M1	Evaluate the importance of maintaining a consistent approach to safeguarding throughout your setting
D1	Analyse the challenges facing TAs when promoting safeguarding

## Unit 4: Supporting personal, social and emotional development

Creating an environment that supports personal, social and emotional development, providing opportunities to support personal, social and emotional development.

Assignment 4	
P1	Using a format of your choice, outline why personal, social and emotional development is an essential part of children's overall development
P2	How might an Early Years Teaching Assistant support the development of personal, social and emotional development?
P3	Outline how the early years environment can support the development of personal, social and emotional development
M1	Evaluate three activities an Early Years Teaching Assistant might use to promote personal, social and emotional development
D1	Analyse the value of personal, social and emotional development in preparation for older childhood into adulthood

## Unit 5: Observation & Assessment in the Early Years

Carrying out a range of observations for different purposes, supporting the class teacher in considering next steps based on observation findings, record keeping in line with expectations of the setting.

Assignment 5	
P1	Carry out three observations on a child using at least two different methods
P2	Record your observations in an objective and accurate manner
P3	Draw conclusions about your findings
M1	Use your observations to suggest further activities that could support the child's development from your findings
D1	Evaluate the observation process, including your observation methods, the conclusions you have been able to draw, and implications for future practice

## Unit 6: Support transition to school

Understanding school readiness, factors affecting readiness for school, working with other professionals to support transition.

Assignment 6	
P1	Explain what is meant by school readiness
P2	Outline factors affecting readiness for school
P3	Explain how a setting can prepare children for school
M1	Evaluate the importance of the setting working with other professionals to support transition
D1	Analyse the role of the Early Years Teaching Assistant in supporting the transition to school

## Unit 7: Support healthy lifestyles in the early years

Benefits of exercise and outdoor activity, understanding nutrition and providing a balanced and healthy diet, providing activities to support a healthy lifestyle.

Assignment 7	
P1	Create a presentation to explain the benefits of exercise and outdoor activity
P2	Include information on the importance of good nutrition and a healthy balanced diet
P3	Plan a day's activities and healthy diet appropriate for the children in your setting
M1	Evaluate your plan in providing a healthy lifestyle and balanced nutrition
D1	Analyse the challenges an Early Years Teaching Assistant may face when planning activities to support a healthy lifestyle and provide a healthy diet



## Unit 8: Engage in personal development

Recording professional development activities, planning for future personal and professional development, benefits of peer observation and feedback, personal reflection.

Assignment 8	
P1	Create a record of the professional development you have already completed
P2	Create a plan for future development using SMART format (Specific, Measurable, Achievable, Realistic, Time-bound)
P3	Outline the benefits of peer observation
M1	Carry out an observation of another practitioner you feel you could learn from (teacher or TA). Include your observation and an outline of your learning, including any changes you plan to make to your own practice
D1	Analyse the value of reflection to support the ongoing development of an Early Years Teaching Assistant