

NCFE

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Qualification specification

**NCFE CACHE Level 2 Technical Occupational
Entry for the Early Years Practitioner (Diploma)
QN: 610/4587/1**

**NCFE CACHE Level 2 Extended Technical
Occupational Entry for the Early Years
Practitioner (Diploma)
QN: 601/4588/3**

NCFE CACHE Level 2 Technical Occupational Entry for the Early Years Practitioner (Diploma)
(610/4587/1)

NCFE CACHE Level 2 Extended Technical Occupational Entry for the Early Years Practitioner (Diploma)
(610/4588/3)

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Qualification summary: diploma

Qualification title	NCFE CACHE Level 2 Technical Occupational Entry for the Early Years Practitioner (Diploma)		
Ofqual qualification number (QN)	610/4587/1	Aim reference	61045871
Guided learning hours (GLH)	293	Total qualification time (TQT)	370
Credit value	37		
Nested suite	<p>This qualification is part of a nested suite, including the following qualification:</p> <ul style="list-style-type: none"> NCFE CACHE Level 2 Extended Technical Occupational Entry for the Early Years Practitioner (Diploma) (QN) 		
Minimum age	16		
Qualification purpose	<p>This qualification is designed to provide learners with the knowledge and understanding of babies and young children from birth to 7 years of age with applied knowledge in the early years, 0–5 years.</p> <p>It includes both knowledge and skills that meet the Department for Education Early Years Practitioner (DfE EYP) criteria in full and map to the knowledge, skills and behaviours (KSBs) within the Early Years Educator occupational standard in England.</p>		
Grading	Achieved/not yet achieved.		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Occupational standards	<p>This qualification is mapped against the following occupational standard:</p> <p>ST0888: Early Years Practitioner Level 2 Version 1.0</p> <p>A mapping document is available on the qualification's page on the NCFE website.</p>		
Work/industry placement experience	This qualification requires learners to complete a mandatory work/industry placement experience throughout the duration of the qualification before certification. We recommend learners complete 250 placement hours while undertaking this qualification.		
Rules of combination	To be awarded this qualification, learners are required to successfully achieve 37 credits from 14 mandatory units (EYP 1–EYP 14 group A).		
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/4587/1.		
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

Qualification summary: extended diploma

Qualification title	NCFE CACHE Level 2 Extended Technical Occupational Entry for the Early Years Practitioner (Diploma)		
Ofqual qualification number (QN)	610/4588/3	Aim reference	61045883
Guided learning hours (GLH)	348	Total qualification time (TQT)	450
Credit value	45		
Nested suite	<p>This qualification is part of a nested suite, including the following qualification:</p> <ul style="list-style-type: none"> NCFE CACHE Level 2 Technical Occupational Entry for the Early Years Practitioner (Diploma) (QN) 		
Minimum age	16		
Qualification purpose	<p>This qualification is designed to provide learners with the knowledge and understanding of babies and young children from birth to 7 years of age with applied knowledge in the early years, 0–5 years. It also provides introductory sector knowledge of professional practice to support wider contextual understanding of the early years practitioner route and optional units that provide learners with transferable employability skills.</p> <p>It contains knowledge and skills that meet the Department for Education Early Years Practitioner (DfE EYP) criteria in full and map to the knowledge, skills and behaviours (KSBs) within the Early Years Educator occupational standard in England.</p>		
Grading	Achieved/not yet achieved.		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Occupational standards	<p>This qualification is mapped against the following occupational standard:</p> <p>ST0888: Early Years Practitioner Level 2 Version 1.0</p> <p>A mapping document is available on the qualification's page on the NCFE website.</p>		
Work/industry placement experience	This qualification requires learners to complete a mandatory work/industry placement experience throughout the duration of the qualification before certification. We recommend learners complete 250 placement hours while undertaking this qualification.		
Rules of combination	<p>To be awarded this qualification, learners are required to successfully achieve 45 credits—39 credits from the 15 mandatory units (EYP 0–EYP 14 group A), and a minimum of 6 credits from the optional units (group B).</p> <p>Any credits above the minimum 6 credits from the optional units will not count towards the overall achievement of the qualification.</p>		

Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/4588/3.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Section 1: introduction

Please note this is a draft version of the qualification specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

These qualifications aim to:

- focus on the study of the early years sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills
- provide learners with the knowledge and understanding of babies and young children from birth to 7 years of age with applied knowledge in the early years, 0–5 years

In addition to the aims above, the Level 2 Extended Technical Occupational Entry for the Early Years Practitioner (Diploma) aims to:

- provide learners with introductory sector knowledge to support wider contextual understanding of the early years route
- provide learners with transferrable employability skills

The objectives of these qualifications are to:

- provide learners with the knowledge and skills to enter the workforce as a qualified level 2 early years practitioner

or

- enable learners to continue to study for a level 3 diploma holding early years educator status

As part of these qualifications, NCFE recommends completing a Paediatric First Aid qualification.

Support handbook

This qualification specification must be used alongside the mandatory support handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Guidance for entry and registration

These qualifications are designed for learners aged 16–19 and adults.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for these qualifications.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on these qualifications should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving these qualifications

Level 2 Technical Occupational Entry for the Early Years Practitioner (Diploma)

To be awarded this diploma qualification, learners are required to successfully achieve **37 credits from 14 mandatory** units (EYP 1–EYP 14 group A).

Unit number	Unit code	Unit title	Credit	Mandatory/optional group
EYP 1	F/651/2672	Roles and responsibilities of the early years practitioner	2	Mandatory (group A)
EYP 2	H/651/2673	Health and safety of babies and young children in the early years	3	Mandatory (group A)
EYP 3	J/651/2674	Equality, diversity and inclusive practice in early years settings	2	Mandatory (group A)
EYP 4	K/651/2675	Safeguarding, protection and welfare of babies and young children in early years settings	3	Mandatory (group A)
EYP 5	L/651/2676	Understand how to support children's development	4	Mandatory (group A)
EYP 6	M/651/2677	Support care routines for babies and young children	3	Mandatory (group A)
EYP 7	R/651/2678	Support the planning and delivery of activities, purposeful play opportunities and educational programmes	4	Mandatory (group A)
EYP 8	T/651/2679	Promote play in an early years setting	3	Mandatory (group A)
EYP 9	D/651/2680	Support wellbeing of babies and young children for healthy lifestyles	2	Mandatory (group A)
EYP 10	F/651/2681	Support babies and young children to be physically active	2	Mandatory (group A)
EYP 11	H/651/2682	Support the needs of babies and young children with special educational needs and disability (SEND)	2	Mandatory (group A)
EYP 12	J/651/2683	Promote positive behaviour in early years settings	2	Mandatory (group A)
EYP 13	K/651/2684	Partnership working in the early years	2	Mandatory (group A)
EYP 14	L/651/2685	Support the needs of the child in preparing for school	3	Mandatory (group A)

NCFE CACHE Level 2 Extended Technical Occupational Entry for the Early Years Practitioner (Diploma)

To be awarded this extend diploma qualification, learners are required to successfully achieve **45 credits – 39 credits** from the 15 mandatory units (EYP 0–EYP 14 group A), and a **minimum of 6 credits** from the optional units (group B).

Please note: any credits above the minimum 6 credits from the optional units will not count towards the overall achievement of the qualification.

Unit number	Unit code	Unit title	Credit	Mandatory/optional group
EYP 0	D/651/2671	Principles of professional practice	2	Mandatory (group A)
EYP 1	F/651/2672	Roles and responsibilities of the early years practitioner	2	Mandatory (group A)
EYP 2	H/651/2673	Health and safety of babies and young children in the early years	3	Mandatory (group A)
EYP 3	J/651/2674	Equality, diversity and inclusive practice in early years settings	2	Mandatory (group A)
EYP 4	K/651/2675	Safeguarding, protection and welfare of babies and young children in early years settings	3	Mandatory (group A)
EYP 5	L/651/2676	Understand how to support children's development	4	Mandatory (group A)
EYP 6	M/651/2677	Support care routines for babies and young children	3	Mandatory (group A)
EYP 7	R/651/2678	Support the planning and delivery of activities, purposeful play opportunities and educational programmes	4	Mandatory (group A)
EYP 8	T/651/2679	Promote play in an early years setting	3	Mandatory (group A)
EYP 9	D/651/2680	Support wellbeing of babies and young children for healthy lifestyles	2	Mandatory (group A)
EYP 10	F/651/2681	Support babies and young children to be physically active	2	Mandatory (group A)
EYP 11	H/651/2682	Support the needs of babies and young children with special educational needs and disability (SEND)	2	Mandatory (group A)
EYP 12	J/651/2683	Promote positive behaviour in early years settings	2	Mandatory (group A)
EYP 13	K/651/2684	Partnership working in the early years	2	Mandatory (group A)
EYP 14	L/651/2685	Support the needs of the child in preparing for school	3	Mandatory (group A)
EYP OP1	M/651/2686	Working as part of a professional team	3	Optional (group B)

Unit number	Unit code	Unit title	Credit	Mandatory/optional group
EYP OP2	R/651/2687	Preparing for employment in an early years setting	2	Optional (group B)
EYP OP3	T/651/2688	Reflective and reflexive practice	2	Optional (group B)
EYP OP4	Y/651/2689	Communication in an early years setting	2	Optional (group B)
EYP OP5	F/651/2690	Sustainability in an early years setting	3	Optional (group B)

To achieve these qualifications, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the fees and pricing document on the NCFE website.

Progression

These qualifications allow a learner to count towards the level 2 ratio as a qualified level 2 early years practitioner within the early years workforce.

Learners who achieve these qualifications may work under supervision in a variety of roles, including:

- early years practitioner
- classroom assistant
- pre-school practitioner

Learners are also able to progress to level 3 early years educator qualifications and other relevant level 3 qualifications.

Staffing requirements

Assessment decisions for knowledge-based LOs must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Please see the **Assessment strategy for early years practitioner (EYP) qualifications** in this specification for further information regarding staffing requirements.

Resource requirements

There are no mandatory resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Real work environment (RWE) requirement/recommendation

Where the assessment requirements for a unit allow, it is essential that organisations wishing to operate a real work environment (RWE) do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

Work/industry placement experience

These qualifications require learners to complete a mandatory work/industry placement experience throughout the duration of the qualification before certification. Centres offering the extended diploma should be mindful when selecting optional units that some of these units also require industry placement experience to fully meet the criteria.

Placements must be chosen carefully and all necessary risk assessments undertaken, giving attention to:

- location
- accessibility
- suitability

Wherever possible, learner placements will be at centres with a good or outstanding Ofsted rating. If learners are accessing placements at centres that require improvement, they would benefit from wider experience during their training, if possible.

Observations of learners on placement should include holistic evidence in line with requirements. Observations should be undertaken regularly throughout the duration of the programme of study, with regular feedback offered to learners for reflection and improved practice.

Placement in an RWE

The recommended placement hours for each qualification are **250** hours.

Age range/ranges covered by the qualifications

These qualifications prepare learners to work with children from birth to 5 years, with knowledge of children up to 7 years.

How the qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

These qualifications are internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

These qualifications include both knowledge and skills criteria to ensure that learners meet the Department for Education Early Years Practitioner (DfE EYP) criteria in full as well as being aligned to the knowledge, skills and behaviours (KSBs) within the Early Years Practitioner occupational standard.

The assessment methods for the skills-based criteria should include:

- direct observation of learner in work placement/employment (it is essential to include observations)
- professional discussions

- reflective accounts
- expert witness testimonies (must be accompanied by professional discussion to triangulate the evidence)
- work products (for example, policies, reports and records that can be used to underpin or move a professional discussion forward)

Knowledge-based outcomes can be assessed using non-mandatory assessment tasks (provided in this specification for tutors' convenience).

Skills-based outcomes must be achieved in an RWE and in accordance with assessment principles; they are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice.

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Internal assessment

We have created some sample tasks for all 20 internally assessed units, which can be found in the member's area of our website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover knowledge learning outcomes (LOs) for 20 units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the provider development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

Diploma

To be awarded this qualification, learners are required to successfully achieve **14 units/37 credits** from the mandatory units (EYP 1–EYP 14 group A).

Extended diploma

To be awarded this qualification, learners are required to successfully achieve **15 units/39 credits** from the mandatory units (EYP 0–EYP 14 group A) and **a minimum of 6 credits** from the optional units (group B).

Learners must be successful in these components to gain either the NCFE CACHE Level 2 Technical Occupational Entry for the Early Years Practitioner (Diploma) (QN) or the NCFE CACHE Level 2 Extended Technical Occupational Entry for the Early Years Practitioner (Diploma) (QN).

Both qualifications are competence-based qualifications (CBQs).

A CBQ may be based on an occupational standard as identified in the qualification summary table at the beginning of this specification and is a job-ready qualification that requires learners to demonstrate the skills and knowledge required to work in a specific industry. A CBQ must be assessed in the workplace or in an RWE in accordance with the relevant assessment guidance. For further information on the guidance, please visit the qualification page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance (EQA) visits are required.

All the evidence generated by the learner will be assessed against the standards expected of a level 2 learner for each LO.

Unless otherwise stated in this specification, all learners taking these qualifications must be assessed in English and all assessment evidence presented for EQA must be in English.

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Section 2: unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

Units are split into 2 groups: mandatory group A (EYP 0–EYP 14) and optional group B (EYP OP1–EYP OP5). Please note: unit EYP 0 is mandatory for the **extended diploma** qualification only.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to these qualifications. This can be found in section 3.

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Mandatory units

The following units are mandatory for the diploma: EYP 1–EYP 14.

The following units are mandatory for the extended diploma: EYP 0–EYP 14.

EYP 0 is only mandatory for the extended diploma.

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EYP 0: Principles of professional practice (D/651/2671)

EYP 0 is only a mandatory unit for the extended diploma qualification

Unit summary				
This unit provides an introduction to the early years workforce. The unit is broad in coverage and key features of role and responsibilities will be explored. Optional units are available to offer further depth to specific areas introduced in this induction-style unit. LO4 is a Be able to learning outcome which can be achieved in the classroom environment.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand role, responsibilities and expectations in an early years setting	1.1 Outline the diverse range of occupations and their key features across the early years workforce
	1.2 Explain requirements and expectations for employment in an early years setting in the role of early years practitioner
	1.3 Outline the role and responsibilities of the early years manager
	1.4 Describe support and supervision in an early years setting
2. Understand the importance of professional conduct in the role of early years practitioner	2.1 Describe potential consequences of not meeting requirements and expectations of employment in an early years setting
	2.2 Describe potential impact of own behaviour on others
3. Understand career opportunities within the early years workforce	3.1 Identify career opportunities for progression in the early years workforce
4. Be able to plan for improved outcomes as an early years practitioner	4.1 Undertake a knowledge and skills audit against the knowledge, skills and behaviours (KSBs) identified in the occupational standard for the early years practitioner to identify learning and development need for improved practice in own role
	4.2 Recognise when support is needed and describe individuals who can support the progress towards any identified need
	4.3 Summarise benefits of reflective practice for improved outcomes as an early years practitioner

Range
1. Understand role, responsibilities and expectations in an early years setting
1.2 Requirements and expectations for employment (professional code of conduct): qualifications, an awareness that early years practitioners follow legislation, policy and procedures, dress code, respectfulness, time management, effective communication, continuing professional development (CPD), target monitoring and planning, professional partnerships and teamwork, reflective practice. This should include an overview of the employer-led knowledge, skills and behaviours (KSBs) from the occupational standard.

Delivery and assessment guidance

LO1, AC1.1: Learners should refer to the DfE facilitated occupational map in early years when exploring and comparing key features within diverse roles in early years:

www.ncfe.org.uk/media/mrxhz3m0/dfe-career-pathway-map.pdf

LO3, AC3.1: Useful resources for understanding career opportunities:

- IfATE's Early Years Practitioner occupational standard:
www.instituteofapprenticeships.org/apprenticeship-standards/
- NCFE's [Education and Early Years Career Toolkit](#)
- [DfE facilitated Early Years Career progression map](#)

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EYP 1: Roles and responsibilities of the early years practitioner (F/651/2672)

Unit summary				
This unit provides the learner with an introduction to the roles and responsibilities of the early years practitioner.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of the early years practitioner	1.1 Explain the knowledge, skills and behaviours (KSBs) required for the role of the early years practitioner
	1.2 Identify settings which provide early years education and care
	1.3 Discuss duties and responsibilities, limits and boundaries of the early years practitioner
2. Be able to locate policies and procedures in an early years setting	2.1 Access policies and procedures within an early years setting
	2.2 Summarise the responsibilities and accountabilities of the early years practitioner in relation to policies and procedures
3. Be able to communicate with babies, young children and others	3.1 Identify reasons why people communicate and different communication methods
	3.2 Communicate with babies and young children in ways that will be understood, including verbal and non-verbal communication
	3.3 Extend children's development and learning through verbal and non-verbal communication
	3.4 Encourage babies and young children to use a range of communication methods
	3.5 Use a range of communication methods to exchange information with young children and adults
	3.6 Communicate effectively with colleagues, parents/carers and other professionals
	3.7 Demonstrate co-operative working with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress
	3.8 Demonstrate working alongside parents and/or carers and recognise their role in the baby's/child's health, wellbeing, learning and development
4. Understand factors impacting on communication in practice	4.1 Explain ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech
	4.2 Explain how communication affects all aspects of own practice
5. Understand working relationships in early years settings	5.1 Identify different working relationships for effective team practice in early years settings
	5.2 Explain how a working relationship is different to a personal relationship
	5.3 Explain the roles and responsibilities of other agencies and professionals that work with and support early years settings, both statutory and non-statutory

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	5.4 Explain the importance of the voice of the child and parent/carer engagement for the home learning environment and their roles in early learning
6. Understand why continuing professional development (CPD) is integral to the role of the early years practitioner	6.1 Define the term 'reflective practice' for professional development 6.2 Explain the importance of reflective practice and CPD to improve own skills and early years practice
7. Demonstrate CPD	7.1 Engage in CPD and reflective practice to improve own skills, practice and subject knowledge 7.2 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities

Range
2. Be able to locate policies and procedures in an early years setting
2.1 Policies and procedures include, but are not limited to: Health and safety: risk assessment, online security, accidents, incidents and emergencies. Equality, diversity and inclusion: SEND provision, graduated approach, partnership working. Safeguarding: welfare, protection, advocacy.
6. Understand why continuing professional development (CPD) is integral to the role of the early years practitioner
6.1, 6.2 CPD: evidence-based: own skills, practice, and subject knowledge, increase career opportunities and help children's outcomes

Delivery and assessment guidance
This unit must be assessed in line with the Early Years Practitioner Assessment Principles.
Evidence found to be sufficient for criteria below can be cross referenced as appropriate:
<ul style="list-style-type: none"> assessment criteria 3.7 and 3.8 from this unit also appears in EYP 11–6.2 and 6.3 assessment criterion 3.8 from this unit also appears in EYP 13–3.3
Resources:
<ul style="list-style-type: none"> IfATE's Early Years Practitioner occupational standard: www.instituteforapprenticeships.org/apprenticeship-standards/
Learning outcomes 2, 3 and 7 must be assessed in a real work environment.

EYP 2: Health and safety of babies and young children in the early years (H/651/2673)

Unit summary				
This unit provides the knowledge, understanding and skills development to support the health and safety of children from birth to 7 years.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	21 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legislation and guidelines for health and safety in early years settings	1.1 Outline the legal requirements and guidance for: <ul style="list-style-type: none"> health and safety security
2. Understand policies and procedures for health and safety in early years settings	2.1 Explain how legislation and guidelines for health and safety inform day-to-day practice with babies and young children
	2.2 Identify policies and procedures relating to the health and safety of babies and young children
3. Understand risk management in early years settings	3.1 Describe the roles and responsibilities of the early years practitioner, including reporting, in the event of identifying risks and hazards
	3.2 Identify risks and hazards for babies and young children during off-site visits
4. Be able to identify hazards in an early years setting	4.1 Identify risks and hazards to health and safety in an early years setting
5. Be able to manage risk within an early years setting in line with statutory requirements	5.1 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements
	5.2 Encourage children to be aware of personal safety and the safety of others
6. Understand how to identify and record accidents, incidents and emergencies	6.1 List accidents, incidents and emergencies which may occur in an early years setting
	6.2 Explain how incidents, accidents and emergencies are recorded in an early years setting
7. Understand the roles and responsibilities of the early years practitioner in recognising allergies and intolerances in babies and young children	7.1 Identify the signs and symptoms of allergic reaction and intolerances in babies and young children
8. Understand the roles and responsibilities of the early years practitioner in recognising signs and symptoms of illness in babies and young children	8.1 Identify common childhood illnesses
	8.2 Identify the signs and symptoms which may indicate that a baby or young child is injured, unwell or in need of urgent medical/dental attention
	8.3 Describe the role and responsibilities of the early years practitioner, including reporting, in the event of a baby or young child requiring: <ul style="list-style-type: none"> urgent/emergency medical/dental attention non-urgent medical attention

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
9. Be able to access documentation in the event of accidents, incidents, emergencies or administration of medication	9.1 Identify forms for completion in the event of: <ul style="list-style-type: none"> • accidents • incidents • emergencies • administration of medicine 9.2 Explain procedures for receiving, storing, recording, administering and the safe disposal of medicines in an early years setting

Range
1. Understand legislation and guidelines for health and safety in early years settings
1.1 Legal requirements and guidance to include the Health and Safety at Work etc Act 1974 and associated procedures for risk and hazard mitigation, including RIDDOR 2013 and COSHH 1989.
2. Understand policies and procedures for health and safety in early years settings
2.1 Legislation and guidelines to include the early years foundation stage (EYFS) and health and safety policies and procedures, including attendance, indoor and outdoor risk assessments and online safety, in line with IT protocol in own setting to keep babies, children and self safe.
9. Be able to access documentation in the event of accidents, incidents, emergencies or administration of medication
9.1 Administration of medicine to include notification of medicine being taken by staff as appropriate within the early years statutory guidance.
Delivery and assessment guidance
This unit must be assessed in line with the Early Years Practitioner Assessment Principles.
LO8, AC8.1: Learners can use the NHS website to identify common childhood illnesses: www.nhs.uk
Learning outcomes 4, 5 and 9 must be assessed in a real work environment.

EYP 3: Equality, diversity and inclusive practice in early years settings (J/651/2674)

Unit summary				
This unit provides the knowledge, understanding and skills required to support equality, diversity and inclusive practice in early years settings.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	2 credits	21 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legislation and statutory guidance for practice in the early years	1.1 Explain the terms: <ul style="list-style-type: none"> • equality • diversity • inclusion • discrimination
	1.2 Explain current legislation and statutory guidance relating to equality, diversity and inclusive practice
2. Understand how policies and procedures inform equality, diversity and inclusive practice	2.1 Identify policies and procedures relating to equality, diversity and inclusive practice
3. Be able to work in ways which support equality, diversity and inclusive practice in an early years setting	3.1 Interact with babies, young children, parents/carers in a way that values them and meets their individual needs
	3.2 Reflect on the impact of own attitudes, values and behaviour when supporting equality, diversity and inclusive practice

Range
1. Understand legislation and statutory guidance for practice in the early years
1.2 Legislation and statutory guidance to include: Equality Act 2010, Early Years Foundation Stage (EYFS) statutory framework, Special Educational Needs and Disability (SEND) Code of Practice 2015.

Delivery and assessment guidance
This unit must be assessed in line with the Early Years Practitioner Assessment Principles.
Learning outcome 3 must be assessed in a real work environment.

EYP 4: Safeguarding, protection and welfare of babies and young children in early years settings (K/651/2675)

Unit summary				
This unit provides the knowledge and understanding required to support the safeguarding, protection and welfare of children from birth to 7 years.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legislation and guidelines for the safeguarding, protection and welfare of babies and young children	1.1 Outline the legal requirements and guidance on safeguarding, security, confidentiality of information sharing and promoting the welfare of babies and young children
	1.2 Identify policies and procedures relating to safeguarding, child protection and online safety
	1.3 Explain the roles and responsibilities of the early years practitioner in relation to the following procedures: <ul style="list-style-type: none"> • reporting/dealing with disclosure • child protection and promoting the welfare of babies and young children • safeguarding and security • confidentiality • information sharing • use of technology
2. Understand whistleblowing	2.1 Explain what is meant by the term 'whistleblowing'
	2.2 Explain the responsibility of the early years practitioner in relation to whistleblowing
3. Understand how to respond to evidence or concerns that a baby or child has been or is at risk of serious harm or abuse	3.1 Identify factors that may indicate that a baby or child is in danger or at risk of serious harm or abuse
	3.2 Explain the procedures to be followed to protect babies and young children from harm or abuse, including: <ul style="list-style-type: none"> • domestic abuse • physical abuse • emotional abuse • sexual abuse • neglect
	3.3 Explain the benefits of working with others in the context of safeguarding, protection and welfare of children
	3.4 Explain support and advice available to the: <ul style="list-style-type: none"> • child • parents/carers • early years practitioner
	3.5 Explain why child safeguarding practice reviews are required
4. Be able to outline policies and procedures	4.1 Outline policies and procedures for safeguarding babies and young children in an early years setting

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
for safeguarding babies and young children	

Range
3. Understand how to respond to evidence or concerns that a baby or child has been or is at risk of serious harm or abuse
3.1 Types of harm including but not limited to: <ul style="list-style-type: none">• female genital mutilation (FGM)• sexual exploitation• grooming• bullying• radicalisation• discrimination• breast ironing and flattening Types of abuse including but not limited to, <ul style="list-style-type: none">• neglect• physical• emotional• online• domestic• sexual abuse

Delivery and assessment guidance
This unit must be assessed in line with the Early Years Practitioner Assessment Principles. Learning outcome 4 must be assessed in a real work environment.

EYP 5: Understand how to support children’s development (L/651/2676)



Unit summary				
This unit aims to develop knowledge and understanding of children’s development from birth to 7 years of age.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the stages of child development from birth to 7 years	1.1 Describe sequential development from birth to 7 years in the following areas: <ul style="list-style-type: none"> • cognitive • speech and language • physical • emotional • social • brain development
	1.2 Explain the difference between the sequence of development and rate of development
	1.3 Describe areas of learning and expected early learning goals/targets within the statutory framework and curriculum study requirements for children aged from birth to 7 years
	1.4 Explain how learning and development can be affected by a child’s needs and stage of development
	1.5 Use examples to explain opportunities for holistic development to include: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development • literacy and numeracy
2. Understand influences on children’s learning and development	2.1 Explain how children’s wellbeing and individual circumstances can affect their learning and development
3. Understand the importance of attachment for holistic development	3.1 Explain how attachments develop
	3.2 Summarise the role of the key person in an early years setting
4. Understand the needs of babies and young children during transitions	4.1 Identify transitions and significant events a child may experience
	4.2 Explain how the key person prepares and supports babies and young children during transitions

Delivery and assessment guidance
This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

Delivery and assessment guidance

LO3: When learners are considering the importance of attachment, they must consider how positive relationships and meaningful connections impact a child's holistic development, whilst exploring how the role of the key person is central to attachment in the early years.

LO4: When learners are considering transitions, they must also consider the impact of significant events, to include:

- new birth
- loss/grief
- holidays
- celebrations
- changes in family circumstances

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EYP 6: Support care routines for babies and young children (M/651/2677)

Unit summary				
This unit provides the learner with the knowledge, understanding and skills to support care routines for babies and young children. All care routines should be discussed with parents/carers to ensure consistency of care.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the care needs of babies and young children	1.1 Describe care routines for babies and young children in relation to: <ul style="list-style-type: none"> • eating (feeding and weaning/complementary feeding) • nappy changing procedures • potty/toilet training • care of skin, teeth and hair • rest and sleep provision
	1.2 Explain the role of the early years practitioner during: <ul style="list-style-type: none"> • eating (feeding and weaning/complementary feeding) • nappy changing procedures • potty/toilet training • care of skin, teeth and hair • rest and sleep provision
2. Understand hygienic practice in relation to control of infection in early years settings in line with statutory requirements	2.1 Outline hygienic practice in relation to: <ul style="list-style-type: none"> • hand washing • food preparation and hygiene including preparing formula feeds and sterilising equipment • comforters • dealing with spillages safely • safe and sustainable disposal of waste • using correct personal protective equipment
	2.2 Explain how poor hygiene may affect the health of babies in relation to: <ul style="list-style-type: none"> • preparing formula feeds • sterilisation
3. Be able to use hygienic practice to minimise the spread of infection in early years settings	3.1 Demonstrate skills for the prevention and control of infection, including: <ul style="list-style-type: none"> • hand washing • food preparation and hygiene including preparing formula feeds and sterilising equipment • comforters • dealing with spillages safely • safe and sustainable disposal of waste • using correct personal protective equipment
4. Understand rest and sleep needs of babies and young children	4.1 Explain the rest and sleep patterns of: <ul style="list-style-type: none"> • a baby 0–12 months • a toddler aged 18 months

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	<ul style="list-style-type: none"> • a child aged 3 years • a child aged 5–7 years
	4.2 Explain safe sleep practices which minimise the risk of sudden infant death syndrome (SIDS)
5. Understand childhood immunisation	5.1 Outline the reasons for immunisation
	5.2 Identify the immunisation schedule
	5.3 Discuss the reasons why some children are not immunised
6. Be able to meet the care needs of babies and young children as appropriate to their development, stage, dignity and needs	6.1 Follow policies and procedures to carry out personal care routines in relation to: <ul style="list-style-type: none"> • eating (feeding and weaning/complementary feeding) • nappy changing procedures • potty/toilet training • care of skin, teeth and hair • rest and sleep provision
	6.2 Demonstrate working in ways that encourage children to develop personal hygiene practices in relation to stage and needs

Delivery and assessment guidance

This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

LO2: Learners must be aware of the requirements of the Early Years Foundation Stage (EYFS) safeguarding and welfare requirements: 'Early Years Foundation Stage (EYFS) statutory framework' www.gov.uk – this link will support learners as they increase their knowledge of the importance of hygienic practice when meeting personal care needs.

LO4, AC4.1: The following guidance explains the different sleep patterns at different stages within a baby's first 12 months: 'Your baby's sleep patterns' www.nhs.uk/start-for-life/

LO6, AC6.2: Develop personal hygiene practices – may be evidenced through a combination of activities and experiences, role modelling, routine and positive reinforcement.

Learning outcomes 3 and 6 must be assessed in a real work environment.

EYP 7: Support the planning and delivery of activities, purposeful play opportunities and educational programmes (R/651/2678)

Unit summary				
This unit provides the learner with the knowledge, understanding and skills to support the planning and delivery of activities, purposeful play opportunities and educational programmes.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about adult and child-initiated play	1.1 Explain the terms: <ul style="list-style-type: none"> adult-led activities child-initiated activities spontaneous experiences
2. Be able to follow statutory requirements for learning and development in an early years setting	2.1 Explain the statutory framework, including the learning and development requirements for babies and young children that must be implemented in an early years setting
	2.2 Demonstrate teamwork to identify and plan enabling environments both indoors and outdoors in an early years setting
	2.3 Explain the key stages in the observation, assessment and planning cycle for: <ul style="list-style-type: none"> the child the parents/carers the early years setting in planning the next steps
	2.4 Explain the value of observation for: <ul style="list-style-type: none"> the child the parents/carers the early years setting in planning the next steps
	2.5 Explain reasons for monitoring children's progress
	2.6 Observe children and assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements
	2.7 Explain how to refer concerns the early years practitioner may have about a baby or child's development
3. Be able to support babies and young children through purposeful play activities and educational programmes	3.1 Use learning activities to support early language development
	3.2 Provide adult-led and child-initiated activities and play opportunities and educational programmes to support babies' and young children's holistic development through a range of play, creativity, social development and learning
	3.3 Implement activities (include clearing away)
	3.4 Demonstrate inclusive practice, ensuring that every child is included and supported
	3.5 Review activities to support children's play, creativity, social development and learning

Delivery and assessment guidance

This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

Resources:

www.ncfe.org.uk/all-articles/sustainability-matters-early-years-resource/

Learning outcomes 2 and 3 must be assessed in a real work environment.

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EYP 8: Promote play in an early years setting (T/651/2679)

Unit summary				
This unit provides the learner with the knowledge, understanding and skills required to promote play in an early years setting.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the play environment	1.1 Explain what is meant by 'the play environment' 1.2 Explain how environments support play
2. Understand how the early years practitioner supports children's behaviour and socialisation within play environments	2.1 Describe the role of the early years practitioner in supporting children's socialisation within play environments 2.2 Give examples to explain how the early years practitioner's behaviour can impact and influence babies and young children
3. Be able to promote positive behaviour	3.1 Model positive behaviour to encourage social skills within an early years setting appropriate to the stage and needs of individual children
4. Be able to support different types of play for babies and young children	4.1 Explain benefits of: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play 4.2 Promote activities which support babies' and young children's: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play

Delivery and assessment guidance
This unit must be assessed in line with the Early Years Practitioner Assessment Principles.
Learning outcomes 3 and 4 must be assessed in a real work environment.

EYP 9: Support wellbeing of babies and young children for healthy lifestyles (D/651/2680)

Unit summary				
This unit provides the learner with the knowledge, understanding and skills to support wellbeing of babies and young children for healthy lifestyles.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	2 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the impact of food and nutrition on babies' and young children's health and development	1.1 Summarise current dietary guidance for early years settings
	1.2 Explain the importance of a healthy balanced diet for babies and young children
2. Understand healthy balanced diets and hydration	2.1 Explain the nutritional value of the main food groups
	2.2 Describe importance of hydration for babies and young children
	2.3 Explain strategies to encourage healthy eating
3. Be able to support the nutrition and hydration of babies and young children in an early years setting	3.1 Promote health and wellbeing in settings by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age
	3.2 Share information with parents/carers about the importance of healthy balanced diets for nutrition, wellbeing and oral health
4. Understand the impact of health and wellbeing on babies' and young children's development	4.1 Explain the impact of poor diet on babies' and young children's health, development and wellbeing in the: <ul style="list-style-type: none"> • short term • long term
	4.2 Explain how emotional resilience/mental health impacts upon holistic wellbeing
5. Understand individuals' dietary requirements and preferences	5.1 Identify reasons for: <ul style="list-style-type: none"> • special dietary requirements • keeping and sharing coherent records regarding special dietary requirements
	5.2 Explain the role of the early years practitioner in meeting children's individual dietary requirements and preferences
	5.3 Describe benefits of working in partnership with parents/carers in relation to special dietary requirements
6. Be able to support healthy eating in an early years setting	6.1 Plan an activity to support healthy eating in an early years setting
	6.2 Implement an activity to support healthy eating in own setting
	6.3 Reflect on own role when supporting healthy eating in own setting
	6.4 Make recommendations for healthy eating in own setting

Delivery and assessment guidance
This unit must be assessed in line with the Early Years Practitioner Assessment Principles.
LO1, AC1.1: Learners should use NHS guidance to explore dietary guidance for babies and children in their early years: www.nhs.uk

Delivery and assessment guidance

Learners can be introduced to sustainable practice involving food waste.

Learning outcomes 3 and 6 must be assessed in a real work environment.

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EYP 10: Support babies and young children to be physically active (F/651/2681)

Unit summary				
This unit provides the learner with the knowledge, understanding and skills to support babies and young children to be physically active.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand babies' and young children's need to be physically active	1.1 Outline the benefits to babies and young children of being physically active
	1.2 Explain the impact of lack of adequate physical activity on babies' and young children's health, development and wellbeing in the: <ul style="list-style-type: none"> • short term • long term
	1.3 Refer to the current guidance for early years and explain why it is important for babies and young children to be physically active
	1.4 Describe benefits of working in partnership with parents/carers in relation to supporting babies' and young children's physical activity
2. Be able to support babies and young children to be physically active in an indoor and outdoor space	2.1 Plan activities which support babies' and young children's physical activity in an indoor and outdoor space
	2.2 Encourage babies and young children to be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors
	2.3 Reflect on activities which support babies' and young children's physical activity in an indoor and outdoor space in an early years setting
3. Be able to support physical activity in an early years setting	3.1 Share information with parents/carers about the importance of physical activity for babies and young children's health and wellbeing

Delivery and assessment guidance
<p>This unit must be assessed in line with the Early Years Practitioner Assessment Principles.</p> <p>LO2, AC2.1: When planning activities, learners can refer to the age ranges as identified in the Development Matters: Non-statutory curriculum guidance for the early years foundation stage: www.gov.uk</p> <p>LO2, AC2.1–2.2: Learners will plan activities for children in an early years setting in accordance with the age range they are working with, being prepared to discuss how to adapt for children younger/older as appropriate to cover the range 0–5 years.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>

EYP 11: Support the needs of babies and young children with special educational needs and disability (SEND) (H/651/2682)

Unit summary				
The aim of this unit is to extend practitioners' knowledge, understanding and skills for best practice supporting children with special educational needs and disability (SEND) in the early years. This unit also meets continuing professional development (CPD) requirements for SEND at Level 2.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand statutory guidance in relation to the care and education of children with special educational needs and disabilities (SEND)	1.1 Describe statutory guidance in relation to the care and education of children with SEND
	1.2 Describe the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory, when supporting children with SEND
2. Understand how children learn and develop in the early years	2.1 Describe how children learn and the expected pattern of babies' and children's development from birth to 7 years. Areas of development to include: <ul style="list-style-type: none"> • cognitive • speech, language and communication • physical • emotional • social • brain development • literacy and numeracy
	2.2 Explain the importance to children's holistic development of: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development • literacy and numeracy
	2.3 Explain how babies' and young children's learning and development can be affected by their stage of development, wellbeing and individual circumstances
3. Understand the impact of transition	3.1 Describe the significance of attachment
	3.2 Explain the key person's role in relation to transition
	3.3 Discuss how transitions and other significant events impact babies and young children
4. Understand best practice for meeting the individual needs of young children with SEND	4.1 Explain the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning to meet the individual needs of young children with SEND

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to plan to meet the individual stages of babies and young children	5.1 Demonstrate working in ways that value and respect the developmental needs and stages of babies and children, including supporting children during a range of transitions 5.2 Apply 'graduated approach' to support the assessment, planning, implementation and reviewing of each baby's and young child's individual plan for their care and participation 5.3 Explain what specialist aids, resources and equipment are available for the children you work with and how to use these safely
6. Be able to work in partnership to effectively meet the needs of children with SEND	6.1 Explain partnership working, including work with parents/carers, in relation to working effectively with children with SEND 6.2 Demonstrate working co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress 6.3 Demonstrate working alongside parents and/or carers and recognise their role in the baby's/child's health, wellbeing, learning and development 6.4 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development

Range

1. Understand statutory guidance in relation to the care and education of children with special educational needs and disabilities (SEND)

1.1 Statutory guidance: Learners should use the EYFS framework:

www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Delivery and assessment guidance

Learners should be able to describe categories of SEND in relation to statutory legislation and guidance.

This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

Evidence found to be sufficient for criteria below can be cross referenced as appropriate:

- assessment criterion 2.1 from this unit also appears in EYP 5: 1.5
- assessment criterion 6.2 from this unit also appears in EYP 1: 3.7
- assessment criterion 6.3 from this unit also appears in EYP 1: 3.8 and EYP 13: 3.3
- assessment criterion 6.4 from this unit also appears in EYP 13: 3.4

LO2, AC2.1: Learners must consider the DfE Development Matters: Non-statutory curriculum guidance for the early years foundation stage when exploring stages and sequences of expected development in children.

LO5, AC5.1: Learners must be vigilant to the needs of all children during transition and significant events. Learners must reflect on the knowledge they have of child development from EYP 5 and specifically LO4 to appreciate the impact of transition and significant events on children with SEND and their own role.

Learning outcomes 5 and 6 must be assessed in a real work environment.

EYP 12: Promote positive behaviour in early years settings (J/651/2683)

Unit summary				
This unit provides the knowledge, understanding and skills required to promote positive behaviour in early years settings.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand policies and procedures relating to positive behaviour in early years settings	1.1 Identify policies and procedures relating to children's behaviour
	1.2 Explain the need for a consistent approach in applying boundaries
2. Be able to support positive behaviour	2.1 Explain the benefits of encouraging and rewarding positive behaviour
	2.2 Explain how modelling positive behaviours impacts on children's behaviour
	2.3 Model positive behaviour
	2.4 Use positive reinforcement with children
3. Be able to follow policy and procedure for behaviour within an early years setting	3.1 Use agreed strategies for managing behaviour
	3.2 Explain procedures for reporting and recording behaviour changes and concerns
4. Be able to reflect on own role in relation to managing children's behaviour in an early years setting	4.1 Reflect on own role in relation to managing children's behaviour in an early years setting

Delivery and assessment guidance
This unit must be assessed in line with the Early Years Practitioner Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

EYP 13: Partnership working in the early years (K/651/2684)

Unit summary				
This unit provides the learner with the knowledge to understand how to work in partnership in the early years.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of partnership working in relation to current frameworks when working with babies and young children	1.1 Identify reasons for working in partnership
	1.2 Describe partnership working in relation to current frameworks
2. Understand how to work in partnership	2.1 Explain the roles of others involved in partnership working when: <ul style="list-style-type: none"> meeting children's additional needs safeguarding children supporting children's transitions
	2.2 Explain benefits of working in partnership with parents/carers
3. Be able to work alongside parents/carers, colleagues and other professionals	3.1 Explain the roles of colleagues and the team members in an early years setting
	3.2 Collaborate with others to demonstrate team practice within the early years
	3.3 Work alongside parents and/or carers and recognise their role in the baby's/child's health, wellbeing, learning and development
	3.4 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development
4. Understand challenges to partnership working	4.1 Identify barriers to partnership working
	4.2 Explain ways to overcome barriers when working in partnership
	4.3 Give examples of support which may be offered to parents/carers
	4.4 Identify skills and approaches needed for resolving conflict
5. Understand recording, storing and sharing information in relation to partnership working	5.1 Identify records to be completed in relation to partnership working
	5.2 Explain reasons for accurate and coherent record keeping
	5.3 Explain the reasons for confidentiality and security when maintaining and storing records

Delivery and assessment guidance
<p>All LOs: Learners to be able to discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents or carers and other professionals involved in the care and education of the baby/child.</p> <p>LO4: Learners must consider the challenges to accessing professionals in an early years setting to support children and their families, and the role of the learners when working alongside other professionals must also be appreciated as limited.</p>

Delivery and assessment guidance

This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

Evidence found to be sufficient for criteria below can be cross referenced as appropriate:

- assessment criteria 3.3 and 3.4 from this unit also appears in EYP 11: 6.3 and 6.4
- assessment criterion 3.3 from this unit also appears in EYP 1: 3.8

Learning outcome 3 must be assessed in a real work environment.

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EYP 14: Support the needs of the child in preparing for school (L/651/2685)

Unit summary				
This unit provides the learner with the knowledge, understanding and skills required to support children during transition to school.				
Assessment				
Internal				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of the early years practitioner during transition to school	1.1 Explain how the early years practitioner supports children to prepare for school
	1.2 Describe the holistic needs of the child as they prepare for school
2. Understand how working in partnership with others contributes to children's wellbeing during transition to school	2.1 Identify others involved in helping children prepare for school
	2.2 Describe the information required to enable the school to meet the individual needs of the child during transition
3. Be able to support children's language and communication needs in preparation for school	3.1 Explain what is meant by 'a language-rich environment'
	3.2 Support children's early interest and development in mark making, writing, reading and being read to
4. Be able to support children's mathematical development in preparation for school	4.1 Explain how to create an environment which supports children's mathematical development
	4.2 Support children's interest and development in mathematical learning, including numbers, number patterns, counting, sorting and matching

Delivery and assessment guidance
This unit must be assessed in line with the Early Years Practitioner Assessment Principles.
Learning outcomes 3 and 4 must be assessed in a real work environment.

Optional units

The following units are required for the extended diploma only. Please refer to the rules of combination (RoC) guidance on the qualification summary page for the extended diploma.

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EYP OP1: Working as part of a professional team (M/651/2686)

Unit summary				
This unit explores the significance of teamwork in early years practice. The unit will explore core skills that are integral to effective collaboration when working towards best practice for babies, young children and their families.				
Assessment				
Internal				
Optional	Achieved/not yet achieved	Level 2	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand effective teamwork in an early years setting	1.1 Explain key features of effective teamwork
	1.2 Use examples to describe the significance of core skills required when working as part of a professional team to achieve the best outcomes for babies and children
	1.3 Identify potential challenges that may occur when working as part of a team
	1.4 Use examples to describe ways in which challenges occurring in team practice can be overcome
	1.5 Summarise theoretical approaches to teamwork practice
2. Understand partnership working	2.1 Identify professionals involved in the education and care of babies and children in an early years setting
	2.2 Explain benefits and challenges to effective partnerships with multi-organisational and external agencies
	2.3 Describe procedures for safe information sharing as part of a professional team
3. Understand communication for effective teamwork in an early years setting	3.1 Identify different methods of communication including written reports, use of technology, verbal and non-verbal
	3.2 Use examples of different communication methods to describe when and how discreet methods may be best applied
	3.3 Describe benefits of effective communication for positive teamwork practice and the potential consequences of poor communication in an early years setting
4. Be able to apply skills required to establish and maintain collaborative relationships in an early years setting	4.1 Demonstrate the ability to participate effectively in a team: <ul style="list-style-type: none"> communicate effectively with colleagues be respectful, open and receptive to colleagues' ideas and input provide constructive support and feedback to colleagues as appropriate perform agreed role and assigned tasks in a manner that ensures effective teamwork
	4.2 Reflect on own performance and behaviour in the team to assess the impact this has on children and colleagues
	4.3 Adapt own behaviour within a team to ensure successful working relationships are established and maintained
	4.4 Demonstrate empathy skills with colleagues
	4.5 Demonstrate the ability to compromise to ensure team goals are achieved

Range
1. Understand effective teamwork in an early years setting
1.2 Core skills to include: collaboration, problem solving, negotiation and compromise when working with others.
1.5 Theoretical approaches to include: Tuckman and Belbin.

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EYP OP2: Preparing for employment in an early years setting (R/651/2687)

Unit summary				
This unit provides an opportunity to consider the skills and techniques required when preparing for employment in an early years setting. The unit will introduce the learners to CV writing, the application process and the interview experience. LO2–LO4 are skills-based outcomes which can be achieved in a classroom environment.				
Assessment				
Internal				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to select suitable positions for employment in an early years setting	1.1 Identify suitable job positions in an early years setting
	1.2 Summarise knowledge and skills requirements for a suitable job position in an early years setting
	1.3 Carry out own knowledge and skills scan in relation to a suitable job position in an early years setting
2. Be able to develop own CV	2.1 Describe different layouts and formats that can be used to create a CV
	2.2 Create a CV using a preferred layout that is effective and fit for purpose
	2.3 Explain why appropriate and accurate use of language is important in a CV
3. Be able to apply skills and techniques when applying for employment in an early years setting	3.1 List job vacancies from a range of sources
	3.2 Produce a statement to demonstrate own suitability for a position as early years practitioner
4. Be able to refine interview skills	4.1 Outline ways to prepare for an interview in an early years setting
	4.2 Participate in a mock interview
	4.3 Reflect on own performance in a mock interview, making recommendations for improvements

Range
3. Be able to apply skills and techniques when applying for employment in an early years setting
3.1 Range of sources to include: magazine/journal/newspaper advertisements and local/national job vacancy websites.
3.2 Statement is sometimes referred to as a letter of application.
4. Be able to refine interview skills
4.1 Ways to include: reading through job description, managing time for travel arrangements, considering expectations such as any hands-on practical sessions at the setting, considering any dress code as appropriate.

Delivery and assessment guidance
LO1, AC1.1–1.3: Education and Early Years Career Toolkit: www.ncfe.org.uk/sector-specialisms/early-years-and-childcare/education-childcare-career-toolkit/#:~:text=From%20students%20embarking%20on%20the,and%20raise%20your%20career%20aspirations

Delivery and assessment guidance

DfE facilitated Early Years Career progression map: www.ncfe.org.uk/media/mrxhz3m0/dfe-career-pathway-map.pdf

LO2, AC2.2: cachealumni.org.uk/CACHE/CACHE/Careers/Skillzminer.aspx

LO3: Learners will benefit from refining application skills which clearly align own knowledge and skills experience with the duties and responsibilities of a required job description.

LO3, AC3.2: Learners will benefit from discussing their applications with their peers to practise presenting information to others.

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EYP OP3: Reflective and reflexive practice (T/651/2688)

Unit summary				
This unit explores the need for reflection for improved practice in an early years setting. The unit introduces reflexive and reflective practice for self-evaluation, target setting and action planning as part of continuing professional development (CPD). LO4 is a skills-based outcome which can be achieved in a classroom environment.				
Assessment				
Internal				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand reflexive and reflective practice for improved practice in an early years setting	1.1 Define the following terms: <ul style="list-style-type: none"> • reflexive practice • reflective practice • continuing professional development (CPD)
	1.2 Describe how reflexive practice could be used to improve practice in an early years setting
2. Understand theoretical models of reflection	2.1 Summarise theoretical models of reflection
3. Understand how feedback from others can support self-evaluation as part of a reflexive and reflective process	3.1 Identify sources of feedback to improve practice in an early years setting
	3.2 Outline potential benefits of feedback on performance for improved practice
	3.3 Explain how feedback can be used to improve behaviour and performance for improved practice in an early years setting
4. Be able to develop a professional development plan	4.1 Use feedback from others to inform self-evaluation to create a professional development plan
	4.2 Create a needs-based action plan with clear targets

Range
2. Understand theoretical models of reflection
2.1 Theoretical models to include: <ul style="list-style-type: none"> • Gibbs' reflective cycle • Boud, Keogh and Walker • Schon's reflective model
4. Be able to develop a professional development plan
4.1 Others to include: peers, colleagues, tutor/assessor.
4.1 Targets: Learners to use specific, measurable, achievable, relevant and time-bound (SMART) target setting.

EYP OP4: Communication in an early years setting (Y/651/2689)

Unit summary				
<p>This unit provides an overview of the importance of effective communication in an early years setting and its role in problem solving. The unit considers different methods of communication, the challenges and barriers to exchanging information, and holding conversations that may be viewed as difficult and require sensitivity and empathy.</p> <p>LO5 is a skilled-based outcome which can be achieved in a classroom environment. LO6 must be achieved in an early years setting.</p>				
Assessment				
Internal				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand ways individuals communicate	1.1 Explain the importance of active listening for effective communication
	1.2 Outline different methods of communication
	1.3 Describe reasons for selecting a specific method of communication
2. Understand benefits of effective communication in an early years setting	2.1 Explain how communication can support best practice in an early years setting
	2.2 Describe ways to communicate with parents/carers/families in an early years setting
	2.3 Summarise the role of communication in decision making
3. Understand challenges and barriers to communication	3.1 List potential challenges and barriers to communication
	3.2 Describe ways challenges and barriers can be overcome
4. Know about sensitive and empathetic conversations in an early years setting	4.1 Define the following terms in the context of communication in an early years setting: <ul style="list-style-type: none"> sensitive empathetic
	4.2 Outline situations that may lead to sensitive and empathetic conversations
5. Be able to apply the role of communication in problem solving in an early years setting	5.1 Identify a potential problem that may occur in an early years setting
	5.2 Outline problem solving strategies
	5.3 Use an example to explain how effective communication may provide a potential solution to a problem
6. Be able to communicate in an early years setting	6.1 Communicate with babies and children in ways that are understood
	6.2 Contribute to discussions with colleagues as part of a professional team in an early years setting
	6.3 Select appropriate formats for written communication for different purposes in an early years setting

Range
1. Understand ways individuals communicate
1.2 Methods:
<ul style="list-style-type: none"> spoken or verbal communication to include: face-to-face, telephone, radio, television and other media (tone of voice can sometimes give clues to mood or emotional state)

Range
<ul style="list-style-type: none">• non-verbal communication to include: use of body language/gestures• written communication to include: letters, emails, social media, books, magazines, newsletters and publications• visual communication to include: graphs and charts
2. Understand benefits of effective communication in an early years setting
2.1 Features of best practice to include: for collaborative teamwork, to negotiate, to maintain accurate and coherent records, to share information, to update records, for partnership working, for parent/carer and family engagement, to engage and motivate young children through quality interactions, to make decisions, to share and to solve problems, to resolve conflict, to build and maintain relationships.
2.2 Ways to communicate to include: verbal and non-verbal methods of communication, including the role of technology when exchanging information.
4. Know about sensitive and empathetic conversations in an early years setting
4.2 Situations to include: discussing sensitive information such as a developmental concern with parents/carer/family, advocating for a child, child protection, welfare concern.
5. Be able to apply the role of communication in problem solving in an early years setting
5.2 Problem solving strategies: <ul style="list-style-type: none">• listening to the views of others• seeking advice• breaking down a problem• reflecting on the situation – is it reoccurring?• collaborating with others to develop a clear action plan, including tasks and timelines for implementing a chosen solution for a specific work-related problem• sharing solutions• learning from steps taken to avoid reoccurrence
6. Be able to communicate in an early years setting
6.3 Appropriate formats to include: reports, records (accidents, incidents, observation).

EYP OP5: Sustainability in an early years setting (F/651/2690)

Unit summary				
This unit will introduce sustainability practice into early years practice through building an awareness of how daily practice can contribute to a more sustainable environment in the early years.				
Assessment				
Internal				
Optional	Achieved/not yet achieved	Level 2	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand sustainability in the context of early years practice	1.1 Define the term 'sustainability'
	1.2 Outline the 17 sustainable development goals
	1.3 Describe sustainable practice in the early years, with reference to the sustainable goals
2. Understand strategies to develop sustainable practice in the early years	2.1 List ways the early years practitioner can interact with children and their families to promote sustainable practice
3. Understand waste management in an early years setting	3.1 Identify the common types of waste in an early years setting
	3.2 Explain how common types of waste from an early years setting could be recycled in an environmentally friendly manner
	3.3 Explain how common types of waste should be disposed of in an environmentally friendly manner
4. Understand energy efficiency in an early years setting	4.1 Identify areas of high energy consumption in an early years setting
	4.2 Explain how high energy consumption could be reduced in an early years setting
5. Be able to promote an understanding of sustainability when working with babies, children and their families	5.1 Reflect on ways children use the natural world around them, making recommendations for improved awareness of sustainability
	5.2 Explain ways children can be introduced to some important processes and changes in the natural world around them, including the seasons and changing states of matter
	5.3 Evaluate sustainable practice in own setting, making recommendations for improved outcomes
	5.4 Identify ways to engage with families to raise an awareness of sustainability
6. Be able to work with others to develop a sustainability policy in an early years setting	6.1 Identify sources of support, including any statutory guidelines, for sustainable practice in an early years setting
	6.2 Identify key features of a sustainability policy in an early years setting
	6.3 Participate in a review of sustainable practice, making recommendations for improved outcomes
	6.4 Contribute to the development of a sustainability policy in an early years setting

Range
4. Understand energy efficiency in an early years setting
4.1 Areas of high energy consumption in an early years setting: lighting, heating, air conditioning, IT, cooking, reheating food/drink, fridges, freezers, logistics, laundry.

Delivery and assessment guidance

LO1, AC1.2: UNICEF and the Sustainable Development Goals: www.unicef.org/sustainable-development-goals

LO1, AC1.3: An Early Childhood Education for Sustainability resource that embeds the Sustainable Development Goals and STEM into pedagogical practice: www.ncfe.org.uk/media/xbcbjrfj/early-years-sustainability-resource.pdf

LO5: 'Early years foundation stage (EYFS) statutory framework' DfE 2023: www.gov.uk

LO6, AC6.4: Learners should consider what they can achieve in sustainable practice in an early years setting and identify the steps to take to implement this. This would be the beginning of a policy aim. Learners could expand on each step, describing how the early years setting will work towards this.

Resources:

www.ncfe.org.uk/all-articles/sustainability-matters-early-years-resource/

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes (LOs) associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's (SSC) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council (SSC) or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner reflective log	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of babies and children by the learner	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
J	Reflection on own practice in real work environment (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Optional task provided by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

** **Simulation.** A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to these qualifications

The key requirements of the assessment strategies or principles that relate to units in these qualifications are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Assessment strategy for early years practitioner (EYP) qualifications

Assessing knowledge, skills and competence

Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

Practical skills competence

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below.

1. Introduction

1.1 These principles and approaches to unit/qualification assessment apply to qualifications that fall under our early years educator suite but are not classed as early years educator qualifications. It should also be read alongside individual unit assessment requirements, where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence/skills-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can confirm the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies.

This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an EWT must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an EWT include:

- when assessment may cause distress to the child (for example, when supporting a child with a specific need)
- rarely occurring situations such as dealing with an accident or child illness
- confidential situations such as safeguarding strategy meetings where it would be inappropriate for an assessor to observe the learner's performance

Expert witnesses must only be used for observation where they have occupational expertise for specialist areas, or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also section 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way that does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources that can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Remote technology

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner **MUST** be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWTs.

3. Internal quality assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs:

- 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

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification isn't held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLL)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their external quality assurer in the first instance.

4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge bases assessment criteria
- role of the assessor for skills/competence-based assessment criteria
- role of the internal quality assurer

4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last two years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate continuing professional development relevant to the sector for which they are attesting competence
- they have no conflict of interest in the outcome of the evidence

Section 3: explanation of terms

This table explains how the terms used at level 2 in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.

Use	Take or apply an item, resource or piece of information as asked in the question or task.
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Section 4: support

Support materials

The following support materials are available to assist with the delivery of these qualifications and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- qualification factsheet
- tutor guidance
- scheme of work
- summary of 'be able to' criteria
- early childhood education for sustainability [resource](#)

Other support materials

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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NCFE CACHE Level 2 Technical Occupational Entry for the Early Years Practitioner (Diploma)
(610/4587/1)

NCFE CACHE Level 2 Extended Technical Occupational Entry for the Early Years Practitioner (Diploma)
(610/4588/3) 62

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units (group A)

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Diploma	Extended diploma
EYP 0	D/651/2671	Principles of professional practice	2	2	15	No	Yes
EYP 1	F/651/2672	Roles and responsibilities of the early years practitioner	2	2	20	Yes	Yes
EYP 2	H/651/2673	Health and safety of babies and young children in the early years	2	3	21	Yes	Yes
EYP 3	J/651/2674	Equality, diversity and inclusive practice in early years settings	2	2	21	Yes	Yes
EYP 4	K/651/2675	Safeguarding, protection and welfare of babies and young children in early years settings	2	3	24	Yes	Yes
 EYP 5	L/651/2676	Understand how to support children's development	2	4	30	Yes	Yes
EYP 6	M/651/2677	Support care routines for babies and young children	2	3	20	Yes	Yes
EYP 7	R/651/2678	Support the planning and delivery of activities, purposeful play opportunities and educational programmes	2	4	30	Yes	Yes

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Diploma	Extended diploma
EYP 8	T/651/2679	Promote play in an early years setting	2	3	24	Yes	Yes
EYP 9	D/651/2680	Support wellbeing of babies and young children for healthy lifestyles	2	2	16	Yes	Yes
EYP 10	F/651/2681	Support babies and young children to be physically active	2	2	15	Yes	Yes
EYP 11	H/651/2682	Support the needs of babies and young children with special educational needs and disability (SEND)	2	2	20	Yes	Yes
EYP 12	J/651/2683	Promote positive behaviour in early years settings	2	2	15	Yes	Yes
EYP 13	K/651/2684	Partnership working in the early years	2	2	15	Yes	Yes
EYP 14	L/651/2685	Support the needs of the child in preparing for school	2	3	22	Yes	Yes

Optional units (group B)

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Diploma	Extended diploma
EYP OP1	M/651/2686	Working as part of a professional team	2	3	20	No	Yes
EYP OP2	R/651/2687	Preparing for employment in an early years setting	2	2	15	No	Yes
EYP OP3	T/651/2688	Reflective and reflexive practice	2	2	15	No	Yes
EYP OP4	Y/651/2689	Communication in an early years setting	2	2	15	No	Yes
EYP OP5	F/651/2690	Sustainability in an early years setting	2	3	20	No	Yes

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

Appendix B: mapping to the Department for Education (DfE) Early years practitioner (level 2) qualifications criteria

It is the role of the DfE to define the content of the level 2 qualifications that practitioners must hold to be included in the ratios specified in the [early years foundation stage \(EYFS\) statutory framework](#).

The DfE does this by defining criteria that qualifications must meet to enable practitioners to demonstrate their competence.

The qualification criteria lay out the minimum requirements for what an early years practitioner should know, understand and be able to do to be considered qualified to support babies and children from birth to age 5 in the early years foundation stage. The table below shows how these qualifications map to the [Early years practitioner \(level 2\) qualifications criteria \(July 2018\)](#).

DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
1	Knowledge of child development		
1.1	Describe how children learn and the expected pattern of babies' and children's development from birth to 5 years and their further development from age 5 to 7. Areas of development to include: <ul style="list-style-type: none"> cognitive speech, language and communication physical emotional social brain development literacy and numeracy 	EYP 5 EYP 11	LO1, AC1.1, 1.2 LO2, AC2.1
1.2	Understand the importance to children's holistic development of: <ul style="list-style-type: none"> speech, language and communication 	EYP 5 EYP 11	LO1, AC1.4 LO2, AC2.2

DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
	<ul style="list-style-type: none"> • personal, social and emotional development • physical development • literacy and numeracy 		
1.3	Explain how babies' and young children's learning and development can be affected by their stage of development, wellbeing and individual circumstances.	EYP 5	LO1, AC1.3 LO3, AC3.1
		EYP 11	LO2, AC2.3
1.4	Describe the significance of attachment, the key person's role and how transitions and other significant events impact children.	EYP 5	LO2, AC2.1, 2.2
		EYP 11	LO3, AC3.1, 3.2, 3.3
1.5	Demonstrate how to support babies and young children through a range of transitions.	EYP 5	LO4, AC4.2
2	Safeguarding		
2.1	Know the legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.	EYP 4	LO1, AC1.1
2.2	Understand safeguarding policies and procedures, including child protection and online safety.	EYP 4	LO1, AC1.2
2.3	Explain own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.	EYP 4	LO1, AC1.3
2.4	Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including:	EYP 4	LO3, AC3.1, 3.2

DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
	<ul style="list-style-type: none"> • physical • emotional • sexual abuse 		
3	Health and safety		
3.1	Outline the legal requirements and guidance for: <ul style="list-style-type: none"> • health and safety • security 	EYP 2	LO1, AC1.1
3.2	Identify risks and hazards in the work setting and during off site visits.	EYP 2	LO3, AC3.2 LO4, AC4.1
3.3	Describe own role and responsibilities, including reporting, in the event of: <ul style="list-style-type: none"> • a baby or young child requiring urgent medical/dental attention • a non-medical incident or emergency • identifying risks and hazards 	EYP 2	LO3, AC3.1 LO8, AC8.3
3.4	Demonstrate skills and understanding for the prevention and control of infection, including: <ul style="list-style-type: none"> • hand washing • food preparation and hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment 	EYP 2	LO2, AC2.1, 2.2
		EYP 6	LO2, AC2.1 LO3, AC3.1
3.5	Explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines.	EYP 2	LO9, AC9.1

DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
3.6	Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.	EYP 2	LO5, AC5.1
3.7	Identify the signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/dental attention.	EYP 2	LO7, AC7.1 LO8, AC8.1, 8.2
3.8	Demonstrate how to encourage children to: <ul style="list-style-type: none"> be aware of personal safety and the safety of others develop personal hygiene practices (including oral hygiene) 	EYP 2	LO5, AC5.2
		EYP 6	LO6, AC6.1, 6.2
4	Wellbeing		
4.1	Understand the impact of health and wellbeing on children's development.	EYP 9	LO4, AC4.1
		EYP 10	LO1, AC1.1, 1.2
4.2	Understand the current dietary guidance for early years and explain why it is important for babies and young children to have a healthy balanced diet and be physically active.	EYP 9	LO1, AC1.1, 1.2
		EYP 10	LO1, AC1.3
4.3	Promote health and wellbeing in settings by encouraging babies and young children to: <ul style="list-style-type: none"> consume healthy and balanced meals, snacks and drinks appropriate for their age be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors 	EYP 9	LO3, AC3.1
		EYP 10	LO2, AC2.2
4.4		EYP 9	LO3, AC3.2

DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
	Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active.	EYP 10	LO3, AC3.1
4.5	Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: <ul style="list-style-type: none"> • eating (feeding and weaning/complementary feeding) • nappy changing procedures • potty/toilet training • care of skin, teeth and hair • rest and sleep provision 	EYP 6	LO1, AC1.1, 1.2 LO6, AC6.1
5	Communication		
5.1	Demonstrate how to communicate with all children in ways that will be understood, including verbal and non-verbal communication.	EYP 1	LO3, AC3.2
5.2	Demonstrate how to extend children’s development and learning through verbal and non-verbal communication.	EYP 1	LO3, AC3.3
5.3	Explain ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech.	EYP 1	LO4, AC4.1
5.4	Encourage babies and young children to use a range of communication methods.	EYP 1	LO3, AC3.4
5.5	Demonstrate a range of communication methods to exchange information with children and adults.	EYP 1	LO3, AC3.5

DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
6	Support the planning of and deliver activities, purposeful play opportunities and educational programmes		
6.1	Describe the statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.	EYP 7	LO2, AC2.1
6.2	Demonstrate inclusive practice ensuring that every child is included and supported.	EYP 7	LO3, AC3.4
6.3	Explain the terms: <ul style="list-style-type: none"> • adult led activities • child initiated activities • spontaneous experiences 	EYP 7	LO1, AC1.1
6.4	Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children’s holistic development through a range of play, creativity, social development and learning.	EYP 7	LO2, AC2.2 LO3, AC3.2
6.5	Implement and review activities to support children’s play, creativity, social development and learning and clear up after activities.	EYP 7	LO3, AC3.3, 3.5
6.6	Describe the key stages in the observation, assessment and planning cycle and explain the value of observation for: <ul style="list-style-type: none"> • the child 	EYP 7	LO2, AC2.3, 2.4

DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
	<ul style="list-style-type: none"> the parents/carers the early years setting in planning the next steps 		
6.7	Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.	EYP 7	LO2, AC2.6
6.8	Describe how to refer concerns you may have about a baby's or child's development.	EYP 7	LO2, AC2.7
6.9	Demonstrate how to use learning activities to support early language development.	EYP 7	LO3, AC3.1
6.10	Support children's early interest and development in mark making, writing, reading and being read to.	EYP 14	LO3, AC3.2
6.11	Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.	EYP 14	LO4, AC4.2
7	Support children with special educational needs and disabilities		
7.1	Describe statutory guidance in relation to the care and education of children with special educational needs and disabilities.	EYP 11	LO1, AC1.1
7.2	Explain partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities.	EYP 11	LO6, AC6.1, 6.3
7.3	Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation.	EYP 11	LO5, AC5.2

DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
7.4	Work in ways that value and respect the developmental needs and stages of babies and children.	EYP 11	LO5, AC5.1
7.5	Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely.	EYP 11	LO5, AC5.3
8	Own role and development		
8.1	Explain own role and expected behaviours and the roles of colleagues and the team.	EYP 1	LO1, AC1.1
		EYP 13	LO3, AC3.1
8.2	Explain how to access work place policies and procedures and your own responsibilities and accountabilities relating to these.	EYP 1	LO2, AC2.1, 2.2
8.3	Explain, with examples, how your behaviour can impact on babies and children and influence them.	EYP 8	LO2, AC2.2
8.4	Identify own responsibilities when following procedures in the work setting for: <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology 	EYP 4	LO1, AC1.3 LO2, AC2.2
8.5	Explain the importance of reflective practice and continued professional development to improve own skills and early years practice.	EYP 1	LO6, AC6.1

DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
8.6	Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge.	EYP 1	LO7, AC7.1
8.7	Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.	EYP 1	LO7, AC7.2
9	Working with others – parents, colleagues, other professionals		
9.1	Understand the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.	EYP 1	LO5, AC5.3
		EYP 11	LO1, AC1.2
9.2	Explain the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning.	EYP 1	LO5, AC5.4
		EYP 11	LO4, AC4.1
9.3	Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.	EYP 1	LO3, AC3.7
		EYP 11	LO6, AC6.2
		EYP 13	LO3, AC3.2
9.4	Work alongside parents and/or carers and recognise their role in the baby's/child's health, wellbeing, learning and development.	EYP 1	LO3, AC3.8
		EYP 11	LO6, AC6.3
		EYP 13	LO3, AC3.3
9.5	Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.	EYP 11	LO6, AC6.4
		EYP 13	LO3, AC3.4

Appendix C: mapping to the Institute for Apprenticeships and Technical Education’s (IfATE’s) transferable employability skills framework

The table below shows where [IfATE’s transferable employability skills framework](#) is met in the following units required for the extended diploma: EYP 0 (mandatory) and EYP OP1–EYP OP5 (optional).

IfATE transferable employability skill reference number	Transferable employability skill	Qualification unit that maps to the transferable employability skill (extended diploma only)	Qualification content that maps to the transferable employability skill (extended diploma only)
	Communication in the workplace		
CSW1	Selects appropriate formats for written communication for different purposes and audiences, in line with workplace conventions or procedures, where appropriate	EYP OP1: Working as part of a professional team	LO3: Understand communication for effective teamwork in an early years setting, all ACs LO4: Be able to apply skills required to establish and maintain collaborative relationships in an early years setting, all ACs
		EYP OP2: Preparing for employment in an early years setting	LO2: Be able to develop own CV, all ACs
		EYP OP3: Reflective and reflexive practice	LO4: Be able to develop a professional development plan, all ACs
CSW2	Produces documents of different types that are appropriate (for example, in terms of length, style and language use) for the purpose and intended audience	EYP OP2: Preparing for employment in an early years setting	LO2: Be able to develop own CV, all ACs LO3: Be able to apply skills and techniques when applying for employment in an early years setting, all ACs

IfATE transferable employability skill reference number	Transferable employability skill	Qualification unit that maps to the transferable employability skill (extended diploma only)	Qualification content that maps to the transferable employability skill (extended diploma only)
		EYP OP3: Reflective and reflexive practice	LO4: Be able to develop a professional development plan, all ACs
CSW3	Combines text, images and/or graphics in written documents as appropriate to audience and purpose	EYP OP2: Preparing for employment in an early years setting	LO2: Be able to develop own CV, all ACs
		EYP OP3: Reflective and reflexive practice	LO4: Be able to develop a professional development plan, all ACs
CSW4	Uses available software appropriately to present written communication, including numerical information	EYP OP2: Preparing for employment in an early years setting	LO2: Be able to develop own CV, all ACs LO3: Be able to apply skills and techniques when applying for employment in an early years setting, all ACs
		EYP OP3: Reflective and reflexive practice	LO4: Be able to develop a professional development plan, all ACs
CSW5	Accurately and appropriately uses terminology associated with a particular workplace or sector in written communication	EYP OP1: Working as part of a professional team	All LOs
		EYP OP2: Preparing for employment in an early years setting	LO3: Be able to apply skills and techniques when applying for employment in an early years setting, all ACs
		EYP OP4: Communication in an early years setting	All LOs, but specifically: LO1: Understand ways individuals communicate, all ACs LO2: Understand benefits of effective communication in an early years setting, all ACs

IfATE transferable employability skill reference number	Transferable employability skill	Qualification unit that maps to the transferable employability skill (extended diploma only)	Qualification content that maps to the transferable employability skill (extended diploma only)
CSW6	Communicates clearly in different situations, adjusting register and tone to match the audience and purpose of the communication	EYP OP4: Communication in an early years setting	All LOs
CSW7	Communicates work-related information in a formal presentation to a group	EYP OP2: Preparing for employment in an early years setting	LO3: Be able to apply skills and techniques when applying for employment in an early years setting AC3.2: Produce a statement to demonstrate own suitability for a position as early years practitioner
CSW8	Engages in discussion with colleagues, making relevant points and actively listening to the ideas of others	EYP OP1: Working as part of a professional team	All LOs
		EYP OP4: Communication in an early years setting	All LOs
CSW9	Responds appropriately to queries, requests and/or complaints seeking resolutions where possible	EYP OP1: Working as part of a professional team	LO1: Understand effective teamwork in an early years setting, all ACs
		EYP OP4: Communication in an early years setting	All LOs
CSW10	Accurately and appropriately uses terminology associated with a particular workplace or sector when communicating orally	EYP OP2: Preparing for employment in an early years setting	LO2: Be able to develop own CV, all ACs LO3: Be able to apply skills and techniques when applying for employment in an early years setting, all ACs

IfATE transferable employability skill reference number	Transferable employability skill	Qualification unit that maps to the transferable employability skill (extended diploma only)	Qualification content that maps to the transferable employability skill (extended diploma only)
		EYP OP4: Communication in an early years setting	All LOs
	Workplace conduct		
CW1	Identifies and follows codes of conduct (for example, for personal presentation, timekeeping) as appropriate to own role	EYP 0: Principles of professional practice	All LOs, but specifically: LO1: Understand role, responsibilities and expectations in an early years setting, all ACs LO2: Understand the importance of professional conduct in the role of early years practitioner, all ACs
CW2	Interacts appropriately with peers, managers and customers	EYP 0: Principles of professional practice	LO1: Understand role, responsibilities and expectations in an early years setting, all ACs LO2: Understand the importance of professional conduct in the role of early years practitioner, all ACs
		EYP OP1: Working as part of a professional team	LO1: Understand effective teamwork in an early years setting, all ACs LO4: Be able to apply skills required to establish and maintain collaborative relationships in an early years setting, all ACs
CW3	Applies sufficient effort to enable them to complete tasks set to the standard required	EYP 0: Principles of professional practice	LO2: Understand the importance of professional conduct in the role of early years practitioner, all ACs
		EYP OP1: Working as part of a professional team	All LOs

IfATE transferable employability skill reference number	Transferable employability skill	Qualification unit that maps to the transferable employability skill (extended diploma only)	Qualification content that maps to the transferable employability skill (extended diploma only)
CW4	Demonstrates initiative in carrying out own role	EYP 0: Principles of professional practice	LO2: Understand the importance of professional conduct in the role of early years practitioner, all ACs
		EYP OP1: Working as part of a professional team	All LOs
CW5	Outlines aspects of own conduct which meet expectations of a work setting	EYP 0: Principles of professional practice	LO2: Understand the importance of professional conduct in the role of early years practitioner, all ACs
		EYP OP1: Working as part of a professional team	LO1: Understand effective teamwork in an early years setting, all ACs LO2: Understand partnership working, all ACs LO3: Understand communication for effective teamwork in an early years setting, all ACs LO4: Be able to apply skills required to establish and maintain collaborative relationships in an early years setting, all ACs
CW6	Outlines aspects of own conduct that need improvement, making suggestions for how to develop in these areas	EYP 0: Principles of professional practice	LO2: Understand the importance of professional conduct in an early years setting, all ACs
	Team working		
TW1	Assesses advantages and disadvantages of taking a team approach to complete a task or solve a problem	EYP OP1: Working as part of a professional team	LO1: Understand effective teamwork in an early years setting, all ACs

IfATE transferable employability skill reference number	Transferable employability skill	Qualification unit that maps to the transferable employability skill (extended diploma only)	Qualification content that maps to the transferable employability skill (extended diploma only)
			LO4: Be able to apply skills required to establish and maintain collaborative relationships in an early years setting, all ACs LO5: Be able to apply the role of communication in problem solving in an early years setting, all ACs
TW2	Assesses own strengths, skills and experiences, as relevant to a task being undertaken by a team	EYP OP1: Working as part of a professional team	LO1: Understand effective teamwork in an early years setting, all ACs
		EYP OP3: Reflective and reflexive practice	All LOs
TW3	Assesses relevant strengths, skills and experiences that other members bring to a particular team	EYP OP1: Working as part of a professional team	LO1: Understand effective teamwork in an early years setting, all ACs
		EYP OP3: Reflective and reflexive practice	All LOs
TW4	Agrees with other team members the roles and responsibilities of each member of the team, so that collectively they can complete a team task effectively	EYP OP1: Working as part of a professional team	LO4: Be able to apply skills required to establish and maintain collaborative relationships in an early years setting, all ACs
		EYP OP3: Reflective and reflexive practice	All LOs

IfATE transferable employability skill reference number	Transferable employability skill	Qualification unit that maps to the transferable employability skill (extended diploma only)	Qualification content that maps to the transferable employability skill (extended diploma only)
TW5	Identifies relevant ideas and suggestions from others that will enable the team to complete the task	EYP OP1: Working as part of a professional team	LO4: Be able to apply skills required to establish and maintain collaborative relationships in an early years setting, all ACs
		EYP OP3: Reflective and reflexive practice	All LOs
TW6	Devises and follows a team plan to complete a task or solve a problem	EYP OP3: Reflective and reflexive practice	All LOs
TW7	Contributes to a team by sharing skills and knowledge and fulfilling own agreed role	EYP OP3: Reflective and reflexive practice	All LOs
TW8	Offers help, support or advice to team members when appropriate	EYP 0: Principles of professional practice	LO1: Understand role, responsibilities and expectations in an early years setting AC1.4: Describe support and supervision in an early years setting
		EYP OP1: Working as part of a professional team	LO1: Understand effective teamwork in an early years setting, all ACs LO4: Be able to apply skills required to establish and maintain collaborative relationships in an early years setting, all ACs
		EYP OP3: Reflective and reflexive practice	LO3: Understand how feedback from others can support self-evaluation as part of a reflexive and reflective process, all ACs
TW9	Responds positively to advice and constructive criticism	EYP OP1: Working as part of a professional team	LO4: Be able to apply skills required to establish and maintain collaborative relationships in an early years setting, all ACs

IfATE transferable employability skill reference number	Transferable employability skill	Qualification unit that maps to the transferable employability skill (extended diploma only)	Qualification content that maps to the transferable employability skill (extended diploma only)
		EYP OP3: Reflective and reflexive practice	LO3: Understand how feedback from others can support self-evaluation as part of a reflexive and reflective process, all ACs
TW10	Devises and follows an agreed code of conduct for effective team working	EYP 0: Principles of professional practice	LO2: Understand the importance of professional conduct in the role of early years practitioner, all ACs
		EYP OP1: Working as part of a team	LO4: Be able to apply skills required to establish and maintain collaborative relationships in an early years setting, all ACs
TW11	Assesses how own performance contributed to the team's overall performance	EYP OP1: Working as part of a professional team	LO4: Be able to apply skills required to establish and maintain collaborative relationships in an early years setting, all ACs
TW12	Describes ways in which the team as a whole performed effectively	EYP OP1: Working as part of a professional team	All LOs
TW13	Explains areas in which the team could have worked together more effectively and how they could improve their team working skills	EYP OP1: Working as part of a professional team	All LOs
	Problem solving		
PSW1	Gathers appropriate information or advice from different sources to help solve a specific work-related problem	EYP OP4: Communication in an early years setting	LO5: Be able to apply the role of communication in problem solving in an early years setting, all ACs

IfATE transferable employability skill reference number	Transferable employability skill	Qualification unit that maps to the transferable employability skill (extended diploma only)	Qualification content that maps to the transferable employability skill (extended diploma only)
PSW2	Assesses a range of potential solutions, applying appropriate problem solving strategies	EYP OP4: Communication in an early years setting	LO5: Be able to apply the role of communication in problem solving in an early years setting, all ACs
PSW3	Selects a specific solution, justifying why this one is the most likely to prove effective	EYP OP4: Communication in an early years setting	LO5: Be able to apply the role of communication in problem solving in an early years setting, all ACs
PSW4	Presents a clear action plan, including tasks and timelines, for implementing a chosen solution to a specific work-related problem	EYP OP3: Reflective and reflexive practice	All LOs
		EYP OP4: Communication in an early years setting	LO5: Be able to apply the role of communication in problem solving in an early years setting, all ACs
Setting and meeting targets			
SMT1	Identifies challenging, achievable targets which support own development and will lead to increased effectiveness at work	EYP OP3: Reflective and reflexive practice	All LOs
SMT2	Develops and refines targets through discussion with relevant others	EYP OP3: Reflective and reflexive practice	All LOs
SMT3	Uses own self-assessment and feedback from others to determine the progress they have	EYP OP3: Reflective and reflexive practice	All LOs

IfATE transferable employability skill reference number	Transferable employability skill	Qualification unit that maps to the transferable employability skill (extended diploma only)	Qualification content that maps to the transferable employability skill (extended diploma only)
	made from their starting point, citing specific evidence to support their judgements		
SMT4	Explains the factors that have positively and/or negatively impacted on their progress, as relevant	EYP OP3: Reflective and reflexive practice	All LOs
SMT5	Explains what they need to do to continue to make progress, including ways to address any possible barriers	EYP OP3: Reflective and reflexive practice	All LOs
	Self-evaluation		
SEW1	Knows the importance of self-evaluation and reflection	EYP OP3: Reflective and reflexive practice	All LOs
SEW2	Reflects on own practice in a structured way, using SMART (or equivalent) objectives	EYP OP3: Reflective and reflexive practice	All LOs
SEW3	Identifies strengths and areas for development in an objective and positive way	EYP OP3: Reflective and reflexive practice	All LOs
SEW4	Uses a self-evaluation tool/checklist appropriately and records reflections/progress	EYP OP3: Reflective and reflexive practice	All LOs
SEW5	Uses self-evaluation to develop/improve future practice by setting demonstrable goals/aims and describing how to achieve them	EYP OP3: Reflective and reflexive practice	All LOs
	Self-management skills		

IfATE transferable employability skill reference number	Transferable employability skill	Qualification unit that maps to the transferable employability skill (extended diploma only)	Qualification content that maps to the transferable employability skill (extended diploma only)
SMS1	Plans and manages own time effectively to achieve a balance between personal and work/training-related demands	EYP 0: Principles of professional practice	LO1: Understand role, responsibilities and expectations in an early years setting AC1.4: Describe support and supervision in an early years setting
SMS2	Plans and manages resources effectively	EYP 0: Principles of professional practice	LO1: Understand role, responsibilities and expectations in an early years setting, all ACs
SMS3	Manages emotions appropriately, including when under pressure	EYP 0: Principles of professional practice	LO2: Understand the importance of professional conduct in the role of early years practitioner, all ACs
SMS4	Assesses own effectiveness in self-management, citing specific evidence for judgements	EYP OP3: Reflective and reflexive practice	All LOs
SMS5	Describes the impact of own self-management on workplace effectiveness of self and others	EYP 0: Principles of professional practice	LO1: Understand role, responsibilities and expectations in an early years setting, all ACs LO2: Understand the importance of professional conduct in the role of early years practitioner, all ACs
		EYP OP1: Working as part of a professional team	LO2: Understand partnership working, all ACs
SMS6	Explains how own self-management could be improved	EYP OP3: Reflective and reflexive practice	All LOs
	Time management skills		
TMS1	Plans work: <ul style="list-style-type: none"> • according to priority 	EYP 0: Principles of professional practice	LO1: Understand role, responsibilities and expectations in an early years setting, all ACs

IfATE transferable employability skill reference number	Transferable employability skill	Qualification unit that maps to the transferable employability skill (extended diploma only)	Qualification content that maps to the transferable employability skill (extended diploma only)
	<ul style="list-style-type: none"> taking into account length of time needed to complete tasks in order to meet deadlines including appropriate breaks 		LO2: Understand the importance of professional conduct in the role of early years practitioner, all ACs
TMS2	Works at an appropriate pace to carry out tasks in accordance with plan	EYP 0: Principles of professional practice	LO1: Understand role, responsibilities and expectations in an early years setting, all ACs LO2: Understand the importance of professional conduct in the role of early years practitioner, all ACs
		EYP OP1: Working as part of a professional team	LO1: Understand effective teamwork in an early years setting, all ACs
TMS3	Adjusts approach in response to any change of circumstance (for example, one task overrunning), as appropriate, to ensure remaining time is spent effectively	EYP 0: Principles of professional practice	LO1: Understand role, responsibilities and expectations in an early years setting, all ACs
TMS4	Evaluates how well they are managing their time	EYP OP3: Reflective and reflexive practice	All LOs
TMS5	Identifies areas for improvement	EYP OP3: Reflective and reflexive practice	All LOs