

**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: 610/4588/3



Qualification Specification



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
Guided learning hours (GLH)	293
Total qualification time (TQT)	370
Credit value	37
Nested suite	This qualification is part of a nested suite, including the following qualification: NCFE CACHE Level 2 Extended Technical Occupational Entry for the Early Years Practitioner (Diploma) (610/4588/3)
Minimum age	16
Qualification purpose	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 (birth to 5 years). It includes both knowledge and skills that meets the Department for Education's (DfE) Early Years Practitioner (EYP) criteria in full and map to the knowledge, skills and behaviours (KSBs) within the Early Years Practitioner occupational standard in England.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Learners will need to be working or on a practical placement to be able to show competence in both knowledge and skills. It is recommended that learners complete 250 placement hours while undertaking this qualification.
Occupational standards	This qualification is mapped against the following Occupational Standard: ST0888: Early Years Practitioner Level 2 Version 1.1
Rules of combination	To be awarded this qualification, learners are required to successfully achieve 37 credits from 14 mandatory units (EYP M1 to EYP M14 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
Guided learning hours (GLH)	348
Total qualification time (TQT)	450
Credit value	45
Nested suite	This qualification is part of a nested suite, including the following qualification: NCFE CACHE Level 2 Technical Occupational Entry for the Early Years Practitioner (Diploma) (610/4587/1)
Minimum age	16
Qualification purpose	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 (birth to 5 years). It also provides introductory sector knowledge of professional practice to support wider contextual understanding of the EYP route and optional units that provide learners with transferable employability skills. It contains knowledge and skills that meets the Department for Education's (DfE) Early Years Practitioner (EYP) criteria in full and map to the knowledge, skills and behaviours (KSBs) within the Early Years Practitioner Occupational Standard in England.
Grading	Achieved/not yet achieved.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Learners will need to be working or on a practical placement to be able to show competence in both knowledge and skills. It is recommended that learners complete 250 placement hours while undertaking this qualification.
Occupational standards	This qualification is mapped against the following Occupational Standard: ST0888: Early Years Practitioner Level 2 Version 1.1
Rules of combination	To be awarded this extended diploma qualification, learners are required to successfully achieve 45 credits, with 39 credits from the 15 mandatory units (EYP M0 to EYP M14 group A), and a minimum of 6 credits from the optional units (group B).

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)



4

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.



Contents

Qualification summary: diploma	2
Qualification summary: extended diploma	3
Section 1: introduction	7
Aims and objectives	7
Support Handbook	7
Guidance for entry and registration	7
Achieving these qualifications	8
Age ranges covered by the qualification	10
Progression	10
Staffing requirements	10
Resource requirements	11
Realistic work environment (RWE) requirement	11
Work placement experience	11
How the qualifications are assessed	12
Internal assessment	13
Section 2: unit content and assessment guidance	15
Mandatory units	16
EYP M0 Principles of professional practice (D/651/2671)	17
EYP M1 Roles and responsibilities of the early years practitioner (F/651/2672)	19
EYP M2 Health and safety of babies and young children in the early years (H/651/2673)	22
EYP M3 Equality, diversity and inclusive practice in early years settings (J/651/2674)	24
EYP M4 Safeguarding, protection and welfare of babies and young children in early years settings (K/651/2675)	26
EYP M5 Understand how to support children's development (L/651/2676)	29
EYP M6 Support care routines for babies and young children (M/651/2677)	31
EYP M7 Support the planning and delivery of activities, purposeful play opportunities and educational programmes (R/651/2678)	33
EYP M8 Promote play in an early years setting (T/651/2679)	35
EYP M9 Support wellbeing of babies and young children for healthy lifestyles (D/651/2680)	36
EYP M10 Support babies and young children to be physically active (F/651/2681)	38
EYP M11 Support the needs of babies and young children with special educational needs and disability (SEND) (H/651/2682)	40
EYP M12 Promote positive behaviour in early years settings (J/651/2683)	43
EYP M13 Partnership working in the early years (K/651/2684)	44
EYP M14 Support the needs of the child in preparing for school (L/651/2685)	46
Optional units	47
EYP OP1 Working as part of a professional team (M/651/2686)	48
EYP OP2 Preparing for employment in an early years setting (R/651/2687)	50
EYP OP3 Reflective and reflexive practice (T/651/2688)	52
EYP OP4 Communication in an early years setting (Y/651/2689)	53
EYP OP5 Sustainability in an early years setting (F/651/2690)	56
NCFE assessment strategy	58
Section 3: explanation of terms	59



	6
Section 4: support	61
Support materials	61
Other support materials	61
Reproduction of this document	61
Contact us	62
Appendix A: units	63
Mandatory units (group A)	63
Optional units (group B)	65
Appendix B: mapping to the Department for Education (DfE) Early years practitioner (level 2) qualifications criteria	66
Appendix C: mapping to the Skills England transferable employability skills framework	75
Change history record	87



Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

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 (birth to 5 years)

In addition to the aims above, the NCFE CACHE Level 2 Extended Technical Occupational Entry for the Early Years Practitioner (Diploma) (610/4588/3) 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 (EYP)

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 to 19 and adults.

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



Learners may benefit if they already have prior core knowledge and skills within the early years sector prior to study, but this is not mandated as learners will acquire the knowledge and skills of the early years practitioner once studying these qualifications.

Centres are responsible for ensuring that all learners are capable of achieving the units and 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) (610/4587/1)

To be awarded this diploma qualification, learners are required to successfully achieve **37 credits from 14 mandatory** units (EYP M1 to EYP M14 group A).

Unit number	Unit code	Unit title	Credit	Mandatory/optional group
EYP M1	F/651/2672	Roles and responsibilities of the early years practitioner	2	Mandatory (group A)
EYP M2	H/651/2673	Health and safety of babies and young children in the early years	3	Mandatory (group A)
EYP M3	J/651/2674	Equality, diversity and inclusive practice in early years settings	2	Mandatory (group A)
EYP M4	K/651/2675	Safeguarding, protection and welfare of babies and young children in early years settings	3	Mandatory (group A)
EYP M5	L/651/2676	Understand how to support children's development	4	Mandatory (group A)
EYP M6	M/651/2677	Support care routines for babies and young children	3	Mandatory (group A)
EYP M7	R/651/2678	Support the planning and delivery of activities, purposeful play opportunities and educational programmes	4	Mandatory (group A)
EYP M8	T/651/2679	Promote play in an early years setting	3	Mandatory (group A)
EYP M9	D/651/2680	Support wellbeing of babies and young children for healthy lifestyles	2	Mandatory (group A)
EYP M10	F/651/2681	Support babies and young children to be physically active	2	Mandatory (group A)
EYP M11	H/651/2682	Support the needs of babies and young children with special educational needs and disability (SEND)	2	Mandatory (group A)
EYP M12	J/651/2683	Promote positive behaviour in early years settings	2	Mandatory (group A)



EYP M13	K/651/2684	Partnership working in the early years	2	Mandatory (group A)
EYP M14	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) (610/4588/3)

To be awarded this extended diploma qualification, learners are required to successfully achieve **45 credits, with 39 credits** from the 15 mandatory units (EYP M0 to EYP M14 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 M0	D/651/2671	Principles of professional practice	2	Mandatory (group A)
EYP M1	F/651/2672	Roles and responsibilities of the early years practitioner	2	Mandatory (group A)
EYP M2	H/651/2673	Health and safety of babies and young children in the early years	3	Mandatory (group A)
EYP M3	J/651/2674	Equality, diversity and inclusive practice in early years settings	2	Mandatory (group A)
EYP M4	K/651/2675	Safeguarding, protection and welfare of babies and young children in early years settings	3	Mandatory (group A)
EYP M5	L/651/2676	Understand how to support children's development	4	Mandatory (group A)
EYP M6	M/651/2677	Support care routines for babies and young children	3	Mandatory (group A)
EYP M7	R/651/2678	Support the planning and delivery of activities, purposeful play opportunities and educational programmes	4	Mandatory (group A)
EYP M8	T/651/2679	Promote play in an early years setting	3	Mandatory (group A)
EYP M9	D/651/2680	Support wellbeing of babies and young children for healthy lifestyles	2	Mandatory (group A)
EYP M10	F/651/2681	Support babies and young children to be physically active	2	Mandatory (group A)
EYP M11	H/651/2682	Support the needs of babies and young children with special educational needs and disability (SEND)	2	Mandatory (group A)
EYP M12	J/651/2683	Promote positive behaviour in early years settings	2	Mandatory (group A)



Unit number	Unit code	Unit title	Credit	Mandatory/optional group
EYP M13	K/651/2684	Partnership working in the early years	2	Mandatory (group A)
EYP M14	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)
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.

Age ranges covered by the qualification

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

Progression

These qualifications allow a learner to count towards the level 2 ratio as a qualified level 2 EYP 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** section in the Support Handbook 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.

Realistic work environment (RWE) requirement

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example customers, service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace

Work placement experience

Learners will need to be working or on a practical placement to be able to show competence in both knowledge and skills.

It is recommended that learners complete 250 placement hours while undertaking each qualification.



Placement opportunities must allow for skills application with babies and young children sufficient to meet the assessment criteria (AC) for the qualification.

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 Office for Standards in Education, Children's Services and Skills (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 to improve practice.

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 must still be completed by the centre as usual)

Learners must be successful in this component to gain the NCFE CACHE Level 2 Technical Occupational Entry for the Early Years Practitioner (Diploma) (610/4587/1) and the NCFE CACHE Level 2 Extended Technical Occupational Entry for the Early Years Practitioner (610/4588/3).

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

These qualifications include both knowledge and skills criteria to ensure that learners meet the Department for Education (DfE) Early Years Practitioner (EYP) criteria in full as well as being aligned to the knowledge, skills and behaviours (KSBs) within the ST0888 Early Years Practitioner Occupational Standard.

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



- direct observation of the learner in their 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 (which can be found in the member's area of the NCFE website).

Skills-based outcomes must be achieved in work placement/employment 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. Simulation may be permitted for some skills-based outcomes, centres should refer to the delivery and assessment guidance within each unit for further details.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

We have created sample tasks for all of the internally assessed units, which can be found in the member's area of the NCFE 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 LOs 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 five 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 (AC)
- ensuring that safeguarding, equality, diversity and inclusion are considered in their task design
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

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.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of these qualifications.

Group and collaborative working

Where group working can be helpful for manageability, learner output and assessment **must** still be carried out on an individual basis. There is no scope for **group assessment** within qualifications.

Learners can collaborate to research/carry out preparatory work. Each learner must write up their own account of the task, using their own words, for example, this could be in the form of a self-reflection. Learners will be individually assessed against the criteria.

A centre can observe learners as a group, but each learner is required to have their own evidence in terms of what they produced for the task. An individual observation record should also be completed for each learner to clearly show what the learner did in the assessment and how they performed.

Where group tasks are appropriate, centres should make it clear how the groups are to be formed and give learners some autonomy in the formation of those groups where practical. If a cohort has insufficient numbers of learners, then cohorts can be formed using mixed groups of learners or the role of learners can be performed by other appropriate adults.

Measures to ensure sufficient individual evidence is generated for assessment purposes:

- AC being evidenced are clear for each individual within the group
- clear role definition from the outset to align with the evidence required by each learner for the task
- encouraging the use of journals or logs to record progress and monitor contributions across the group
- training group members on carrying out fair and valid self- and peer assessment
- use of peer assessment and self-assessment to evaluate their own and others' contributions
- ensuring appropriate supervision by the assessor

The examiner/quality assurer will need to be able to see how **each** learner being assessed has contributed and met the learning outcomes.



Section 2: unit content and assessment guidance

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

Units are split into two groups: mandatory group A (EYP M0 to EYP M14) and optional group B (EYP OP1 to EYP OP5). Please note: unit EYP M0 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 (EQA).

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.



Mandatory units

The following units are mandatory for the diploma: EYP M1 to EYP M14.

The following units are mandatory for the extended diploma: EYP M0 to EYP M14.

EYP M0 is only mandatory for the extended diploma.



EYP M0 Principles of professional practice (D/651/2671)

EYP M0 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.				
Assessment				
Internally assessed via a portfolio of evidence.				
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



Range

- 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 KSBs from the occupational standard.

Delivery and assessment guidance

This unit must be assessed in line with the NCFE assessment principles for adult care, childcare, early years and health qualifications.

This unit uses the term 'early years settings' to represent early years provision across the workforce.

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

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

- Skills England's EYP occupational standard
- NCFE's Education and Early Years Career Toolkit
- DfE facilitated Early Years Career progression map on the NCFE website

LO4 is a 'be able to' LO which can be achieved in the classroom environment. Simulation is permitted for LO4.



EYP M1 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				
Internally assessed via a portfolio of evidence.				
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, including those for whom English is an additional language (EAL) and those with additional needs, 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 appropriate communication methods to share information with young children, parents and/or carers and other professionals 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



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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
	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: ○ special educational needs and disabilities (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 to include:
- evidence-based: ○ own skills ○ practice ○ subject knowledge



Range

- increasing career opportunities
- helping children's outcomes

Delivery and assessment guidance

This unit must be assessed in line with the NCFE assessment principles for adult care, childcare, early years and health qualifications.

This unit uses the term 'early years settings' to represent early years provision across the workforce.

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

- AC3.7 from this unit also appears in EYP M11, AC6.2 and AC6.3

Resources:

- Skills England's EYP occupational standard

LO2, LO3 and LO7 must be assessed in a real work environment. Simulation is not permitted for this unit.



EYP M2 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 5 years.				
Assessment				
Internally assessed via a portfolio of evidence.				
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 health and safety
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 recording/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 and during off-site visits	4.1 Identify risks and hazards to health and safety in an early years setting and during off-site visits relating to both children and staff and visitors, following reporting procedures
5. Be able to manage risk within an early years setting in line with statutory requirements	5.1 Use equipment, furniture and materials safely and securely, 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



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 recording/reporting, in the event of a baby or young child requiring: - urgent/emergency medical/dental attention - non-urgent medical attention
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: - 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 - online safety/security, 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 NCFE assessment principles for adult care, childcare, early years and health qualifications.
This unit uses the term 'early years settings' to represent early years provision across the workforce.
LO8, AC8.1: Learners can use the NHS website to identify common childhood illnesses.
LO4, LO5 and LO9 must be assessed in a real work environment. Simulation is not permitted for this unit.



EYP M3 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				
Internally assessed via a portfolio of evidence.				
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: • 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 2.2 Explain the importance of equality, diversity, and inclusion, and respecting children's social and cultural context
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 NCFE assessment principles for adult care, childcare, early years and health qualifications. This unit uses the term 'early years settings' to represent early years provision across the workforce. LO3 —Learners must work in ways that recognise and respect difference, appreciating fundamental British values. This must include democracy, the rule of the law, individual liberty and mutual respect



Delivery and assessment guidance

and tolerance of those with different faiths and beliefs, to ensure all children have equal access to opportunities to learn, develop and reach their potential.

LO3 must be assessed in a real work environment. Simulation is not permitted for this unit.



EYP M4 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				
Internally assessed via a portfolio of evidence.				
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: • recording/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: • 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: • child • parents/carers • early years practitioner
	3.5 Explain why child safeguarding practice reviews are required



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to outline policies and procedures for safeguarding babies and young children	4.1 Outline policies and procedures for safeguarding babies and young children in an early years setting

Range
1. Understand legislation and guidelines for the safeguarding, protection and welfare of babies and young children Legislation to include: • Health and Safety at Work etc. Act 1974 • Children Act 2004 • Safeguarding Vulnerable Groups Act 2006 • Children and Families Act 2014 • Counter-Terrorism and Security Act 2015 • Data Protection Act 2018 • Sexual Offences Act 2003 Guidelines to include: • Health and safety: responsibilities and duties for schools 2021 • EYFS welfare requirements (updated September 2025) • Prevent Duty Guidance: for England and Wales 2023 • Supporting pupils at school with medical conditions 2015 • Working Together to Safeguard Children 2023 • Multi-agency statutory guidance on female genital mutilation 2020 • Keeping children safe in education 2025 • Keeping children safe, helping families thrive 2024
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: • female genital mutilation (FGM) • sexual exploitation • grooming • bullying • radicalisation • discrimination • breast ironing and flattening



Range

Types of **abuse** including but not limited to:

- neglect
- physical
- emotional
- online
- domestic
- sexual abuse

Delivery and assessment guidance

This unit must be assessed in line with the NCFE assessment principles for adult care, childcare, early years and health qualifications.

This unit uses the term 'early years settings' to represent early years provision across the workforce.

LO4, AC4.1 – learners must be able to explain how policies and procedures help them to recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them.

LO4 must be assessed in a real work environment. Simulation is not permitted for this unit.



EYP M5 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				
Internally assessed via a portfolio of evidence.				
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: • 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: • 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 and its significance for babies and young children at different ages and stages
	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 NCFE assessment principles for adult care, childcare, early years and health qualifications.

This unit uses the term 'early years settings' to represent early years provision across the workforce.

Literacy and numeracy

Requirements for reading and maths expected to be covered at Key Stage 1 will be introduced by offering insight into the next steps for learning in these two critical areas. Emerging literacy and numeracy skills are demonstrated as children beginning Key Stage 1 build upon the relevant early learning goals assessed through the profile at the end of their reception year. For example, words, sounds and emerging reading is demonstrated by children with an increasing recognition and understanding of words, these developing skills are further applied to wider aspects of literacy. In mathematics children are becoming confident with use of number, counting and simple calculation and apply this in context with clear understanding, applying these increasing skills to solve problems in day-to-day classroom activities and tasks.

LO3 – when learners are considering the importance of attachment, they must consider how positive relationships and meaningful connections impact a child's holistic development, while 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 in the family
- loss/grief
- holidays
- celebrations
- changes in family circumstances

Simulation is not permitted for this unit.



EYP M6 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				
Internally assessed via a portfolio of evidence.				
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: - 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: - 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: - 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: - preparing formula feeds - sterilisation
3. Be able to use hygienic practice to minimise the spread of infection in early years settings	3.1 Demonstrate the use of prevention and control of infection techniques, including: - 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



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand rest and sleep needs of babies and young children	4.1 Explain the rest and sleep patterns of: • a baby birth to 12 months • a toddler aged 18 months • a child aged 3 years • a child aged 5 to 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 respectful personal care routines in relation to: • 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 (including oral hygiene) in relation to stage and needs

Delivery and assessment guidance

This unit must be assessed in line with the NCFE assessment principles for adult care, childcare, early years and health qualifications.

This unit uses the term 'early years settings' to represent early years provision across the workforce.

LO2 – learners must be aware of the safeguarding and welfare requirements of the early years foundation stage (EYFS) statutory framework. This will support learners as they increase their knowledge of the importance of hygienic practice when meeting personal care needs.

LO4, AC4.1 – the NHS guidance on 'Your baby's sleep patterns' explains the different sleep patterns at different stages within a baby's first 12 months.

LO6, AC6.2 – develop personal hygiene practices (including oral hygiene). This may be evidenced through a combination of activities and experiences, role modelling, routine and positive reinforcement.

LO3 and LO6 must be assessed in a real work environment. Handwashing, food preparation and hygiene, including preparing formula feeds and sterilising equipment, can be achieved by simulation in the classroom if not assessable at the early years setting.



EYP M7 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				
Internally assessed via a portfolio of evidence.				
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: - 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: - the child - the parents/carers - the early years setting in planning the next steps
	2.4 Explain the value of observation for: - 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



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 Work with colleagues to identify and plan educational programmes (both adult-led and child-initiated) to support children's holistic development through a range of play, creativity, social development and learning (both indoors and outdoors)
	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

Range
3. Be able to support babies and young children through purposeful play activities and educational programmes
Purposeful play activities must increase children's awareness of environmental sustainability.

Delivery and assessment guidance
This unit must be assessed in line with the NCFE assessment principles for adult care, childcare, early years and health qualifications. This unit uses the term 'early years settings' to represent early years provision across the workforce. Resources: Sustainability matters early years resource on the NCFE website. LO2 and LO3 must be assessed in a real work environment. Simulation is not permitted for this unit.



EYP M8 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				
Internally assessed via a portfolio of evidence.				
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: - physical play - creative play - imaginative play - sensory play - heuristic play 4.2 Promote activities which support babies' and young children's: - physical play - creative play - imaginative play - sensory play - heuristic play

Delivery and assessment guidance
This unit must be assessed in line with the NCFE assessment principles for adult care, childcare, early years and health qualifications.
This unit uses the term 'early years settings' to represent early years provision across the workforce.
LO3 and LO4 must be assessed in a real work environment. Simulation is not permitted for this unit.



EYP M9 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				
Internally assessed via a portfolio of evidence.				
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, balanced and nutritious meals, snacks and drinks appropriate for their age 3.2 Share information with parents and/or carers about the importance of healthy, balanced and nutritious diets for their child, as well as looking after teeth and being physically active
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: • 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: • 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



Range

6. Be able to support healthy eating in an early years setting

6.4 Recommendations: learners must share information with parents or carers about the importance of healthy, balanced and nutritious diet for their child, as well as looking after their teeth and being physically active.

Delivery and assessment guidance

This unit must be assessed in line with the NCFE assessment principles for adult care, childcare, early years and health qualifications.

This unit uses the term 'early years settings' to represent early years provision across the workforce.

LO1, AC1.1 – learners should use the NHS website to explore dietary guidance for babies and children in their early years.

Learners can be introduced to sustainable practice involving food waste.

LO3 and LO6 must be assessed in a real work environment. Simulation is not permitted for this unit.



EYP M10 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				
Internally assessed via a portfolio of evidence.				
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: • 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
This unit must be assessed in line with the NCFE assessment principles for adult care, childcare, early years and health qualifications. This unit uses the term 'early years settings' to represent early years provision across the workforce. LO2, AC2.1 – when planning activities, learners can refer to the age ranges as identified in Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage (EYFS).



Delivery and assessment guidance

LO2, AC2.1 to AC2.2 – 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 activities for children younger/older as appropriate to cover the range birth to 5 years.

LO2 and LO3 must be assessed in a real work environment. Simulation is not permitted for this unit.



EYP M11 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				
Internally assessed via a portfolio of evidence.				
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: • cognitive • speech, language and communication • physical • emotional • social • brain development • literacy and numeracy
	2.2 Explain the importance to children's holistic development of: • 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 for babies and young children at different ages and stages
	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



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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/carers engagement, the home learning environment and their roles in early learning to meet the individual needs of young children with SEND
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 and significant events
	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 early years foundation stage (EYFS) framework

Delivery and assessment guidance

This unit must be assessed in line with the NCFE assessment principles for adult care, childcare, early years and health qualifications.

This unit uses the term 'early years settings' to represent early years provision across the workforce.

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

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

- AC2.1 from this unit also appears in EYP M5: AC1.5
- AC6.2 from this unit also appears in EYP M1: AC3.7
- AC6.3 from this unit also appears in EYP M1: AC3.8 and EYP M13: AC3.3
- AC6.4 from this unit also appears in EYP M13: AC3.4



Delivery and assessment guidance

LO2, AC2.1 – learners must consider the DfE Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage (EYFS) 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, for example moving onto school, moving house or the birth of a sibling. Learners must reflect on the knowledge they have of child development from EYP M5 and specifically LO4 to appreciate the impact of transition and significant events on children with SEND and their own role.

LO5 and LO6 must be assessed in a real work environment. Simulation is not permitted for this unit.



EYP M12 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				
Internally assessed via a portfolio of evidence.				
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 NCFE assessment principles for adult care, childcare, early years and health qualifications. This unit uses the term 'early years settings' to represent early years provision across the workforce. LO2, LO3 and LO4 must be assessed in a real work environment. Simulation is not permitted for this unit.



EYP M13 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				
Internally assessed via a portfolio of evidence.				
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: - 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
This unit must be assessed in line with the NCFE assessment principles for adult care, childcare, early years and health qualifications.
This unit uses the term 'early years settings' to represent early years provision across the workforce.



Delivery and assessment guidance

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.

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.

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

- AC3.3 and AC3.4 from this unit also appears in EYP M11: AC6.3 and AC6.4
- AC3.3 from this unit also appears in EYP M1: AC3.8

LO3 must be assessed in a real work environment. For LO3, AC3.3 and AC3.4, we appreciate that it can be challenging for learners to be able to work alongside parents and carers. A professional discussion around how the setting establishes and maintains relationships will be sufficient if this is not assessable at the early years setting.



EYP M14 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				
Internally assessed via a portfolio of evidence.				
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 NCFE assessment principles for adult care, childcare, early years and health qualifications.
This unit uses the term 'early years settings' to represent early years provision across the workforce.
LO3 and LO4 must be assessed in a real work environment. Simulation is not permitted for this unit.



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.



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. This unit will explore core skills that are integral to effective collaboration when working towards best practice for babies, young children and their families.				
Assessment				
Internally assessed via a portfolio of evidence.				
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: • 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



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	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.

Delivery and assessment guidance
LO4 is a skills-based outcome which can be achieved in a classroom environment. Simulation is not permitted for this unit.



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 curriculum vitae (CV) writing, the application process and the interview experience.				
Assessment				
Internally assessed via a portfolio of evidence.				
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 - local/national job vacancy websites
3.2 Statement is sometimes referred to as a letter of application.



Range

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 to AC1.3 – will benefit from using the following resources:

- Education and Early Years Career Toolkit on the NCFE website
- DfE facilitated 'Early Years Career progression map' on the NCFE website

LO2, AC2.2 – learners will benefit from using the CACHE Skillsminer on the CACHE Alumni website.

LO3 – learners will benefit from refining application skills that 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.

LO2 to LO4 are skills-based outcomes which can be achieved in a classroom environment. Simulation is not permitted for this unit.



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).				
Assessment				
Internally assessed via a portfolio of evidence.				
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: - 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: - 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
4.2 Targets : learners to use specific, measurable, achievable, relevant and time-bound (SMART) target setting.

Delivery and assessment guidance
LO4 is a skills-based outcome which can be achieved in a classroom environment. Simulation is not permitted for this unit.



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

Unit summary				
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.				
Assessment				
Internally assessed via a portfolio of evidence.				
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: • 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: - 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) - 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: - 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



Range
6. Be able to communicate in an early years setting
6.3 Appropriate formats to include reports and records, such as of accidents, incidents and observations.

Delivery and assessment guidance
LO5 is a skilled-based outcome which can be achieved in a classroom environment. LO6 must be achieved in an early years setting. Simulation is not permitted for this unit.



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				
Internally assessed via a portfolio of evidence.				
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 – learners will benefit from using the UNICEF and the Sustainable Development Goals resource on the United Nations Children's Fund (UNICEF) website.

LO1, AC1.3 – learners will benefit from using the Early Childhood Education for Sustainability resource from the NCFE website that embeds the Sustainable Development Goals and science, technology, engineering, and mathematics (STEM) into pedagogical practice.

LO5 – early years foundation stage (EYFS) statutory framework DfE 2023.

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:

- Sustainability Matters in Early Childhood resource from the NCFE website

LO5 and LO6 are skills-based outcomes which can be achieved in a classroom environment. Simulation is not permitted for this unit.



NCFE assessment strategy

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.

Knowledge LOs

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

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.

For these qualifications, the centre must use the further information relating to the NCFE assessment principles for adult care, childcare, early years and health qualifications, which can be found within the mandatory Support Handbook



Section 3: explanation of terms

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

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.



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:

- learning resources
- Qualification Factsheet
- internal assessment sample tasks

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.

Products to support the delivery of these qualifications may be available. For more information about these resources and how to access them, please visit the NCFE website.

Reproduction of this document

Reproduction by approved centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third party:
 - they are protected under copyright law and cannot be reproduced, copied or manipulated in any form
 - this includes the use of any image or part of an image in individual or group projects and assessment materials
 - all images have a signed model release



Contact us

NCFE

Q6

Quorum Park

Benton Lane

Newcastle upon Tyne

NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Website: www.ncfe.org.uk

NCFE © Copyright 2026. All rights reserved worldwide.

Version 2.0 August 2026

Information in this Qualification Specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***



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 M0	D/651/2671	Principles of professional practice	2	2	15	No	Yes
EYP M1	F/651/2672	Roles and responsibilities of the early years practitioner	2	2	20	Yes	Yes
EYP M2	H/651/2673	Health and safety of babies and young children in the early years	2	3	21	Yes	Yes
EYP M3	J/651/2674	Equality, diversity and inclusive practice in early years settings	2	2	21	Yes	Yes
EYP M4	K/651/2675	Safeguarding, protection and welfare of babies and young children in early years settings	2	3	24	Yes	Yes
EYP M5	L/651/2676	Understand how to support children's development	2	4	30	Yes	Yes





EYP M6	M/651/2677	Support care routines for babies and young children	2	3	20	Yes	Yes
EYP M7	R/651/2678	Support the planning and delivery of activities, purposeful play opportunities and educational programmes	2	4	30	Yes	Yes
EYP M8	T/651/2679	Promote play in an early years setting	2	3	24	Yes	Yes
EYP M9	D/651/2680	Support wellbeing of babies and young children for healthy lifestyles	2	2	16	Yes	Yes
EYP M10	F/651/2681	Support babies and young children to be physically active	2	2	15	Yes	Yes
EYP M11	H/651/2682	Support the needs of babies and young children with special educational needs and disability (SEND)	2	2	20	Yes	Yes
EYP M12	J/651/2683	Promote positive behaviour in early years settings	2	2	15	Yes	Yes
EYP M13	K/651/2684	Partnership working in the early years	2	2	15	Yes	Yes
EYP M14	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 the NCFE 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 (EYP) should know, understand and be able to do to be considered qualified to support babies and children from birth to age 5 in the EYFS. The table below shows how the units, (learning outcomes (LO) and assessment criteria (AC) in these qualifications map to the EYP (level 2) qualifications criteria.

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: • cognitive • speech, language and communication • physical • emotional • social • brain development • literacy and numeracy	EYP M5 EYP M11	LO1, AC1.1, 1.2 LO2, AC2.1



DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
1.2	Understand the importance to children's holistic development of: - speech, language and communication - personal, social and emotional development - physical development - literacy and numeracy	EYP M5	LO1, AC1.4
		EYP M11	LO2, AC2.2
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 M5	LO1, AC1.3 LO3, AC3.1
		EYP M11	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 M5	LO2, AC2.1, 2.2
		EYP M11	LO3, AC3.1, 3.2, 3.3
1.5	Demonstrate how to support babies and young children through a range of transitions.	EYP M5	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 M4	LO1, AC1.1
2.2	Understand safeguarding policies and procedures, including child protection and online safety.	EYP M4	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 M4	LO1, AC1.3



DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
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: • domestic • neglect • physical • emotional • sexual abuse	EYP M4	LO3, AC3.1, 3.2
3	Health and safety		
3.1	Outline the legal requirements and guidance for: • health and safety • security	EYP M2	LO1, AC1.1
3.2	Identify risks and hazards in the work setting and during off site visits.	EYP M2	LO3, AC3.2 LO4, AC4.1
3.3	Describe own role and responsibilities, including reporting, in the event of: • a baby or young child requiring urgent medical/dental attention • a non-medical incident or emergency • identifying risks and hazards	EYP M2	LO3, AC3.1 LO8, AC8.3
3.4	Demonstrate skills and understanding for the prevention and control of infection, including: • hand washing • food preparation and hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment	EYP M2	LO2, AC2.1, 2.2
		EYP M6	LO2, AC2.1 LO3, AC3.1



DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
3.5	Explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines.	EYP M2	LO9, AC9.1
3.6	Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.	EYP M2	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 M2	LO7, AC7.1 LO8, AC8.1, 8.2
3.8	Demonstrate how to encourage children to: - be aware of personal safety and the safety of others - develop personal hygiene practices (including oral hygiene)	EYP M2	LO5, AC5.2
		EYP M6	LO6, AC6.1, 6.2
4	Wellbeing		
4.1	Understand the impact of health and wellbeing on children's development.	EYP M9	LO4, AC4.1
		EYP M10	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 M9	LO1, AC1.1, 1.2
		EYP M10	LO1, AC1.3
4.3	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 - be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors	EYP M9	LO3, AC3.1
		EYP M10	LO2, AC2.2



DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
4.4	Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active.	EYP M9 EYP M10	LO3, AC3.2 LO3, AC3.1
4.5	Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: - eating (feeding and weaning/complementary feeding) - nappy changing procedures - potty/toilet training - care of skin, teeth and hair - rest and sleep provision	EYP M6	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 M1	LO3, AC3.2
5.2	Demonstrate how to extend children's development and learning through verbal and non-verbal communication.	EYP M1	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 M1	LO4, AC4.1
5.4	Encourage babies and young children to use a range of communication methods.	EYP M1	LO3, AC3.4
5.5	Demonstrate a range of communication methods to exchange information with children and adults.	EYP M1	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 M7	LO2, AC2.1
6.2	Demonstrate inclusive practice ensuring that every child is included and supported.	EYP M7	LO3, AC3.4
6.3	Explain the terms: • adult led activities • child initiated activities • spontaneous experiences	EYP M7	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 M7	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 M7	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: • the child • the parents/carers • the early years setting in planning the next steps	EYP M7	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
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 M7	LO2, AC2.6
6.8	Describe how to refer concerns you may have about a baby's or child's development.	EYP M7	LO2, AC2.7
6.9	Demonstrate how to use learning activities to support early language development.	EYP M7	LO3, AC3.1
6.10	Support children's early interest and development in mark making, writing, reading and being read to.	EYP M14	LO3, AC3.2
6.11	Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.	EYP M14	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 M11	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 M11	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 M11	LO5, AC5.2
7.4	Work in ways that value and respect the developmental needs and stages of babies and children.	EYP M11	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 M11	LO5, AC5.3



DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
8	Own role and development		
8.1	Explain own role and expected behaviours and the roles of colleagues and the team.	EYP M1 EYP M13	LO1, AC1.1 LO3, AC3.1
8.2	Explain how to access work place policies and procedures and your own responsibilities and accountabilities relating to these.	EYP M1	LO2, AC2.1, 2.2
8.3	Explain, with examples, how your behaviour can impact on babies and children and influence them.	EYP M8	LO2, AC2.2
8.4	Identify own responsibilities when following procedures in the work setting for: • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology	EYP M4	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 M1	LO6, AC6.1
8.6	Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge.	EYP M1	LO7, AC7.1
8.7	Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.	EYP M1	LO7, AC7.2



DfE EYP criteria number	EYP criteria	Qualification unit that maps to EYP criteria	Qualification content that maps to EYP criteria
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 M1	LO5, AC5.3
		EYP M11	LO1, AC1.2
9.2	Explain the importance of the voice of the child, parental/carers engagement, the home learning environment and their roles in early learning.	EYP M1	LO5, AC5.4
		EYP M11	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 M1	LO3, AC3.7
		EYP M11	LO6, AC6.2
		EYP M13	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 M1	LO3, AC3.8
		EYP M11	LO6, AC6.3
		EYP M13	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 M11	LO6, AC6.4
		EYP M13	LO3, AC3.4



Appendix C: mapping to the Skills England transferable employability skills framework

The table below shows where Skills England's transferable employability skills framework is met in the following units, learning outcomes (LO) and assessment criteria (AC) required for the extended diploma: EYP M0 (mandatory) and EYP OP1 to EYP OP5 (optional).

Skills England 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
		EYP OP3 Reflective and reflexive practice	LO4 Be able to develop a professional development plan, all ACs



Skills England 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)
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
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



Skills England 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)
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
		EYP OP4 Communication in an early years setting	All LOs



Skills England 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)
	Workplace conduct		
CW1	Identifies and follows codes of conduct (for example, for personal presentation, timekeeping) as appropriate to own role	EYP M0 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 M0 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 M0 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



Skills England 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 M0 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 M0 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 M0 Principles of professional practice	LO2 Understand the importance of professional conduct in an early years setting, all ACs



Skills England 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)
	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 LO4 Be able to apply skills required to establish and maintain collaborative relationships in an early years setting, all ACs
		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
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



Skills England 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 M0 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



Skills England 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)
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
		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 M0 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



Skills England 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 made from their starting point, citing specific evidence to support their judgements	EYP OP3 Reflective and reflexive practice	All LOs
SMT4	Explains the factors that have positively and/or negatively impacted on their progress, as relevant	EYP OP3 Reflective and reflexive practice	All LOs



Skills England 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)
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		
SMS1	Plans and manages own time effectively to achieve a balance between personal and work/training-related demands	EYP M0 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 M0 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 M0 Principles of professional practice	LO2 Understand the importance of professional conduct in the role of early years practitioner, all ACs



Skills England 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)
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 M0 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: • according to priority • taking into account length of time needed to complete tasks • in order to meet deadlines including appropriate breaks	EYP M0 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
TMS2	Works at an appropriate pace to carry out tasks in accordance with plan	EYP M0 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



Skills England 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)
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 M0 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



Change history record

Version	Publication date	Description of change
1.0	August 2025	First publication
1.1	August 2025	Additional clarification around entry requirements provided
1.2	November 2025	Information added to Internal assessment section around consideration for safeguarding, equality, diversity and inclusion when devising tasks and new guidance added on 'Group and collaborative working'
1.3	May 2026	Units EYP OP2 Preparing for employment in an early years setting (R/651/2687) and EYP OP5 Sustainability in an early years setting (F/651/2690) have had their unit summary tables to clarify that they are optional units.
2.0	August 2026	New guidance on Group and collaborative working. Minor updates throughout units to reflect revised and/or new knowledge, skills and behaviours (KSBs) within the newly published occupational standard: ST0888: Early Years Practitioner Level 2 Version 1.1 The EYP principles have been absorbed into the overarching 'NCFE assessment principles for adult care, childcare, early years and health qualifications'. Therefore, within all units please update this in the delivery and assessment guidance sections in each unit have been updated to reflect this.