NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner

QN: TBC

This qualification is currently under regulatory review.
The draft specification is provided for reference only and must not be used for teaching purposes.



Qualification Specification

Qualification summary

Qualification title	**NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner**
Ofqual qualification number (QN)	XXX/XXXX/X
Guided learning hours (GLH)	540
Total qualification time (TQT)	600
Work/industry placement experience	As part of this qualification, learners are required to complete at least **250 hours of mandatory work placement**, in addition to the TQT.
Duration	2 years
Minimum age	16
Qualification aim	This qualification is designed for 16 to 19-year-olds preparing for skilled employment in early years practice. It develops learners' knowledge, understanding and skills related to progression to a specific occupation, together with transferable skills relevant to the wider sector, and the ability to apply these in practical and occupationally specific contexts, preparing them for entry to employment or an apprenticeship. This qualification includes content organised within key themes that complements the Department for Education (DfE) Early Years Practitioner (EYP) full and relevant criteria. The content is designed to develop learners' knowledge, understanding, and skills required for effective practice in the occupational role of an EYP.
Grading	Pass/merit/distinction/unclassified (P/M/D/U)
Assessment method	30% Assessment by examination (AbE) 70% Non-exam assessment (NEA) This qualification includes a mandatory, internally assessed Competence Assessment that enables learners to collect and present evidence throughout the duration of the qualification, demonstrating their competence in the occupational role of an early years practitioner. The assessment is designed to provide evidence of learners' knowledge, understanding, and practical skills in relation to effective professional practice.
Synoptic assessment	This qualification includes synoptic assessment across the AbE and NEA, requiring learners to draw together knowledge, understanding and skills from across the full course of study.
Performance points	Please check the performance points data produced by the DfE.
First award	In line with regulatory requirements, this qualification will not be awarded in the first year it is made available.
Funding	Occupational Certificates are funded qualifications. For further guidance on funding, please contact your local funding provider.

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Subject content	This qualification has been developed to align with the DfE Level 2 Occupational Certificate: Early Years Practitioner subject content, July 2026.

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Section 1: introduction

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

An Occupational Certificate is a level 2 vocational qualification, aimed at preparing learners for skilled employment in a specific occupational area. The Occupational Certificate forms part of a wider 2-year occupational pathway, where learners may also take other qualifications alongside, such as English and maths.

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

This qualification is structured into two distinct but complementary groups of mandatory themes and includes a combination of guided learning and practical industry experience to support the progressive development of learners' knowledge, skills and occupational competence.

There is also an overarching Competence Assessment that has been developed to ensure coverage of the mandatory level 2 Early Years Practitioner (EYP) criteria as identified by the Department for Education (DfE) as full and relevant for employment in the early years sector.

In addition to the themes, learners are required to complete a **minimum of 250 work/industry placement hours** in an appropriate early years setting. These placement hours are expected to be undertaken throughout the duration of the qualification and provide learners with opportunities to apply and further develop their knowledge, skills and behaviours supporting their achievement of the Competence Assessment requirements.

- **Themes 1 to 6** set out the introductory content that underpins work within the early years sector. These themes provide learners with a foundational understanding of key concepts, principles and practices relevant to working in an early years setting. They also develop the knowledge, skills and behaviours that are transferable across a range of occupations within the sector and related industries, including the development of key transferable skills
- **Themes 7 to 11** build on this foundation by focusing on occupation-specific content ensuring that learners develop the occupational competence required for practice.

Successful completion of these mandatory themes, Competence Assessment, mandatory work/industry placement and associated assessment components will support learners to progress into relevant level 2 employment within the early years workforce, providing a recognised route into the profession.

Achievement of this qualification enables learners to count within the level 2 staff-to-child ratio as a qualified level 2 EYP in the early years workforce.

Aims and objectives

This qualification aims to:

- provide learners with nationally agreed knowledge, understanding and skills related to progression to a specific occupation, and transferable skills relevant to the wider sector
- develop learners' ability to apply knowledge, understanding and skills in practical and occupationally specific contexts
- build learners' confidence and readiness to progress to skilled employment or an apprenticeship in early years practice.

The objectives of this qualification are to:

- prepare learners to progress into skilled employment in a relevant level 2 role in the early years sector
- enable learners to continue to study for a level 3 qualification holding early years educator status.

Guidance for entry and registration

This qualification is designed for learners who want to prepare for a particular occupation in a school or college-based setting, before progressing into employment in a relevant level 2 role.

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 EYP once studying this qualification.

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

Centres are responsible for ensuring that all learners are capable of achieving the knowledge, understanding and skills within all themes of the qualification and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification 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 this qualification

To be awarded this qualification, learners must complete the required teaching content within the mandatory themes, undertake all required assessments and meet the qualification's grading requirements.

Learners are also required to complete **250 work/industry placement hours** in an early years setting throughout the duration of the qualification. During their placement experience learners must be assessed by an occupationally competent assessor to generate evidence to meet the EYP criteria included in the Competence Assessment.

Knowledge drawn from the EYP criteria has been integrated into the qualification themes to provide learners with the underpinning knowledge required for child development, education and care, as well as the safeguarding policies and procedures that support safe practice in early years settings. The themes have also been designed to align with the knowledge, skills and behaviours (KSBs) set out in the ST0888 EYP occupational standard and the skills criteria from the EYP criteria, ensuring that learners develop the competencies required for occupational competence. The inclusion of this content is particularly important in preparing learners for work placement, equipping them with the foundational knowledge needed to work safely, effectively, and confidently within an early years environment. As learners progress through the qualification, they will build on this foundation by applying and further developing these principles through both theoretical learning and competence-based practice.

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Age ranges covered by the qualification

This qualification is designed for learners looking to work with children between birth and 5 years, and to gain knowledge of working with children up to 7 years.

Progression

Learners who achieve this qualification could progress to the following:

- employment (under supervision):
  - EYP
  - classroom assistant
  - pre-school practitioner
- further education:
  - V Levels (Level 3 V Level in Education)
  - T Levels (Level 3 T Level in Education and Early Years)
  - A Levels to support with the progression to higher level studies in education or early years
  - level 3 early years educator qualifications.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced internal quality assurers (IQAs) to internally quality assure the anticipated number of assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development (CPD)
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current – this should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the specified assessment requirements.

Knowledge-based content:

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

Competence/skills-based content:

- 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.

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We recommend that the member of staff delivering the first aid components within Theme 8 Child health and first aid holds a current First Aid at Work or Paediatric First Aid certificate.

Knowledge and skills should be assessed in accordance with currently accepted first aid practice in the United Kingdom.

Resource requirements

To assist in the delivery of this qualification, centres/learners must have access to the following mandatory resources:

- Early Years Child Development Training (EYCDT) modules, a self-guided online training programme which offers a foundational base of child development knowledge suitable for a level 2/16- to 18-year-old learner and is pitched at those who are new to the sector. This could be taken alongside the main qualification, as part of the wider study programme, and is maintained by DfE.
- Early Years Foundation Stage (EYFS) nutrition guidance, linked to statement K14 in the ST0888 EYP occupational standard v1.1.
- Help for early years providers: Food safety guidance (DfE)
- Caring for a newborn baby, sudden infant death syndrome (SIDS) (NHS), signposted in the EYFS paragraph 3.84.

Work/industry placement experience

This qualification requires learners to complete a minimum of 250 hours of mandatory work/industry placement experience throughout the duration of the qualification in an early years setting, before certification. During their placement experience learners must be assessed by an occupationally competent assessor to generate evidence to meet the EYP criteria included in the Competence Assessment.

Employer involvement

Learners will benefit from a work/industry placement mentor who will support the learner's development and oversee their practice. The placement mentor will **not** be required to make any assessment decisions but will ensure:

- the learner is supported by an occupationally competent and knowledgeable workplace mentor or supervisor
- the workplace environment is safe, appropriate and conducive to learning
- the learner has access to opportunities to work with the full range of age groups relevant to the qualification requirements as appropriate. We appreciate that it is not always possible to work with all age ranges.
- the learner is exposed to the range of activities, experiences and procedures required for their role
- the learner is given sufficient opportunities to undertake relevant tasks and responsibilities in practice
- the learner is able to develop and demonstrate the knowledge, skills and competence required to meet the assessment requirements of the Early Years Practitioner (EYP) Competence Assessment.

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Learner safety and safeguarding in placements

Centres are responsible for ensuring learners are aware of potential safeguarding issues and should have policies in place to mitigate any risks from activities and assessment tasks completed during placement carried out in workplace settings.

Centres must ensure learners are aware of centre and placement safeguarding policies and adhere to these at all times, including during the production of assessment tasks. Where appropriate, risk assessments should be in place and shared with learners on work placement. Centres should ensure that learners receive appropriate induction and training on key aspects of safeguarding. These could include:

- supervision and conduct such as:
  - ensuring they always know and adhere to the correct level of supervision required when working with children and parents/carers
  - maintaining professionalism and appropriate conduct during work placements, in accordance with centre policies and procedures
- safeguarding and reporting such as:
  - understanding their responsibilities for reporting and recording safeguarding concerns
- confidentiality and data protection such as:
  - awareness of confidentiality, data protection, and General Data Protection Regulation (GDPR) requirements in relation to providers and placements
  - ensuring that children's, parent's and carer's names are anonymised in all assessment tasks
  - following policies and procedures when handling sensitive information during their work placement
- use of media and technology such as:
  - adhering to placement policies regarding the recording and photographing of children and parents/carers
  - following provider policies and procedures relating to the use of technology.

Centres must ensure that learners who share protected characteristics are supported and safeguarded appropriately. This could include:

- conducting individual risk assessments to identify any additional support or adjustments needed
- ensuring placement providers are aware of and can accommodate these needs
- providing clear guidance on how to report discrimination or harassment
- embedding inclusive practices in assessment design to avoid bias or disadvantage.

When learners are required to observe or interact with children, parents/carers, the following must be ensured:

- informed consent must be obtained from parents/carers, as appropriate
- learners must not include identifiable images or personal data in assessment submissions
- all observations must comply with ethical research standards and centre policies.

How the qualification is assessed

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

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This qualification uses a combination of centre-marked assessment, controlled external quality assurance and external assessment.

The assessments for this qualification are synoptic, which allows learners to:

- demonstrate the ability to draw together different areas of knowledge, understanding and/or skills from across the full course of study
- develop responses which allow them to construct and develop a sustained line of reasoning – or an equivalent logical sequence, depending on the nature of the task – which is coherent, relevant and effectively structured
- demonstrate knowledge, understanding and skills in response to authentic, vocationally related contexts and scenarios.

All learners taking this qualification must be assessed in English and all assessment evidence presented for controlled external quality assurance must be in English.

Non-exam assessment (NEA)

The NEAs within this qualification are externally set, centre graded/marked, with NCFE completing controlled external quality assurance. Centres are not permitted to adapt NEA tasks.

The NEAs will assess the learner's ability to respond to complex and novel situations, drawing on knowledge from all themes. Learners should not undertake an NEA until the relevant themes have been delivered. Simulation is not permitted in the NEAs.

The NEAs encourage learners to combine elements of their learning and demonstrate accumulated knowledge, understanding and skills. This enables learners to show their ability to integrate and apply knowledge, understanding and skills with both breadth and depth.

The NEAs must be supervised and assessed by the tutor. The NEAs will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours. Information on specific assessment conditions and assessment hours will be available in the NEA brief.

To support delivery, specimen assessment materials for the NEAs are available on the NCFE website.

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Assessment by examination (AbE)

The AbE within this qualification is a set date and time (invigilated) examination. NCFE specifies the exact date and time that the external assessment must be administered in the centre. It is administered under specified assessment conditions.

The AbE draws upon the following:

- Theme 1 Introduction to early years practice
- Theme 2 Child development
- Theme 3 Play, curriculum and learning
- Theme 4 Observation, assessment and communication with others
- Theme 5 Health, safety and safeguarding
- Theme 6 Equality, diversity and inclusion (EDI) in early years practice
- Theme 7 Sustainability in the early years sector
- Theme 8 Child health and first aid
- Theme 9 Special educational needs and disabilities (SEND) in the early years.

The AbE material will be sent out by NCFE in time for the start of the assessment. Assessment materials must be kept secure at all times. NCFE marks the AbE. The AbE result contributes to the learner's overall qualification grade.

For further information, centres should refer to the Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) documents, available on the NCFE website.

Competence Assessment

The Competence Assessment has been developed to ensure coverage of the mandatory level 2 EYP criteria as identified by the DfE as full and relevant for employment in the early years sector. It is internally assessed and controlled externally quality assured. It uses the pass/fail grading model and **does not use uniform mark scale (UMS)**. The **250 hours** of placement are taken across **both years of study** to allow for increasing confidence and competence in practice.

The Competence Assessment is designed to determine whether learners can consistently demonstrate the knowledge and skills required to perform effectively and safely within an early years setting. The assessment is undertaken entirely within the learner's placement setting, ensuring that evidence is generated through authentic workplace practice and reflects the expectations of the occupational role. This approach enables learners to demonstrate competence while carrying out real work activities and responsibilities as part of their normal placement experience.

The Competence Assessment incorporates both knowledge and practical skills, recognising that occupational competence requires learners not only to carry out tasks effectively but also to understand the principles that underpin their practice. Learners must demonstrate that they can apply their knowledge appropriately when making decisions, following procedures, supporting individuals and responding to workplace situations. This ensures that assessment reflects both what learners do and why they do it.

Assessment is conducted solely through direct observation and professional discussion. Direct observations allow the centre assessor to witness learners performing a range of routine and non-routine activities in the placement environment, providing valid evidence of practical competence. Professional discussions complement observations by enabling learners to explain their decision-making, justify their actions, reflect on their practice and demonstrate knowledge that may not be directly observable.

Together, these methods provide a holistic assessment of occupational competence within a real workplace context.

All assessment decisions are made by a suitably qualified and experienced centre assessor. The assessor conducts the assessment activities, reviews the evidence against the assessment criteria (AC) and determines whether competence has been achieved. The competence assessment is graded on a pass/fail basis. As the purpose of the assessment is to confirm occupational competence, learners must successfully meet 100% of the specified competency requirements to achieve a pass. If any competency requirement is not demonstrated to the required standard, the learner will not achieve the assessment until sufficient evidence has been provided to confirm full occupational competence.

The mandatory Competence Assessment must be achieved independently. Achievement in the NEA or AbE cannot be used to compensate for non-achievement of the Competence Assessment, and achievement of the Competence Assessment cannot be used to compensate for performance in the NEA or AbE.

Controlled external quality assurance

This qualification is subject to a controlled external quality assurance model, providing enhanced oversight and scrutiny. All centres will be subject to a structured external review of assessment and internal quality assurance decisions using standardised sampling, ensuring that all results are reviewed and confirmed prior to their release.

Centres must submit final grades for each NEA and the pass/fail mark for the Competence Assessment by the published deadline and upload the requested learner evidence and assessment records for the selected sample through NCFE systems. Any actions identified through the controlled external quality assurance process must be addressed before results are confirmed where required. Ongoing monitoring will also be undertaken to identify and address any emerging risks to assessment validity and consistency.

Enquiries about results

All enquiries relating to learners' results must be submitted in line with our Enquiries about Results and Assessment Decisions Policy, which is available on the NCFE website.

Unclassified grade

Learners who do not achieve a pass will receive an unclassified (U) result.

External assessment conditions

To access the external assessment, centres must ensure that learners are booked for the external assessment through the NCFE Portal.

Please refer to the assessment timetable on the NCFE website for specific dates.

For instructions on conducting external assessments, please refer to our Regulations for the Conduct of External Assessment and QSID documents, available on the NCFE website.

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Resubmission of non-exam assessments (NEAs)

Learners will have one resubmission opportunity for each NEA. The resubmission could be used to:

- achieve a passing grade
- improve an existing passing grade.

Feedback to learners can only be given to clarify areas where they have not achieved a minimum or expected level of performance. It is the centre's responsibility to keep the evidence of the learner's original and revised work submitted, and records of the initial grade, assessor feedback, and final grade, for controlled external quality assurance purposes.

If a learner fails to meet the pass criteria following the resubmission with revised evidence, the learner has no further resubmission opportunities. The learner would need to complete a new assessment in a subsequent assessment series as set out in the assessment schedule on the NCFE website.

For each NEA, the highest grade achieved during the learner's programme of study will be carried forward.

Retakes of assessment by examination (AbE)

AbE is available in Series 1.

If a learner does not achieve their required grade, they may retake the AbE in a future series, following the normal registration process.

Refresh of assessments

To reduce predictability and maintain assessment integrity, assessment scenarios vary between series and are set within a range of realistic early years contexts. Learners may encounter different children, families, settings, safeguarding situations or practitioner responsibilities, ensuring that assessments cannot be anticipated through role preparation.

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Scheme of assessment

The following table summarises this qualification's scheme of assessment.

Assessment	Assessment time	Mandatory /Optional	Delivery mode	Assessment weightings	Raw marks	UMS	Assessment conditions	Marking
AbE	1 hour 30 minutes	Mandatory	Paper-based and onscreen	30%	60	120	Invigilated	Externally marked
NEA 1	8 hours 30 minutes	Mandatory	Internally assessed tasks	35%	N/A	140	Supervised	Centre marked, with controlled external quality assurance
NEA 2	9 hours	Mandatory	Internally assessed tasks	35%	N/A	140	Supervised	Centre marked, with controlled external quality assurance
Competency Assessment	N/A (assessed throughout 250 hour placement)	Mandatory	Observation, professional discussion	N/A	N/A	N/A	Supervised	Centre marked, with controlled external quality assurance
Assessment total	19 hours			100%	60	400		

*Please refer to the Assessment Timetable on the NCFE website for more information.

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Assessment objectives (AOs)

The assessment for this qualification is mapped against AOs. The AOs provide a clear and consistent framework for the design, delivery and marking of the AbE, ensuring that learners are assessed against the knowledge and applied understanding required for effective practice and progression within education and early years settings.

The AOs that will be assessed against the content in this qualification are:

AOs	Definition
AO1	Demonstrate knowledge and understanding of principles, legislation, processes and professional practice in education and early years
AO2	Apply knowledge and understanding of principles, legislation, processes and professional practice in education and early years to different situations and contexts

Assessment objective (AO) weightings

The table below shows the AO weightings.

AOs	Weighting (%)
AO1	20
AO2	80
Overall weighting	100

Grading information

Assessment of this qualification is graded as pass, merit and distinction. Learners who do not achieve a pass will receive an unclassified (U) result.

UMS points for each assessment and grade boundary are set at fixed percentages. When all assessments are completed, the highest UMS points from each assessment are combined to determine the overall grade. The overall grade issued to a learner is based on the aggregation of UMS marks for each assessment, and the overall UMS grade boundaries.

This qualification uses a **400** UMS framework to ensure consistent, transparent and detailed performance measurement across all assessments.

This qualification also includes a mandatory Competence Assessment, which is graded as pass/fail. While this must be achieved in order for a learner to achieve a passing grade for the qualification, it does not attract UMS points.

The overall UMS grade boundaries are set at fixed percentages of the maximum UMS.
For each assessment, only the highest UMS score from any repeated attempts is used, and high performance in one area can compensate for lower performance in another.

The qualification uses a compensatory grading model, with UMS points from the graded assessments (AbE and NEAs) aggregated to determine the overall qualification grade. This compensatory approach,

combined with the use of a UMS, means that the boundaries for individual assessments do not directly add up to the overall qualification boundaries. This allows learners to balance weaker performance in one area with stronger performance in another. For instance, a high score in the AbE can offset lower scores in the NEA.

The mandatory Competence Assessment must be achieved independently. Achievement in the NEA or AbE cannot be used to compensate for non-achievement of the Competence Assessment, and achievement of the Competence Assessment cannot be used to compensate for performance in the NEA or AbE.

The pass/merit/distinction and unclassified grade boundaries are set by NCFE, having regard to an appropriate range of qualitative and quantitative evidence. The pass/merit boundary is calculated arithmetically, by dividing the mark interval between the pass/merit/distinction and unclassified boundaries by two; where there is a remainder of one, the extra mark is added to the distinction to merit interval.

The table below shows the grade boundaries for each assessment. The maximum UMS points available for each assessment and the qualification as a whole, as well as the UMS points relating to each grade boundary, will be fixed according to the table below.

Grade Boundary	AbE		NEA 1		NEA 2		Overall	
	%	UMS	%	UMS	%	UMS	%	UMS
Max	100	120					100	400
Distinction	80	96	90	126	90	126	80	320
Merit	60	72	70	98	70	98	60	240
Pass	40	48	50	70	50	70	40	160

To accompany results release, NCFE will publish information to support centre understanding of results.

NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds; however, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this Qualification Specification may be subject to change.

Requirements for referencing

Carefully selected quotations must be included to support learners' own responses within each of the NEAs. Quotations must be made identifiable through the use of quotation marks, bold or italic text and made traceable through referencing at the point of use.

Group and collaborative working

Group and collaborative activities may be used to support the delivery of the qualification content and provide opportunities for learners to develop and apply knowledge, skills and behaviours in a collaborative environment.

For live assessments, centres must follow the instructions provided in the centre guidance and assessment materials, specific to the version of the assessment being delivered. These instructions will define any permitted collaboration, supervision requirements and the nature of evidence that learners are expected to produce.

Plagiarism and use of artificial intelligence (AI)

Work submitted for assessment must be the learner's own work. Using AI to produce work that is then submitted as the learner's own work is malpractice and will have clear consequences under NCFE's malpractice/plagiarism policy.

Centres must have clear AI and malpractice policies in place and communicate these to learners before assessment begins. These policies must outline acceptable and unacceptable uses of AI, define what constitutes malpractice, and explain the consequences of misuse.

Centres must implement appropriate supervision, monitoring and controls over access to digital devices, AI tools and internet connectivity to ensure assessment integrity, maintain the authenticity of learner evidence and help prevent malpractice.

Centres should be alert to indicators of AI use and are required to use suitable plagiarism detection tools as part of their internal quality assurance processes to identify potential misuse of AI and ensure the authenticity of learner evidence.

Detection tools may provide indicators of potential malpractice, but their results should not be relied upon in isolation. Any decision regarding malpractice should be based on a review of all relevant evidence, taking account of the potential for false positive and false negative outcomes.

Any suspected malpractice must be investigated in accordance with the centre's malpractice policy. Centres must report suspected or actual malpractice to NCFE in accordance with NCFE's malpractice and maladministration policy and associated procedures.

Further information can be found on the NCFE website and in Joint Council for Qualifications (JCQ) published guidance.

Guidance on delivering sensitive content

When learners engage with sensitive topics, for example safeguarding, centres should:

- recognise the sensitivity of subject content:
  - acknowledge that some topics may evoke strong emotional responses and require careful handling
- equip staff with appropriate training and support:
  - ensure educators are prepared to deliver sensitive content with empathy, awareness, and access to clear support protocols
- foster a safe and supportive learning environment:
  - create spaces where learners feel comfortable discussing sensitive issues, and ensure clear signposting to pastoral care, counselling, or mental health services
- monitor and respond to learner's wellbeing:
  - actively observe learners during and after sessions which cover sensitive content and be ready to offer or refer learners to appropriate support services where needed.

Access arrangements, reasonable adjustments and paper modification

These policies are aimed at anyone who uses our products and services and who submits requests for access arrangements, reasonable adjustments or paper modifications. Learners who require access

arrangements, reasonable adjustments or paper modifications should discuss their requirements with their tutor.

For more information, please visit the Access arrangements, reasonable adjustments and paper modifications page on the NCFE website.

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Section 2: theme and assessment guidance

This section provides details of the structure and content of this qualification, and guided learning hours (GLH).

Anything within the teaching guidance is advisory and optional and is intended to provide useful advice and guidance to support delivery of the teaching content.

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each theme. The numbering system used refers to a theme, subject topic, and teaching content: (for example, 1.1.1 refers to the theme (first number 1), the subject topic within that learning content (second number 1.1) and the teaching content within the subject topic (third number 1.1.1)). This will support signposting feedback and tracking.

While studying the qualification, learners should identify and develop a range of individual study skills they can use in order to study effectively.

The glossary in Section 3 must be used in conjunction with the teaching content throughout this Qualification Specification. It provides definitions and clarification of key terms used within the qualification and is intended to support a consistent understanding and interpretation of the content. Centres must refer to the glossary when planning, delivering and assessing the qualification.

Delivery guidance

For this qualification, it is essential that **themes 1 to 6** are delivered within the **first year** of the qualification to ensure learners develop the required knowledge and understanding in preparation for non-exam assessment **(NEA) 1 in year 1.**

The remaining themes should be delivered at an appropriate stage within the qualification to support learner preparation for the remaining assessment components.

This approach ensures that learners have comprehensive coverage of the full content and are able to draw upon knowledge from across relevant thematic areas before completing each assessment.

Centres may use a different teaching sequence, provided learners have covered the relevant teaching content before undertaking each assessment. All mandatory teaching content must be covered.

Teaching content assessed via the Competence Assessment is indicated in the early years practitioner (EYP) criteria column.

Centres delivering both the **NCFE CACHE Level 2 Foundation Certificate in Education (XXX/XXXX/X) and the NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner (XXX/XXXX/X)** may wish to consider co-teaching approaches where content area is similar across both qualifications. The content mapping in this Qualification Specification identifies areas where there is alignment between the Foundation Certificate and Occupational Certificate content.

The mapping is intended to support centres in identifying potential opportunities for co-teaching and learning. However, co-teaching is not a requirement, and centres must ensure that all qualification content and assessment requirements for each qualification are fully delivered and met. Details of the potential areas of alignment and content crossover can be found in the content mapping document in **Appendix B**.

The mapping identifies the learning references within the Foundation Certificate that align to the themes in the Occupational Certificate. This will support centres in identifying co-delivery opportunities where Foundation and Occupational Certificate learners are taught within the same classroom environment. It is important, however, to recognise the broader scope of the Foundation Certificate and ensure that learners continue to develop knowledge and understanding of educational provision across the full age range covered by the qualification.

For further information or guidance about this qualification, please contact our Customer Support team.

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Theme 1 Introduction to early years practice

Theme summary		
This theme introduces the different settings where young children may access education and care. Learners will also be introduced to the qualities of the early years practitioner (EYP) and how these are applied through role and responsibilities in practice including communication, teamwork and professional development, as well as partnership working policy and procedures.		
Assessment		
Assessment by examination (AbE) and/or non-exam assessment (NEA).		
Mandatory Teaching content must be covered by the tutor during the delivery of this qualification.	**Level 2**	**50 GLH**

Subject topic	Teaching content The learner must know and understand:	EYP criteria
1.1 The early years sector	1.1.1 The different settings in the early years sector: • private and public settings ○ full day care ○ children's centres ○ pre-schools ○ reception classes ○ playgroups ○ nursery schools ○ home-based provision ○ hospitals ○ social care settings ○ family hubs ○ local authority provision.	
	1.1.2 The personal qualities required by employers in the early years sector: • punctual • inclusive • reliable • positive • enthusiastic • professional.	
	1.1.3 The skills required by employers in the early years sector: • planning • communicating • teamworking • self-managing.	

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Subject topic	Teaching content The learner must know and understand:	EYP criteria
1.2 Characteristics of teamwork for partnership working	1.2.1 Relationships between own role, expected behaviours and the roles of colleagues and the team	EYP8.1
	1.2.2 Benefits of working as part of a professional team to ensure the education, welfare and care of children	
	1.2.3 The role of the EYP to work as part of a team to support the learning and development of children	
	1.2.4 The core principle in the early years sector of working as part of a professional team to provide high-quality care and to ensure the best outcomes for children	
	1.2.5 The benefits of professional teamwork in early intervention including to collaborate, plan and provide appropriate and comprehensive support for individual children	
	1.2.6 The range of different individuals and professionals that EYP and educators work with: • parents/carers • wider family • agencies and services that support parents/carers • colleagues within the same setting and other professionals outside of the education setting.	
	1.2.7 The different agencies and childcare professionals: • area special educational needs co-ordinators (SENCOs) • local authority advisors • health visitors • social workers • speech and language therapists • children's centre workers.	
	1.2.8 The roles and responsibilities of the different agencies and professionals that work with and support the provision, both statutory and non-statutory	EYP9.1
	1.2.9 The importance of working in partnership with parents/carers for improved outcomes for babies/children	EYP9.4
	1.2.10 The importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning	EYP9.2
1.3 Communication considerations when working with others to accomplish a task	1.3.1 The range of communication techniques used to convey information to an audience: • oral • visual • written • using technology to support conveying information.	
	1.3.2 The impact of using active listening techniques	
	1.3.3 The importance of being aware of needs of others	
	1.3.4 The importance of being aware of the effect of non-verbal communication	

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Subject topic	Teaching content The learner must know and understand:	EYP criteria
	1.3.5 The impact of being courteous and inclusive when engaging with others	
1.4 Legislation, guidance and policy alignment	1.4.1 How the EYP accesses workplace policies and procedures and their role and responsibilities when following them in the work setting, in relation to: • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology.	EYP8.2, EYP8.4
1.5 Reflective practice	1.5.1 The importance of reflective practice to improve own skills and early years practice	EYP8.5
	1.5.2 The benefits of continuing professional development (CPD) for: • the EYP • the children • the setting.	EYP8.5

Subject topic	Teaching content The learner must be able to:	EYP criteria
1.6 Team working skills required by EYPs	1.6.1 Work with others to achieve the objective of promoting the importance of partnership working	
	1.6.2 Apply active listening skills to support team working activities	
	1.6.3 Apply effective communication techniques to support team working activities	
	1.6.4 Apply non-verbal communication techniques to support team working activities	
	1.6.5 Apply digital skills to support team working with others by organising, storing, retrieving and sharing any created digital content	
1.7 Co-operative working for improved outcomes for babies and children	1.7.1 Work in ways that value and respect the developmental needs and stages of babies and children	EYP7.4
	1.7.2 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress	EYP9.3
	1.7.3 Work alongside parents/carers and recognise their role in the baby or child's health, wellbeing, learning and development	EYP9.4
	1.7.4 Demonstrate a range of communication methods to exchange information with children and adults	EYP5.5
1.8 Continuing professional development	1.8.1 Engage in CPD and reflective practice to improve own skills, practice, and subject knowledge	EYP8.6

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Subject topic	Teaching content The learner must be able to:	EYP criteria
(CPD) in early years		

Teaching guidance
This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive.
1.1 The early years sector
1.1.1 Teaching could include an understanding of the function of each service provision: • type of provision (statutory/private/voluntary) • purpose of the service provided • staffing • opening times • regulatory inspection. Learners should also be familiar with ratio stipulations for adult: child ratio requirements in line with the Early Years Foundation Stage (EYFS) Statutory Framework.
1.1.2 Teaching could include an understanding of the importance of each of the personal qualities required by employers in the early years sector.
1.1.3 Teaching could include an understanding of the significance of the skills required by employers in the early years sector, and how these may be applied in the workplace.
1.2 Characteristics of teamwork for partnership working
1.2.1 Teaching could include learners being introduced to the duties, knowledge, skills and behaviours (KSBs) required of an EYP, and recognising why each of these attributes enable safe and effective high-quality practice. Useful documents will be the Department for Education (DfE) EYP criteria and the KSBs of the apprenticeship standard.
1.2.2 Teaching could include learners being made familiar with the characteristics of effective teamwork, with an awareness of skills and qualities for professional conduct. Learners could apply this in context, recognising how effective teamwork can promote best outcomes for children and potential risks if members of the team do not work together. It is also important that learners are able to explain the consequences for early years practice when teamwork is not in place. For example, maintaining ratios, poor communication, safeguarding, information sharing and policy as well as procedural adherence.
1.2.3 **Team** to include colleagues and other specialised professionals.
1.2.4 There is no teaching guidance for this content.
1.2.5 Teaching could include an understanding of how working together as part of a professional team with colleagues, other professionals and parents/carers can support early intervention and promote consistent approaches when caring for children.
1.2.6 and 1.2.7 Teaching could include learners identifying a range of people that EYPs work with. They could then offer an outline of the role they provide in the care and education of children, and display an awareness of the role of their colleagues and those offering specialist advice, such as a

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Teaching guidance
SENCo. Teaching could also include learners identifying agencies and services that children and families may access such as the NHS (GP, midwife, health visitor, nurse, dentist), extended services such as social worker, educational psychologist, and individuals such as parents/carers, wider family and colleagues.
1.2.8 There is no teaching guidance for this content.
1.2.9 and 1.2.10 Teaching could include learners outlining the roles and responsibilities of different agencies and childcare professionals who typically work with and support the provision, both statutory and non-statutory. Learners could consider the terms multi-agency and may be able to reflect on regional examples such as Children and Young People's Enhanced Support Services (CYPRESS) or Learning and Behaviour Advisory Team (LBAT). 1.2.10 Teaching could include a consideration of the importance of working in partnership with parents/carers, including: • respecting and valuing parents/carers views • recognising any barriers to partnership working such as communication, time constraints and anxieties • valuing their contribution to the setting and seeking ways to work in partnership • recognising the parent/carer as the prime educator in the child's life and the importance of the home learning environment.
1.3 Communication considerations when working with others to accomplish a task
1.3.1 to 1.3.5 Learners could be introduced to the principles of communication, to include: Active listening: • taking turns in conversation • respecting the views of others and being mindful of how an individual is responding in a discussion • language used and level of understanding for participation, for example first language used or avoiding technical language. Learners could identify the types of communication and situations in which each may be best applied, showing an awareness of the needs of others in order to demonstrate inclusive practice when communicating to support them: • verbal and non-verbal communication • oral • written • use of technology.
1.3.3 Teaching could include learners being aware of the reaction of others during communication, responding to the reactions of others during conversation, and respecting others when communicating (for example, listening to views).
1.3.4 There is no teaching guidance for this content.
1.4 Legislation, guidance and policy alignment

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Teaching guidance
1.4.1 In addition to the policies and procedures listed in 1.4.1, teaching could include an awareness of the existence of the following legislation and that the following legislation requires policy and procedures to be developed in the early years: • Health and Safety Act 1974 – health and safety policy, risk assessment • Equality Act 2010 – challenging discrimination and stereotypes, championing equality, diversity and inclusion • Childcare Act 2006 (introduction of the EYFS) • SEND Code of Practice 2015 – a recognition of the four broad areas of need • Keeping children safe in education 2026 (typically updated annually) and Working Together to Safeguard Children 2026 – Protecting children from harm • Children Act 1989 (amended 2004) – multi-disciplinary and multi-agency collaboration through effective communication to prioritise the needs of children. Learners should be made aware of the importance of legislative requirements to work together with other professionals, including multi-agency partnership working • Data Protection 2018, UK GDPR – confidentiality of personal data and when information can and cannot be shared. Learner's awareness of the legislation relating to early years practice could lead to a discussion of the roles and responsibilities of the EYP in practice. There is an opportunity now to consolidate learning and understanding here through scenarios and/or case studies to include the following study skills: • apply active listening skills to support team working activities • apply effective communication techniques to support team working activities • apply non-verbal communication techniques to support team working activities • apply digital skills to support team working with others by organising, storing, retrieving and sharing any created digital content.
1.5 Reflective practice
1.5.1 and 1.5.2 These criteria consider reflective practice and the importance of reflecting in practice. This leads well to learning about continued professional development and the benefits this has for the practitioner, the children and the setting as a whole. There is opportunity for learners to reflect on their own knowledge, skills and behaviours relating to topics explored throughout this theme and identify areas for development and/or further exploration, such as: • their own personal qualities and skills and how the align to those expected in the EYP role • their own behaviour, beliefs and experiences and the impacts of these on the role • their own communication and team working skills.
1.6 There is no teaching guidance for this content.
1.7 There is no teaching guidance for this content.
1.8 There is no teaching guidance for this content.

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Transferable skills

The following transferable skills have been integrated into the content for work-related purposes:

- communication
- inclusivity
- using digital technologies.

This theme allows learners the opportunity to demonstrate the following behaviours from the EYP occupational standard ST0888. These behaviours should be encouraged, but are not formally assessed:

- honesty, trust and integrity – develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude (B2)
- positive work ethic – maintains professional standards within the work environment providing a positive role model for children (B3)
- being team-focused – work effectively with colleagues and other professionals (B4)
- professional practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy and procedure with a positive disposition to work. (B7)

Supporting behaviours

Teaching and learning opportunities to develop the following supporting behaviours may be developed through learner engagement with this theme:

- perceptive
- professional
- assertive.

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Theme 2 Child development

Theme summary		
This theme considers holistic child development, introducing health and wellbeing through an exploration of factors, including biological and environmental factors. This will support learners to continue their studies in the theme considering special educational needs and disabilities (SEND). Learners will also consider implications of English as an additional language and their own role and responsibilities with regard to supporting the holistic developmental needs of children.		
Assessment		
Assessment by examination (AbE) and/or non-exam assessment (NEA).		
Mandatory Teaching content must be covered by the tutor during the delivery of this qualification.	**Level 2**	**80 GLH**

Subject topic	Teaching content The learner must know and understand:	EYP criteria
2.1 Areas and patterns of development	2.1.1 Stages of child development from birth to 7 years in the following areas: • cognitive • speech, language and communication • physical • emotional • social • brain development • literacy and numeracy.	EYP1.1
	2.1.2 The principles of how children learn from birth to 7 years	EYP1.1
	2.1.3 The identification of factors impacting development: • biological • environmental.	EYP1.3
2.2 Communication at different development stages	2.2.1 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	EYP5.3
2.3 Transitions and significant events and their potential impact on children	2.3.1 Planned transitions and significant events and their potential impact on children	EYP1.4
	2.3.2 Unplanned transitions and significant events and their potential impact on children	EYP1.4
	2.3.3 The role of the early years practitioner (EYP) during transitions and significant events	EYP1.4
2.4 Attachment and relational connections	2.4.1 The role of the key person in an early years setting	EYP1.4
	2.4.2 The significance of attachment and relationships for children's emotional wellbeing	EYP1.4

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Subject topic	Teaching content The learner must know and understand:	EYP criteria
2.5 Care routines	2.5.1 The care needs of babies/children at different stages	EYP1.3, 3.8, 4.3, 4.5, 6.2, 7.3, 9.3, 9.4
	2.5.2 The importance to child development of meeting individual needs	EYP1.3, 4.5, 5.3, 6.2, 7.4 and 9.3
	2.5.3 The benefits of working alongside parents/carers to develop care routines for a baby's/child's individual needs	EYP4.4, 9.3 and 9.4
2.6 Impacts on child development	2.6.1 The effects of stage of development, wellbeing and individual circumstances on babies and young children's learning and development	EYP1.3
	2.6.2 The impact of health and wellbeing on children's development	EYP4.1
	2.6.3 The importance of knowing how to raise concerns about a baby's or child's development	EYP6.8

Subject topic	Teaching content The learner must be able to:	EYP criteria
2.7 Supporting child development	2.7.1 Demonstrate how to support babies and young children through a range of transitions	EYP1.5
	2.7.2 Demonstrate how to communicate with all children in ways that will be understood, including verbal and non-verbal communication	EYP5.1
	2.7.3 Demonstrate how to extend children's development and learning through verbal and non-verbal communication	EYP5.2
	2.7.4 Encourage babies and young children to use a range of communication methods	EYP5.4

Teaching guidance
This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive.
2.1 Areas and patterns of development

2.1.1 and 2.1.2 Teaching could include learners identifying areas of development and key milestones within each area, including holistic development, for babies and children from birth to seven years of age. Areas of development to include:
 	
• cognitive (for example, sensory exploration, discovery, trial and error, problem-solving, logical reasoning)
• speech, language and communication (for example, babbling, telegraphic speech, sentences, past, present and future tense)
• physical:
  ○ large motor (for example, sitting, crawling, standing, walking, climbing, running, balancing)
  ○ fine motor (for example, grasps, control, precision, hand-eye co-ordination)
• emotional (for example, attachment, confidence, identity, esteem and confidence)

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Teaching guidance

• social (for example, relationships/attachment, serve and return, friendships, interaction and collaboration)
• brain development (for example, forming of synapses, new connections through senses, synaptic pruning at around 18 months, rapid brain development in the first 2 years)
• literacy:
  ○ comprehension (for example, demonstrating understanding by retelling stories and narratives using own words and recently introduced vocabulary, anticipating key events in stories, using and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play)
  ○ word reading (for example, saying a sound for each letter in the alphabet and at least 10 digraphs, reading words consistent with their phonic knowledge by sound-blending, reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words)
  ○ writing (for example, writing recognisable letters, spelling words by identifying sounds in them and representing the sounds with a letter or letters, writing simple phrases and sentences that can be read by others)
• numeracy (for example, having a deep understanding of numbers to 10, including the composition of each number, subitise (recognise quantities without counting) up to 5, automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (Early Years Foundation Stage (EYFS) 2026) (including subtraction facts) and some number bonds to 10, including double facts).
 	
Teaching could also include learners being made familiar with the term holistic development and be able to use examples that show how one area of development links to others.

2.1.3 There is no teaching guidance for this content.
2.2 There is no teaching guidance for this content.
2.3 Transitions and significant events and their potential impact on children
2.3.1 and 2.3.2 Learners could identify planned and unplanned transitions in a child's life and the impact on holistic development for children.
2.3.3 There is no teaching guidance for this content.
2.4 Attachment and relational connections
2.3 and 2.4 Teaching could include learners being made aware of the significance of relationships; considering the importance of attachment and its significance for emotional wellbeing both now and in the future, to include: • the home learning environment • the role of the key person and how transitions can impact development at different ages and stages of a child's life.
2.4.1 There is no teaching guidance for this content.
2.4.2 Teaching could include learners being made aware of the importance of co-regulation and regulation and the implications for behaviour. Learners could recognise their responsibilities as a role model and the importance of validating how children are feeling.
2.5 Care routines

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Teaching guidance
2.5.1 There is no teaching guidance for this content.
2.5.2 and 2.5.3 Teaching could include learners being made aware of the importance of care routines and why early years practitioners (EYPs) must meet children's individual needs. Learners could consider how care routines change as a child gets older and why it is important to always work alongside parents/carers to develop care routines. Aspects of care routines to discuss include food and nutrition (including feeding and weaning/complimentary feeding), nappy changing procedures, potty/toilet training, care of skin, teeth and hair, rest and sleep, physical activity and fresh air. These aspects will be further discussed in Theme 8 Child health and first aid.
2.6 There is no teaching guidance for this content.

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Theme 3 Play, curriculum and learning

Theme summary		
This theme explores the areas of learning and development within the Early Years Foundation Stage (EYFS) Statutory Framework. It considers the significance of play for development and the role of the early years practitioner (EYP) to promote high-quality practice.		
Assessment		
Assessment by examination (AbE) and/or non-exam assessment (NEA).		
Mandatory Teaching content must be covered by the tutor during the delivery of this qualification.	**Level 2**	**70 GLH**

Subject topic	Teaching content The learner must know and understand:	EYP criteria
3.1 Requirements of the Early Years Foundation Stage (EYFS) Statutory Framework	3.1.1 The inclusion of expected early learning goals within the statutory framework	EYP6.1
	3.1.2 The importance to children's holistic development of: • speech, language and communication • personal, social and emotional development • physical development • literacy and numeracy.	EYP1.2
	3.1.3 The stages of learning and development requirements from birth to 5 years	EYP6.1
3.2 Early learning goals	3.2.1 The role of the early years practitioner (EYP) when working directly with children on a day-to-day basis to support the planning of and delivery of inclusive activities and experiences	
	3.2.2 Why setting specific learning goals for learning and development is important in the early years sector	
3.3 Enabling environments	3.3.1 The different enabling environments in which learning activities are delivered in early years settings: • indoor • outdoor.	
	3.3.2 The principles of: • adult-led activities • child-initiated activities • spontaneous experiences.	EYP6.3
	3.3.3 The role of the EYP in creating and maintaining an enabling environment	
3.4 Play	3.4.1 The importance of recognising the stages of play in children	EYP6.4, EYP6.5
	3.4.2 The features of different types of play	EYP6.4, EYP6.5
	3.4.3 The role of the EYP in supporting children's learning through planned, purposeful play	
	3.4.4 The role of the EYP when supporting child-initiated and adult-led activities	

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Subject topic	Teaching content The learner must know and understand:	EYP criteria
	3.4.5 The role of the EYP in ensuring the safety and security of children whilst engaged in activities and experiences in an early years setting	

Subject topic	Teaching content The learner must be able to:	EYP criteria
3.5 Supporting in development activities	3.5.1 Implement and review activities to support children's play, creativity, social development and learning and clear up after activities	EYP6.5
	3.5.2 Demonstrate how to use learning activities to support early language development	EYP6.9
	3.5.3 Support children's early interest and development in mark making, writing, reading and being read to	EYP6.10
	3.5.4 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching	EYP6.11
3.6 Partnership working in play, learning and development	3.6.1 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	EYP6.4
	3.6.2 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development	EYP9.5

Teaching guidance
This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive.
3.1 Requirements of the Early Years Foundation Stage (EYFS) Statutory Framework
3.1.1 Statutory framework refers to the EYFS.
3.1.1 to 3.1.3 Teaching could include learners being confident in identifying the areas of learning and development within the EYFS, recognising the features of both prime and specific areas. As learners become familiar with the areas of learning and development, they should feel confident outlining the content and how the expectations change across the age range from birth to 5 years of age. Learners will find it useful to explore the Department for Education's (DfE) non-statutory guidance Development Matters 2023 and/or Birth to 5 Matters 2026 to help them recognise and understand the stages of learning and development requirements from birth to 5 years. Teaching could include the requirements of the early learning goals (ELGs) to be reached by the end of the child's reception year. It is recommended that teaching includes the role of Ofsted as a regulator across early years provision for high-quality practice.

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Teaching guidance
3.1.2 There is no teaching guidance for this content.
3.2 Early learning goals
3.2.1 and 3.2.2 Learners could build on their knowledge of the areas of learning within the EYFS by considering the role of the EYP in practice to support the planning of and delivery of inclusive activities and experiences, recognising why setting specific learning goals for learning and development is important in the early years. Teaching could include learners being introduced to the ELGs which are considered at the end of reception and spend time exploring these expectations and why they are important, including how the early learning goals prepare children for the transition to Key Stage 1.
3.3 Enabling environments
3.3.1 to 3.3.3 Learners could now consider the role of the EYP when establishing and maintaining enabling environments in which learning activities are delivered in early years settings and the importance of the environment for the child. Enabling environments must be considered both indoors and outdoors.
3.3.2 Planning can be introduced here as learners consider approaches to planning that include a balance of adult-led experiences and child-initiated experiences as well as opportunities that arise from spontaneous experiences daily, often referred to as 'in the moment'. As learners begin to think about how activities and experiences in the early years can be linked to the EYFS requirements, they can begin to appreciate the holistic nature of the areas of learning and development, how each are can typically be linked and why this is important.
3.4 Play
3.4.1 and 3.4.2 Teaching could include building learners' confidence with the different stages of play children experience, for example: • birth to 2 years solitary play • 2 to 3 years parallel play • 3 to 4 years associative play • 4 to 5 years co-operative play. Learners could consider how they plan for these using a variety of different types of play to include: • physical play • creative play • imaginative play • sensory play • heuristic (discovery) play.
3.4.3 and 3.4.5 Teaching could include building learners' confidence in the role of the EYP in planning purposeful play experiences, ensuring the safety and security of children at all times through age/stage appropriate resources.
3.4.4 There is no teaching guidance for this content.
3.5 There is no teaching guidance for this content.

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Teaching guidance
3.6 There is no teaching guidance for this content.
This theme allows learners the opportunity to demonstrate the following behaviours from the EYP occupational standard ST0888. These behaviours should be encouraged, but are not formally assessed: • commitment – to improving the outcomes for children through inspiration and child-centred care and education (B5)

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Theme 4 Observation, assessment and communication with others

Theme summary
This theme introduces learners to the observation and assessment cycle including the benefits for child development through collaboration with parents/carers and other professionals. Learners will explore methods of observing children in line with statutory requirements, including recording and storing observations. There will be time in this theme to produce observations in placement, present these to an audience in the learning environment and reflect on learning.
Assessment
Assessment by examination (AbE) and/or non-exam assessment (NEA).

Mandatory Teaching content must be covered by the tutor during the delivery of this qualification.	**Level 2**	**40 GLH**

Subject topic	Teaching content The learner must know and understand:	EYP criteria
4.1 Observation, assessment and planning	4.1.1 The key stages in the observation, assessment and planning cycle	EYP6.6
	4.1.2 The value of observation for the child, the parents/carers and the early years provision in planning the next steps	EYP6.6
	4.1.3 Advantage of working in partnership to plan for the baby's/child's next steps	EYP6.6, 6.7, 7.2, 9.1, 9.4, 9.5
	4.1.4 How to record observations in line with statutory requirements and organisational procedures	EYP6.6, EYP6.7

Subject topic	Teaching content The learner must be able to:	
4.2 Conveying information to an audience in relation to the knowledge, skills and qualities needed to work in the early years sector	4.2.1 Estimate time and resources required	
	4.2.2 Prioritise and sequence activities to produce the required information that is to be conveyed	
	4.2.3 Identify information sources to be used and select relevant information to be conveyed to the audience	
	4.2.4 Apply creativity skills to consider different ways to convey information to an audience	
	4.2.5 Apply communication skills to convey the information to an audience	
	4.2.6 Apply digital skills by producing, organising, storing and retrieving created digital content to convey information to an audience	

Teaching guidance
This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive.
4.1 Observation, assessment and planning

Teaching guidance
4.1.1 and 4.1.2 Before beginning this content area, learners would benefit from being introduced to the terms 'subjectivity' and 'objectivity' in the context of observations. They could explore different observation methods including those used in their placement. Teaching could include learners being made familiar with narrative, checklist and snapshot observations as traditional methods and how these support the application of theory of child development in practice for child-centred provision. The underpinning knowledge of this content area builds the skills and behaviours required to raise confidence when observing children in an early years settings, being self-aware and paying attention to detail for objective, accurate recording. Teaching could include learners being made aware of the role and function of observation in line with statutory requirements within the EYFS and be able to describe each key stage in the observation, assessment and planning cycle. Teaching could include building learner's confidence in their knowledge of how observations support the practitioner's understanding of a child's needs, stage and interests to inform purposeful next steps planning. Learners could also be made aware of the benefits of observation for the child, for the parent/carer and for the early years setting. Learners could carry out a recommended minimum of five observations to consolidate learning and understanding. The observational records could be analysed with conclusions drawn for next steps planning. Such reports will be useful when reflecting on their observation records later in this content area.
4.1.2 and 4.1.3 Teaching could include the knowledge that observations support early intervention and what steps should be taken if you have concerns regarding a child's development including the role of the early years special educational needs co-ordinator (SENCo). Learners could be made familiar with the role of the early years practitioner (EYP) when referring concerns about a child's development, who to refer concerns to and how early years professionals work together to support a child's holistic needs.
4.1.4 There is no teaching guidance for this content.
4.2 Conveying information to an audience in relation to the knowledge, skills and qualities needed to work in the early years sector
4.2.1 to 4.2.6 Learners will be able to consider the skills criteria here using their observation reports. They could follow this with a time to reflect on their presentation using feedback from their peers and tutor to support them. Teaching could include learners defining the term 'reflection' and how it applies to improved practice in an early years setting. Learners could then give examples of reflection and identify benefits of reflection for own knowledge and skills development, for children accessing the early years and for the setting itself.

Transferable skills
The following transferable skills have been integrated into the content for work-related purposes: • planning • identifying relevant information • creativity • using digital technologies.

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Supporting behaviours
Teaching and learning opportunities to develop the following supporting behaviours may be developed through learner engagement with this theme: • self-confident • self-aware • attention to detail.

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Theme 5 Health, safety and safeguarding

Theme summary		
This theme explores legislation, guidance, policy and procedures followed in an early years setting and the role of the early years practitioner (EYP) to keep children safe.		
Assessment		
Assessment by examination (AbE) and/or non-exam assessment (NEA).		
Mandatory Teaching content must be covered by the tutor during the delivery of this qualification.	**Level 2**	**60 GLH**

Subject topic	Teaching content The learner must know and understand:	EYP criteria
5.1 Legal requirements regarding health and safety	5.1.1 The importance of knowing the legal requirements and guidance for health and safety	EYP3.1
	5.1.2 The requirements for working in ratio within an early years setting in line with the Early Years Foundation Stage (EYFS) Statutory Framework requirements	EYP3.1, 8.2
	5.1.3 The importance of knowing how to comply with the legal requirements in relation to health and safety and food hygiene in early years settings including risks and hazards, infection control techniques, and use of personal protective equipment (PPE)	
	5.1.4 The importance of knowing the early years setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines	EYP3.5
5.2 Risks and hazards	5.2.1 The role of the early years practitioner (EYP) in identifying risks and hazards in the provision and during off-site visits	EYP3.2
	5.2.2 The role and responsibilities of the EYP in recording and reporting of accidents and incidents and steps to take in the event of: • a baby or young child requiring urgent medical/dental attention • a non-medical incident or emergency • identifying risks and hazards.	EYP3.3
	5.2.3 How to identify what specialist aids, resources and equipment are available for the children in the provision and how to use these safely	EYP7.5
5.3 Safeguarding	5.3.1 The legal requirements and guidance on safeguarding, Prevent, security and confidentiality of information to promote the welfare of children	EYP2.1, EYP3.1
	5.3.2 The different types of abuse a child may experience	EYP2.4
	5.3.3 Why safeguarding and child protection is paramount when working as an EYP	

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Subject topic	Teaching content The learner must know and understand:	EYP criteria
	5.3.4 The relationship between safeguarding and confidentiality of information, including exceptions to confidentiality	
	5.3.5 The need for safeguarding policies and procedures, including child protection, online safety and screen time	EYP2.2
	5.3.6 Own role and responsibilities when following procedures in relation to safeguarding and security, including: • child protection • recording and reporting • whistle blowing • confidentiality of information.	EYP2.3
	5.3.7 The EYP's role in assisting with children's care needs	
	5.3.8 The EYP's role in ensuring the safety and welfare of children by recognising when a child is in danger or at risk of harm or abuse	

Subject topic	Teaching content The learner must be able to:	EYP criteria
5.4 Health and safety skills in an early years setting	5.4.1 Identify risks and hazards in the early years setting and during off-site visits	EYP3.2
	5.4.2 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements	EYP3.6
	5.4.3 Demonstrate how to encourage children to: • be aware of personal safety and the safety of others • develop personal hygiene practices (including oral hygiene).	EYP3.8
	5.4.4 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.	EYP3.4
5.5 Safeguarding skills	5.5.1 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.	EYP2.4

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Teaching guidance
This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive.
5.1 Legal requirements regarding health and safety
5.1.1 Teaching could include learners identifying legislation and guidance in place to keep children safe, including: • The Health and Safety at Work etc. Act 1974 • The Management of Health and Safety at Work Regulations 1999 • Counter-terrorism and Security Act 2015 (Prevent) • Data Protection Act 2018 (aligning GDPR) • EYFS requirements for safeguarding and welfare (Section 3).
5.1.2 Employment requirements: It is recommended that learners are made aware of ratio stipulations, safer recruitment requirements and paediatric first aid in early years settings in line with the statutory framework for early years, the EYFS.
5.1.3 Teaching could include learners being familiar with the role of the EYP when following policies and procedures to keep children safe as required by the Health and Safety at Work etc. Act 1974. Learners will be confident when discussing: • risk assessment procedures, both indoors, outdoors and during off-site visits • infection control techniques used in an early years setting, including handwashing • safety precautions when handling and preparing food and drinks for babies and children • when and why PPE is used in an early years setting, including safe handling of spillages and safe disposal of waste.
5.1.4 There is no teaching guidance for this content.
5.2 Risks and hazards
5.2.1 and 5.2.3 It is recommended that learners are aware of safeguarding policies, to include: • risk assessments • indoor and outdoor safety • sun safety • sleep safety • supervision when eating • food preparation • security • online safety, including screen time. Teaching could include learners being aware of the importance of following manufacturer's instructions when using specialist aids, resources with the children in the early years setting.
5.2.2 Teaching could include learners being familiar with recording and reporting processes following an accident, including the steps to take in non-emergency situations.
5.3 Safeguarding
5.3.1 and 5.3.2 Learners could be made aware of legislation policy and procedures to follow if they are concerned about the welfare of a child or following disclosure and understand the role of the EYP ensuring the safety and welfare of children by recognising when a child is in danger or at risk of harm or abuse. Teaching could include learners identifying legislation and guidance, including: • Keeping Children Safe in Education (KCSIE) 2026

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Teaching guidance
• Working Together to Safeguard Children 2026, which sets out legal duties for schools, colleges, maintained nursery schools and early years providers • learners should be aware of Benedict's Law 2026 (allergy awareness in children) • Domestic Abuse Act 2021.
5.3.2 Teaching could include an awareness of different types of abuse: • physical • emotional • sexual • neglect • domestic.
5.3.3 and 5.3.6 Learners could discuss why safeguarding and child protection is paramount when working as an EYP, using examples from policy and procedure. Learners could acknowledge the relationship between safeguarding and confidentiality of information, including exceptions to confidentiality, knowing when confidentiality can be breached and when it cannot, including the significance of consent and referral. It is recommended that learning within this content area emphasises the need for safeguarding policies and procedures, including child protection, online safety and screen time in context to the broader scope of safeguarding children. Learners should be aware of Benedict's Law 2026 (allergy awareness in children). Learners should be aware of the Domestic Abuse Act 2021 and could be introduced to Operation Encompass. Teaching could include building learners' confidence with each of the following terms and the role and responsibilities of the EYP to demonstrate professional curiosity in relation to safeguarding and security, including: • child protection • recording and reporting • whistle blowing • confidentiality of information.
5.3.5 There is no teaching guidance for this content.
5.3.7 There is no teaching guidance for this content.
5.3.8 It is recommended that learners know the procedures to be followed to protect children, including lines of reporting, the role of the designated safeguarding lead and local authority designated officer (LADO) when they are concerned that a child is at risk, and steps to take if a child discloses concerns.
5.4 There is no teaching guidance for this content.
5.5 There is no teaching guidance for this content.

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Theme 6 Equality, diversity and inclusion (EDI) in early years practice

Theme summary		
This theme explores key terms associated with equality, diversity and inclusion (EDI). Learners will consider legislation, inclusive practice and the significance of valuing and respecting individuals.		
Assessment		
Assessment by examination (AbE) and/or non-exam assessment (NEA).		
Mandatory Teaching content must be covered by the tutor during the delivery of this qualification.	**Level 2**	**30 GLH**

Subject topic	Teaching content The learner must know and understand:	EYP criteria
6.1 Equality, diversity and inclusion (EDI) when working with children	6.1.1 The importance of EDI and respecting children's social and cultural context	
	6.1.2 The role of the early years practitioner (EYP) to apply inclusion requirements in line with the Early Years Foundation Stage (EYFS) Statutory Framework, ensuring all children are treated fairly and have equal opportunity to thrive in an early years setting	EYP6.2
6.2 Values and behaviours in professional early years practice	6.2.1 The impact of own behaviour, beliefs and experiences on babies and children and how these can influence them	EYP8.3

Subject topic	Teaching content The learner must be able to:	EYP criteria
6.3 Inclusive practice	6.3.1 Apply an inclusive approach to team working by showing respect for others' views and opinions	
	6.3.2 Demonstrate inclusive practice ensuring that every child is included and supported	EYP6.2

Teaching guidance
This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive.
6.1 Equality, diversity and inclusion (EDI) when working with children
6.1.1 Learners could define the terms 'equality', 'diversity', 'inclusion', 'discrimination' and 'stereotypes'. Teaching could include learners having an awareness of the importance of valuing and respecting children's individual needs including an appreciation of the importance of their social and cultural context, which could include their background and experiences, the environment such as their family situation, and their values and beliefs as well as family expectations and aspirations.
6.1.2 Learners could identify the legal requirements, including statutory guidance regarding EDI, including: • The Equality Act 2010 • SEND Code of Practice 2015.

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Teaching guidance
From the legislation, learners will be able to identify policy and procedures in early years settings required for EDI from The Equality Act 2010 and how these are embedded within the EYFS. Teaching could include learners being confident with the role of the EYP to explain the functions of inclusion in line with the statutory early years framework, the EYFS.
6.2 Values and behaviours in professional early years practice
6.2.1 and 6.3.1 Learners will be able to apply an inclusive approach to team working by showing respect for others' views and opinions and will be aware of the importance of this approach. It is recommended that this includes a reflection of how our own behaviour, beliefs and experiences can impact on babies and children and influence them. Learners could consolidate their learning by considering how to apply fundamental British values in an early years setting, including: • democracy • the rule of the law • individual liberty and mutual respect and tolerance of those with different faiths and beliefs. A discussion may be useful here to define each of the terms before giving examples of each of these in the context of working with young children and their families. It is recommended that learners understand how fundamental British values function within the wider professional and statutory context of early years practice.
This theme allows learners the opportunity to demonstrate the following behaviours from the EYP occupational standard ST0888. These behaviours should be encouraged, but are not formally assessed: • recognise and respect differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential (B6) • work in ways which consider fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. (B8)

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Theme 7 Sustainability in the early years sector

Theme summary		
This theme introduces learners to the sustainable development goals, offering them opportunity to consider changes to their practice as advocates for sustainability with young children.		
Assessment		
Assessment by examination (AbE) and/or non-exam assessment (NEA).		
Mandatory Teaching content must be covered by the tutor during the delivery of this qualification.	**Level 2**	**40 GLH**

Subject topic	Teaching content The learner must know and understand:	EYP criteria
7.1 Environmentally sustainable working	7.1.1 Why improving environmental sustainability in early years settings will help to ensure the long-term future of the environment	
	7.1.2 How resources used in early years settings may impact on sustainability including the use of: • equipment • materials • products • consumables.	
	7.1.3 The different approaches to improving environmental sustainability: • reducing energy consumption • reducing water consumption • reducing packaging used by the setting • reducing waste produced by the setting.	
	7.1.4 How the use of sustainable materials and products supports environmental sustainability, including: • changing to biodegradable products or greener products • reducing single item use.	
	7.1.5 Ways to minimise waste in the early years sector: • reduce • reuse • repurpose • recycle.	
	7.1.6 How to dispose of waste sustainably including: • composting • waste sorting.	
7.2 Environmental sustainability awareness in children	7.2.1 How to model good practice for children to foster responsibility for sustainability	
	7.2.2 Ways to increase children's awareness of environmental sustainability: • focused learning activities • involvement in reducing waste and recycling	

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Subject topic	Teaching content The learner must know and understand:	EYP criteria
	• involvement in sustainability projects and challenges • links to Early Years Foundation Stage (EYFS) Statutory Framework, specifically 'understanding the world'.	
7.3 Researching sustainability	7.3.1 How to identify search requirements and create appropriate search criteria and queries to support research	
	7.3.2 How to assess reliability of search results: • currency • relevance • source • purpose.	

Subject topic	Teaching content The learner must be able to:
7.4 Investigating sustainability	7.4.1 Investigate information related to sustainability in early years settings using appropriate search criteria
	7.4.2 Assess reliability of search results
	7.4.3 Interpret information obtained in relation to sustainability in early years settings
	7.4.4 Apply communication skills to propose ways to improve environmental sustainability in early years settings
	7.4.5 Apply digital skills to support making recommendations on improving environmental sustainability by producing, organising, storing and retrieving any created digital content

Teaching guidance
This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive.
7.1 Environmentally sustainable working
7.1.1 There is no teaching guidance for this content.
7.1.2, 7.1.3 and 7.1.6 Learners could summarise opportunities for sustainable practice as part of daily routines and interactions, such as: • reducing the energy they may use • reducing the water they may use • being mindful of the resources they purchase and how these are maintained. Learners could consider their day-to-day practice and sustainability: • resources and materials • cleaning agents • recycling • portion size and waste reduction

Teaching guidance
• role modelling sustainability as an EYP. Teaching could include learners knowing about how to dispose of waste sustainably including composting and waste sorting whilst maintaining safe practice.
7.1.3 Teaching could include an understanding of situations in which the different approaches to improving sustainability can be applied.
7.1.4 and 7.1.5 Learners could define and give examples of biodegradable products that could be used in an early years setting, thereby recognising non-biodegradable products. Teaching could include an understanding of their role in resource management (reduce, reuse, repurpose and recycle) and model best practice for children.
7.1.5 Teaching could include an understanding of how the ways to minimise waste can be applied in the early years sector.
7.2 Environmental sustainability awareness in children
7.2.1 It is recommended that learners develop an awareness of the United Nations (UN) 17 sustainable development goals (SDGs) and why it is important to be a positive role model, promoting sustainability through language and experiences and as part of everyday practice. Teaching could include learners knowing how they can make a positive difference through education around sustainability and introducing learners to specific approaches to practice and their links with exploring the natural world, such as Forest or Beach School approaches. Environmental sustainability awareness in children: learners could plan activities and experiences for children that embed sustainable practice. In order to do this, the NCFE sustainability resources will be useful: • Sustainability Matters in Early Childhood • An Early Childhood Education for Sustainability
7.2.2 Teaching could include learners being familiar with how experiences in everyday practice can support children's engagement and awareness of sustainability as appropriate to their stage of development. Learners will then be able to see links with sustainable practice and learning within the EYFS, specifically understanding the world, early learning goal (ELG): Natural World.
7.3 There is no teaching guidance for this content.
7.4 Investigating sustainability
7.4.1 to 7.4.5 Learners will have the opportunity to reflect on government initiatives in education for sustainability which whilst wider than the early years may spark interest and opportunity for practitioners working in the early years. Such initiatives include: • Climate action plans • National Education Nature Park • Climate Ambassadors Programme • Building Greener Schools. Learners could then prepare for a digital presentation, share their thoughts and ideas with their peers and make recommendations for change in an early years setting to strengthen approaches to sustainability in everyday practice.

Transferable skills
The following transferable skills have been integrated into the content for work-related purposes:

Transferable skills
• communication • investigation • using digital technologies.

Supporting behaviours
Teaching and learning opportunities to develop the following supporting behaviours may be developed through learner engagement with this theme: • focused • perceptive • reflective.

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Theme 8 Child health and first aid

Theme summary		
This theme explores aspects of child health, including signs and symptoms of common childhood illnesses. The theme also considers accidents and injuries with a clear focus on the role of the early years practitioner (EYP) as a first aider.		
Assessment		
Assessment by examination (AbE) and/or non-exam assessment (NEA).		
Mandatory Teaching content must be covered by the tutor during the delivery of this qualification.	**Level 2**	**60 GLH**

Subject topic	Teaching content The learner must know and understand:	EYP criteria
8.1 Healthy lifestyles: food and nutrition and physical activity	8.1.1 Principles of current dietary and physical activity guidance for early years settings	EYP4.2
8.2 Healthy lifestyles: partnership working	8.2.1 The benefits of working in partnership with parents/carers in relation to special dietary requirements	EYP4.2, 4.3 and 4.4
	8.2.2 The importance of sharing information with parents/carers about the healthy, balanced and nutritious diets for their child, as well as oral care and being physically active	EYP4.4, 9.4
8.3 First aid responsibilities of the early years practitioner (EYP)	8.3.1 The legal requirements for first aid training and qualifications in early years settings, including requirements set by the Department for Education (DfE) Statutory Framework for Early Years Foundation Stage (EYFS) and the new requirements from September 2025 in relation to who must hold a full paediatric first aid certificate	
	8.3.2 Roles and responsibilities of first aiders in early years settings: • safeguarding of children • ensuring child safety and wellbeing • responding to health emergencies • responding to accidents and emergencies and providing immediate care to infants and children before professional medical help can be given.	
8.4 Assessing first aid situations in an early years setting	8.4.1 The overall aims of any first aid response: • to preserve life • to prevent any condition worsening • to promote recovery.	
	8.4.2 The types of casualties that first aiders deal with: • responsive • non-responsive and breathing • non-responsive and not breathing.	

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Subject topic	Teaching content The learner must know and understand:	EYP criteria
	8.4.3 How to assess emergency situations by considering: • type of casualty • injury or concern • age of casualty; difference in first aid procedures for babies versus children • use of primary survey – Danger, Response, Airway, Breathing and Circulation (DR ABC) • use of secondary survey.	
8.5 Situations in early years settings requiring first aid response	8.5.1 The impacts of accidents from falls, slips and trips: • cuts • grazes • bruise • sprains • fractures • head injuries.	
	8.5.2 Potential hazards that cause choking: • ingesting small toys • food.	
	8.5.3 The causes of allergic reactions: • reactions to foods • stings • substances and medicines • possible anaphylaxis.	
	8.5.4 The causes of burns and scalds: • accidents with hot drinks • accidents with hot food • accidents with hot surfaces.	
	8.5.5 Potential hazards that can cause electric shocks: • faulty equipment • biting cords • poking items into outlets.	
	8.5.6 Environmental incidents that may occur in an early years setting: • bites • stings • sunburn/heat exhaustion.	
	8.5.7 The importance of recognising the signs and symptoms of common childhood illnesses, including the immunisation schedule	EYP3.7
	8.5.8 Illnesses in the early years setting that may require first aid response: • asthma • diabetes • croup • epilepsy • meningitis.	

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Subject topic	Teaching content The learner must know and understand:	EYP criteria
8.6 First aid responses to injuries, accidents and illnesses in an early years setting	8.6.1 How to perform basic life support (BLS) for babies and children and cardiopulmonary resuscitation (CPR) for babies and children	
	8.6.2 First aid responses to choking: • encourage coughing • back blows • abdominal thrust in children and not babies.	
	8.6.3 Correct positioning of casualties depending on situation: • lying down and raising legs • sitting up • standing up.	
	8.6.4 The use of treatments in first aid response: • adrenaline auto-injector for allergic reactions • inhalers for asthma • glucose or sugary drinks for diabetic hypoglycaemia.	
	8.6.5 The noting of signs and symptoms of ill health in babies and children: • rash • high temperature • vomiting • diarrhoea.	
	8.6.6 The stopping of bleeding: • applying pressure • cleaning wounds • using sterile dressings for wounds • treating nosebleeds.	
	8.6.7 Treatments of suspected fractures and sprains: • keeping injured limb still • supporting the limb • resting an injury • applying an ice pack wrapped in a towel • applying a bandage • elevating the injury.	
	8.6.8 Treatments of minor injuries, such as cuts and grazes: • washing • always wiping from centre • applying a sterile dressing.	

Subject topic	Teaching content The learner must be able to:	EYP criteria
8.7 Supporting and promoting child health	8.7.1 Promote health and wellbeing in settings by encouraging babies and young children to: • consume healthy and balanced meals, snacks and drinks appropriate for their age	EYP4.3

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Subject topic	Teaching content The learner must be able to:	EYP criteria
	• be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors.	
	8.7.2 Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active.	EYP4.4
	8.7.3 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: • eating (feeding and weaning/complimentary feeding) • nappy changing procedures • potty/toilet training • care of skin, teeth and hair • rest and sleep provision.	EYP4.5
8.8 Skills in first aid response	8.8.1 Interpret information on first aid emergency situations	
	8.8.2 Use decision-making skills to propose appropriate first aid responses to emergency situations	
	8.8.3 Apply written communication skills to propose appropriate first aid responses	
	8.8.4 Apply digital skills to support the proposing of appropriate first aid responses by organising, storing and retrieving digital information	

Teaching guidance
This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive. It is recommended that the member of staff delivering the first aid components within this theme holds a current First Aid at Work or Paediatric First Aid certificate. Centres may find it appropriate to work with a voluntary organisation that offers first aid courses, such as St John Ambulance, Red Cross and St Andrew's First Aid, in order to meet the requirements of the first aid component of Theme 8 Child health and first aid. Knowledge and skills should be assessed in accordance with currently accepted first aid practice in the United Kingdom.
8.1 Healthy lifestyles: food and nutrition and physical activity
8.1.1 Teaching could include knowledge about the regulations for dietary guidance for early years settings and how this is applied to provide a healthy balanced diet for babies and young children. Learners may find it useful to consider meal/snack planning and the importance of hydration. There is opportunity here to look at early feeding including breast/formula feeding and weaning, portion sizes as children get older and the significance of supervising children at all times when eating. Learners could discuss ways the EYP can encourage healthy eating with young children. Teaching could include knowledge about the regulations for physical activity guidance and how this is applied to daily practice in an early years setting. This provides underpinning knowledge about the

Teaching guidance
relationship between food, nutrition, hydration and physical activity for healthy lifestyles. Learners could consider how emotional resilience/mental health impacts holistic wellbeing in babies and children.
8.2 Healthy lifestyles: partnership working
8.2.1 Teaching could include the implications of special dietary requirements in children. This could include an awareness of the importance of keeping and sharing coherent records regarding special dietary requirements, allergies and intolerances in children, being able to explain the role of the EYP in meeting children's individual dietary requirements and preferences.
8.2.2 Teaching could include learners recognising the importance of sharing information with parents/carers about the healthy, balanced and nutritious diets for their child, as well as oral care and being physically active, and the benefits of working in partnership with parents/carers in relation to special dietary requirements or to share any concerns about a child's general health.
8.3 First aid responsibilities of the early years practitioner (EYP)
8.3.1 There is no teaching guidance for this content.
8.3.2 Teaching of roles and responsibilities could also include requirements for information sharing with others. Others who need to be informed in line with organisational procedures include parents/carers, colleagues, other professionals involved in the care of the child. Teaching could include an awareness of the protocol to be followed following an accident in an early years setting, to include: • parents/carers • manager/supervisor • other professionals involved in the care of the young child, such as social worker. Learners will be able to build on their knowledge from Theme 1 and Theme 5 around the importance of confidentiality and information sharing.
8.4 Assessing first aid situations
8.4.1 Teaching could include an understanding of how the EYP must be aware of steps to take in relation to ensuring the immediate environment is safe before responding to situations requiring first aid, removing dangers and hazards that may cause risk that would worsen a situation and put those involved at risk.
8.4.2 It is recommended that learners understand how to identify each type of casualty.
8.4.3 There is no teaching guidance for this content.
8.5 Situations in early years settings requiring first aid response
8.5.1 to 8.5.8 Teaching could include learners having an understanding of the impacts of these situations on babies and children in order to inform their approach to first aid responses in 8.7.
8.5.2 When considering choking, learners could consider a range of circumstances, such as age/stage, and how to respond appropriately.
8.5.3 to 8.5.6 There is no teaching guidance for this content.
8.5.7 It is recommended that learners are confident when identifying 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. Learners could be made aware of the signs and symptoms of ill health in babies and children and action to take in an early years setting. It is recommended that learners are able to recognise signs/symptoms of common childhood illnesses to include:

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Teaching guidance
• chicken pox • common cold • conjunctivitis • diarrhoea and vomiting • measles • mumps • rubella • slapped cheek • hand, foot and mouth • meningitis. Learners could refer to the EYFS statutory framework on 'Safer eating', for more information and guidance on allergies EYFS statutory framework for group and school-based providers. It is also recommended that learners find out about the immunisation schedule offered to babies and young children in England.
8.5.8 There is no teaching guidance for this content.
8.6 First aid responses to injuries, accidents and illnesses The remaining content of this theme includes some key learning requirements of the paediatric first aider. Whilst not mandated, it is strongly recommended that learners complete a paediatric first aid qualification. This will prepare them for employment alongside the full and relevant qualification.
8.6.1 There is no teaching guidance for this content.
8.6.2 Teaching could include an understanding of the purpose of each response to choking and when best to apply each one.
8.6.3 Teaching could include an understanding of the importance of correct positioning and different situations in which to apply each positioning of casualties.
8.6.4 Teaching could include an understanding of the importance of up-to-date statutory requirements in relation to children's allergies, for example Benedict's Law in school.
8.6.5 Teaching could include an understanding of the importance of noting signs and symptoms early in their response to first aid situations.
8.6.6 Teaching could include an understanding of the purpose of stopping bleeding and how to respond correctly when applying each response.
8.6.7 There is no teaching guidance for this content.
8.6.8 There is no teaching guidance for this content.
8.7 There is no teaching guidance for this content.
8.8 There is no teaching guidance for this content.

Transferable skills
The following transferable skills have been integrated into the content for work-related purposes: • communication • interpretation • using digital technologies.

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Supporting behaviours
Teaching and learning opportunities to develop the following supporting behaviours may be developed through learner engagement with this theme: • perceptive • focused • attention to detail.

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Theme 9 Special educational needs and disabilities (SEND) in the early years

Theme summary		
This theme will consider the role of the early years practitioner (EYP) when working with children with special educational needs and disabilities (SEND). The learners will consider the role of the special educational needs co-ordinator (SENCo) and explore collaborative ways of working.		
Assessment		
Assessment by examination (AbE) and/or non-exam assessment (NEA).		
Mandatory Teaching content must be covered by the tutor during the delivery of this qualification.	**Level 2**	**40 GLH**

Subject topic	Teaching content The learner must know and understand:	EYP criteria
9.1 Statutory guidance	9.1.1 The regulatory requirements of the statutory guidance in relation to the care and education of children with SEND	EYP7.1
9.2 Policy and procedure	9.2.1 The importance of policy requirements in line with the Early Years Foundation Stage (EYFS)	EYP2.1, 2.2, 3.1 and 6.1
	9.2.2 The approaches applied to supporting children with SEND	EYP7.1 and 7.3
9.3 The role of special educational needs co-ordinator (SENCo)	9.3.1 The importance of early support and intervention	EYP7.1 and 7.3
	9.3.2 The role and responsibilities of the SENCo	EYP7.1, 7.2
	9.3.3 The principles of partnership working, including parents/carers, and others in relation to working effectively with children with SEND	EYP7.2
	9.3.4 The range of specialist aids, resources and equipment that are available for children with SEND in the provision and how to use these safely	EYP7.5

Subject topic	Teaching content The learner must be able to:	EYP criteria
9.4 Care planning for children with SEND	9.4.1 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	EYP7.3

Teaching guidance
This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive.
This theme includes the following holistic teaching guidance. There is no separate teaching guidance for each subject topic/teaching content statement.

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Teaching guidance
Teaching could include learners identifying the statutory guidance as the SEND Code of Practice 2015 and the four broad areas of needs, and then using these to explore SEND in children from across each area. The learners will be confident in the requirements from the EYFS in relation to meeting the needs of children with SEND. From this guidance learners will be able to explore early years policies and processes in place to meet the EYFS. Learners could identify the SENCo as the professional who will support early intervention and be familiar with the stages within the collaborated graduated approach, informing planning and maintaining best outcomes often from multi-agency working, significantly including parents/carers, in relation to working effectively with children with SEND. Learners may wish to consider case studies or scenarios, including reflections from placement to identify specialist aids, resources and equipment are available for children with SEND in the provision and discuss how to use these safely. Investigating the Local Offer: The Local Offer is a statutory document published by every local authority in England. It describes what SEND support and services are available in the area for children and young people aged 0 to 25 with SEND. Including: • SEND support that is available in schools • specialist provision and specialist schools • how to access an Education, Health and Care Plan (EHCP).
This theme allows learners the opportunity to demonstrate the following behaviours from the EYP occupational standard ST0888. These behaviours should be encouraged, but are not formally assessed: • care and compassion – provide the very best childcare to every child every day combined with the ability to identify opportunities for their development.

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Theme 10 Assessment and planning in the early years

Theme summary		
This theme explores assessment opportunities and requirements in line with statutory requirements.		
Assessment		
Assessed via Competence Assessment.		
Mandatory Teaching content must be covered by the tutor during the delivery of this qualification.	**Level 2**	**40 GLH**

Subject topic	Teaching content The learner must know and understand:	EYP criteria
10.1 Purpose and types of assessment	10.1.1 The function of different types of assessment to include: • formative • summative.	EYP6.6
	10.1.2 The benefits of using observations to contribute to assessment of children	EYP6.6
	10.1.3 The importance of accurate and coherent record keeping	EYP3.5, 6.7
10.2 Assessment in the early years	10.2.1 The function of assessment in the early years, to include: • progress check at age two • the Early Years Foundation Stage (EYFS) profile • reception baseline assessment.	EYP6.7
10.3 Learning goals	10.3.1 The importance of assessment for goal setting and purposeful planning	EYP6.6, 7.3, 8.7
10.4 Partnership working for improved outcomes	10.4.1 The principles of partnership working with parents, carers and others in relation to assessment and planning	EYP7.3, 9.1, 9.3, 9.4, 9.5

Subject topic	Teaching content The learner must be able to:	EYP criteria
10.5 Applying observation, assessment and planning skills	10.5.1 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.	EYP6.7

Teaching guidance
This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive.
10.1 Purpose and types of assessment
10.1.1 Learners could define 'formative' and 'summative' assessment using examples.
10.1.2 and 10.1.3 Learners could consider how observations are used in their placement and reflect on any observation records they have completed in Theme 4 Observation, assessment and

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Teaching guidance
communication with others. Learners could discuss the importance of producing clear and coherent records including confidentiality in relation to storage. Teaching could include learners being aware of how results from assessment support our understanding of trends and patterns in areas of learning and development including implications for standard setting and benchmarking.
10.2 Assessment in early years and 10.3 Learning goals
10.2.1 and 10.3.1 Learners could carry out their own research to find out the assessment requirements at each stage as identified below and how the conclusions drawn support individual and purposeful next steps: • progress check at age two • the EYFS profile • reception baseline assessment.
10.4 Partnership working for improved outcomes
10.4.1 Learners could reflect on the professionals who may work alongside the early years practitioner (EYP), including internal and external colleagues in order to meet the needs of individual children for improved outcomes. Learners will appreciate the importance of working closely with and respecting the views and opinions of parents/carers. Others to include other professionals, such as: • speech and language therapist • educational psychologist • special educational needs co-ordinator (SENCo) and area SENCo.
10.5 There is no teaching guidance for this content.

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Theme 11 Mentoring and supervision

Theme summary		
This theme will introduce learners to the importance of mentoring and effective, purposeful supervision. Learners will consolidate learning from Theme 1 Introduction to early years practice, specifically reflection and professional development in order to action plan through prioritised recommendations for improved outcomes.		
Assessment		
Assessed via Competence Assessment.		
Mandatory Teaching content must be covered by the tutor during the delivery of this qualification.	**Level 2**	**30 GLH**

Subject topic	Teaching content The learner must know and understand:	EYP criteria
11.1 The reflective practitioner	11.1.1 The benefits of reflection for professional development	EYP8.5, 8.6
	11.1.2 The importance of reflection for improved outcomes in early years	EYP8.5, 8.6
11.2 Mentoring and supervision	11.2.1 The role of supervision for improved outcomes in an early years setting in line with the Early Years Foundation Stage (EYFS) Statutory Framework	EYP8.7

Subject topic	Teaching content The learner must be able to:	EYP criteria
11.3 Using feedback for own development	11.3.1 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities	EYP8.7

Teaching guidance
This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive.
11.1 The reflective practitioner
11.1.1 and 11.1.2 To understand the relationship between reflection and professional development, learners could take part in a discussion consolidating learning content from Theme 1 around and reflection including continuing professional development (CPD). Learners may find it useful to consider the NCFE Professional Practice Framework which will support reflection against the Department for Education's (DfE) early years practitioner (EYP) criteria. From their reflection a skills audit, considering how the knowledge and skills they have and those they should consider building upon will help learners to consider next steps for improved outcomes.
11.2 Mentoring and supervision
11.2.1 Teaching could include an understanding of the principles of supervision and being able to identify the expectations of supervision in line with the EYFS requirements.

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Teaching guidance
Learners could be introduced to the qualities of effective mentoring from the perspective of both the mentor and the mentee. The mentee will benefit from the experience and honest reflections of the mentor for independent professional growth. **Qualities** include: • active listening • shared learning experiences • guidance • advice and support to promote learning in the mentee. Teaching could include the purpose of action planning when recommending next steps for improved outcomes that can be shared at supervision. When learning action planning to support a cycle of supervision, learners could develop a specific, measurable, achievable, relevant, time-bound, evaluated and revised (SMARTER) action plan based to prioritise knowledge and skills for improved practice in preparation for supervision.
11.3 There is no teaching guidance for this content.

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Section 3: key terms and definitions

Glossary of terms

This glossary provides the DfE definitions of subject terms relevant to this qualification. Not all terms appear in the teaching content.

Early years practitioner	An occupation whose broad purpose is to work and interact directly with children on a day-to-day basis supporting the planning of and delivery of activities, purposeful play opportunities and educational programmes within the ethos of the setting
Early years sector	This is the sector that supports the period from birth to 5 years old. This stage is officially governed by the Early Years Foundation Stage (EYFS). The sector provides high-quality education and care to ensure children are prepared for school, focusing on cognitive, physical and social development
Early years setting	Any private or public setting including full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home-based provision, hospitals, social care settings, out of school environments and local authority provision which is responsible for delivering the Early Years Foundation Stage
Environmental sustainability	The ability to meet the needs of the present generation without compromising the ability of future generations to meet their own needs
Safeguarding	This is the proactive process of protecting babies and children from harm, promoting their welfare and ensuring that all care is provided in a safe environment

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Section 4: support

Support materials

Support materials to assist with the delivery of this qualification are available on the qualification page on the NCFE website.

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- Sustainability Matters in Early Childhood resource
- An Early Childhood Education for Sustainability resource
- Early years child development training (EYCDT)
- Early Years Foundation Stage (EYFS) Statutory Framework nutrition guidance
- Help for early years providers: Get help for your setting
- Caring for a new baby: sudden infant death syndrome (SIDS).

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

Other support materials

The resources and materials used in the delivery of this qualification 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 this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Appendix A: themes

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

Themes

Theme number	Theme title	Level	GLH
1	Introduction to early years practice	2	50
2	Child development	2	80
3	Play, curriculum and learning	2	70
4	Observation, assessment and communication with others	2	40
5	Health, safety and safeguarding	2	60
6	Equality, diversity and inclusion (EDI) in early years practice	2	30
7	Sustainability in the early years sector	2	40
8	Child health and first aid	2	60
9	Special educational needs and disabilities (SEND) in the early years	2	40
10	Assessment and planning in the early years	2	40
11	Mentoring and supervision	2	30

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Appendix B: thematic crossover between the Foundation Certificate and the Occupational Certificate

The table below provides a mapping of content across the Foundation Certificate and the Occupational Certificate, highlighting areas of alignment that may provide opportunities for co-teaching and learning.

NCFE CACHE Level 2 Foundation Certificate in Education (QN) theme and teaching content	NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner (QN) theme and teaching content	Delivery guidance
Theme 1: Learning, curriculum and education	**Theme 3: Play, curriculum and learning**	
1.1.1 The key learning stages in the UK education system: • early years foundation stage (EYFS) • primary school (key stage 1 and 2) • secondary school (key stage 3 and 4) • post-16 provision	All teaching content – EYFS only 3.1.1 The inclusion of expected early learning goals within the statutory framework 3.1.3 The stages of learning and development requirements from birth to 5 years 3.2.2 Why setting specific learning goals for learning and development is important in the early years sector 3.3.1 The different enabling environments in which learning activities are delivered in early years settings: • indoor • outdoor 3.3.2 The principles of: • adult-led activities	When delivering the Occupational Certificate there will be several references to the EYFS within Theme 3, which is relevant topic area within the Foundation Certificate. Theme 1 looks beyond the early years and includes the national curriculum, post-16 and adult provision. This must be considered during delivery to ensure full coverage for the learners completing the Foundation Certificate
1.1.2 The importance of using specific learning goals in designing learning activities for all students: • expected early learning goals within the statutory framework and areas of learning and development from birth to 5 years • goals related to areas of learning and development within the national curriculum • goals in post-16 and adult education		In the Foundation Certificate, the topic area within Theme 1 considers guidance such as Birth to Five Matters (2026) and Development Matters (2023). This theme looks beyond the early years including the National Curriculum, post-16 and adult provision. This must be considered during delivery to ensure full coverage for learners completing the Foundation Certificate. The Occupational Certificate involves a comprehensive exploration of the EYFS, considering specific components of the statutory framework

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NCFE CACHE Level 2 Foundation Certificate in Education (QN) theme and teaching content	NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner (QN) theme and teaching content	Delivery guidance
1.2.1 The different types of learning activities: • acquisition • inquiry-based • collaborative • practical • production • technology-based, for example digital learning tools	• child-initiated activities • spontaneous experiences	Teaching Guidance within the Foundation Certificate and Occupational Certificate includes information on child-initiated play and planning for an individual's next steps. This provides opportunities for aspects of co-teaching across the delivery of both the Foundation Certificate and the Occupational Certificate
1.2.2 The purpose and suitability of different types of learning activities for different learning stages; the use of: • teacher-centred activities • student-initiated activities • collaborative activities • interactive activities • technology-based activities	3.3.2 The principles of: • adult-led activities • child-initiated activities • spontaneous experiences	Teaching Guidance within the Foundation Certificate and Occupational Certificate includes information on child-initiated play and planning for an individual's next steps. This provides opportunities for aspects of co-teaching across the delivery of both the Foundation Certificate and the Occupational Certificate
Theme 1: Learning, curriculum and education	**Theme 7: Sustainability in the early years sector**	
1.3.2 The importance of designing learning activities to minimise waste including ways to: • refuse • reduce • reuse • repurpose • recycle	All teaching content – in the context of early years only 7.1.1 Why improving environmental sustainability in early years settings will help to ensure the long-term future of the environment 7.1.2 How resources used in early years settings may impact on sustainability including the use of:	Sustainable practice will be explored through activity planning as learners consider core principles of sustainability opportunities in education. This content is covered within both the Foundation Certificate and Occupational Certificate. Learners studying for the Foundation Certificate will have the opportunity to consider activities across a wider age range; however, the underlying principles applied are shared across both qualifications

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NCFE CACHE Level 2 Foundation Certificate in Education (QN) theme and teaching content	NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner (QN) theme and teaching content	Delivery guidance
1.7.1 Identify ways to minimise waste in the use of resources when planning learning activities	• equipment • materials • products • consumables 7.1.3 The different approaches to improving environmental sustainability: • reducing energy consumption • reducing water consumption • reducing packaging used by the setting • reducing waste produced by the setting 7.1.4 How the use of sustainable materials and products supports environmental sustainability, including: • changing to biodegradable products or greener products • reducing single item use 7.1.5 Ways to minimise waste in the early years sector: • reduce • reuse • repurpose • recycle 7.1.6 How to dispose of waste sustainably including: • composting	Ways to minimise waste when planning activities can be considered as part of sustainable practice. This is explored within both the Foundation Certificate and the Occupational Certificate through activity planning, as learners consider the core principles of sustainability and opportunities to promote sustainable practice within educational settings. Learners completing the Foundation Certificate will be able to consider activities across a wider age range; however, the principles applied are shared across both qualifications

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NCFE CACHE Level 2 Foundation Certificate in Education (QN) theme and teaching content	NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner (QN) theme and teaching content	Delivery guidance
	• waste sorting 7.2.1 How to model good practice for children to foster responsibility for sustainability 7.2.2 Ways to increase children's awareness of environmental sustainability: • focused learning activities • involvement in reducing waste and recycling • involvement in sustainability projects and challenges • links to Early Years Foundation Stage (EYFS) Statutory Framework	
Theme 2: Assessment in education	**Theme 4: Observation, assessment and communication with others**	
2.1.2 Assessment methods used to confirm learning goals have been met: • observation • questioning • student-led reflection • starter assessment compared to plenary assessment • reviewing outputs, for example reports, answers or artefacts	All teaching content relevant to the context of early years 4.1.2 The value of observation for the child, the parents/carers and the early years provision in planning the next steps 4.1.3 Advantage of working in partnership to plan for the baby's/child's next steps 4.1.4 How to record observations in line with statutory requirements and organisational procedures	The Foundation Certificate provides opportunities for learners to consider a range of records, including digital records, which aligns with the records kept in early years practice and included within the Occupational Certificate. Wider examples of record keeping across the education sector should also be covered for learners undertaking the Foundation Certificate

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NCFE CACHE Level 2 Foundation Certificate in Education (QN) theme and teaching content	NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner (QN) theme and teaching content	Delivery guidance
	4.2.6 Apply digital skills by producing, organising, storing and retrieving created digital content to convey information to an audience	
2.2.2 Types of information, records and data used in the assessment of learning: • observation notes • written results • marks/scores • audio/video recordings • digital records • reports		The Foundation Certificate provides opportunities for learners to consider a range of records, including digital records, which aligns with the records kept in early years practice and included within the Occupational Certificate. Wider examples of record-keeping across the education sector should also be covered for learners undertaking the Foundation Certificate
2.3.2 How to make recommendations to maximise student progress by providing focused actionable feedback which highlights both strengths and areas for improvement and is linked to expected goals		Observation could be used as an example of how recommendations are derived and implemented in education
2.4.2 Apply numeracy skills when interpreting quantitative data		Data gained from assessment could be used to demonstrate how numeracy skills are applied, for example drawing upon numerical data to interpret quantitative data allowing for co-teaching opportunities in the Foundation Certificate and the Occupational Certificate
2.4.5 Apply digital skills to make recommendations by producing, organising, storing and retrieving relevant digital content		The learners will be able to apply digital skills to make recommendations and refine their skills of producing, organising, storing and retrieving relevant digital content, allowing for co-teaching

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NCFE CACHE Level 2 Foundation Certificate in Education (QN) theme and teaching content	NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner (QN) theme and teaching content	Delivery guidance
		opportunities in the Foundation Certificate and the Occupational Certificate
Theme 3: Communication in practice	**Theme 1: Introduction to early years**	
3.1.1 The different individuals that educators interact with: • parents • carers • wider family • agencies and services that support parents and carers • colleagues within the same education setting • industry professionals outside of the education setting	1.2.6 The range of different individuals and professionals that EYPs and educators work with: • parents/carers • wider family • agencies and services that support parents/carers • colleagues within the same setting and other professionals outside of the education setting	The content topic overlaps significantly here for both the Foundation and Occupational Certificate. Learners undertaking the Foundation Certificate may be able to use a wider range of examples of partnership interaction, however, the principles required for delivery of knowledge and understanding remains aligned across both qualifications
3.2.1 Communication techniques used to communicate purposefully: • verbal • visual • written methods • use of technology	1.3.1 The range of communication techniques used to convey information to an audience: • oral • visual • written • using technology to support conveying information	The content areas identified here align and can be taught without amendment, although specific contextualisation will be useful for both the Foundation and Occupational Certificates
3.2.2 The ways to ensure communication is purposeful: • being clear • being concise • being courteous • using active listening techniques • being aware of the audience	1.3.2 The impact of using active listening techniques	The content areas identified here are similar and can be taught without much amendment, although specific contextualisation will be useful, for both the Foundation and Occupational Certificates

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NCFE CACHE Level 2 Foundation Certificate in Education (QN) theme and teaching content	NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner (QN) theme and teaching content	Delivery guidance
• being aware of the effect of non-verbal communication		
3.6.3 Communicate purposefully with different individuals through the use of visual, oral and written communication methods to share required information	1.3.3 The importance of being aware of needs of others	The content areas identified here are similar and can be taught without much amendment, although specific contextualisation will be useful, for both the Foundation and Occupational Certificates
	1.3.4 The importance of being aware of the effect of non-verbal communication	The content areas identified here are similar and can be taught without much amendment, although specific contextualisation will be useful, for both the Foundation and Occupational Certificates
	1.3.5 The impact of being courteous and inclusive when engaging with others	The content areas identified here are similar and can be taught without much amendment, although specific contextualisation will be useful, for both the Foundation and Occupational Certificates
Theme 4: Equality, diversity and inclusion	**Theme 6: Equality, diversity and inclusion**	
4.1.1 Why statutory frameworks related to inclusion are important: • the Early Years Foundation Stage (EYFS) • the special education needs and disabilities SEND code of practice • the Equality Act 2010	All teaching content – in the context of the early years only 6.1.2 The role of the early years practitioner (EYP) to apply inclusion requirements in line with the Early Years Foundation Stage (EYFS) Statutory Framework, ensuring all children are treated fairly and have equal opportunity to thrive in an early years setting	The delivery of legislation and guidance relating to inclusion can be taught with minimal amendments for both the Foundation and Occupational Certificates, just benefiting from contextualisation

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NCFE CACHE Level 2 Foundation Certificate in Education (QN) theme and teaching content	NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner (QN) theme and teaching content	Delivery guidance
	Teaching guidance for 6.1.2	
Theme 5: Health, safety and safeguarding	**Theme 5: Health, safety and safeguarding**	
5.1.1 Why safeguarding, confidentiality and data protection are important when sharing student information	All teaching content in the context of early years only 5.3.1 The legal requirements and guidance on safeguarding, Prevent, security and confidentiality of information to and promote the welfare of children 5.1.1 The importance of knowing the legal requirements and guidance for health and safety 5.1.2 and 5.3.1 from the Foundation Certificate is noted in the teaching guidance of the Occupational Certificate: learners could acknowledge the relationship between safeguarding and confidentiality of information, including exceptions to confidentiality, knowing when confidentiality can be breached and when it cannot including the significance of consent and referral Consent is included in the teaching guidance The Health and Safety at Work Regulations 1999 is referred to in the teaching guidance	The content areas identified here are similar and can be taught without much amendment, although specific contextualisation will be useful to discuss principles of confidentiality and information sharing in both Foundation and Occupational Certificates

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NCFE CACHE Level 2 Foundation Certificate in Education (QN) theme and teaching content	NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner (QN) theme and teaching content	Delivery guidance
	5.3.1 The legal requirements and guidance on safeguarding, Prevent, security and confidentiality of information to and promote the welfare of children 5.1.1 The importance of knowing the legal requirements and guidance for health and safety 5.2.1 The role of the early years practitioner (EYP) in identifying risks and hazards in the provision and during off-site visits 5.2.2 The role and responsibilities of the EYP in recording and reporting of accidents and incidents and steps to take in the event of: • a baby or young child requiring urgent medical/dental attention • a non-medical incident or emergency • identifying risks and hazards. 5.1.3 The importance of knowing how to comply with the legal requirements in relation to health and safety and food hygiene in early years settings including risks and hazards, infection control techniques, and use of personal protective equipment (PPE)	
5.1.2 When confidentiality may need to be breached		The content areas identified here are similar and can be taught without much amendment, although specific contextualisation in the

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NCFE CACHE Level 2 Foundation Certificate in Education (QN) theme and teaching content	NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner (QN) theme and teaching content	Delivery guidance
5.3.1 Identify what information can or cannot be shared		Foundation and Occupational Certificates will be useful to discuss principles of confidentiality and information sharing, including when confidentiality may need to be breached
5.1.3 How consent is obtained and used		The content areas identified here in both Foundation and Occupational Certificates are similar and can be taught without much amendment, although specific contextualisation will be useful to discuss principles of consent
5.2.1 The importance of the legal requirement of employers to protect employees, and others, from harm including the existence of the Health and Safety at Work Regulations 1999		The delivery of legislation and guidance with regard to health and safety can be taught with minimal amendments, just benefiting from contextualisation to the Foundation or Occupational Certificate
5.2.4 The purpose of risk assessment in education: • to identify hazards to health and safety • evaluate the risk of harm resulting from those hazards • take appropriate action to protect employees, students, and visitors		This topic content area can be considered without amendment, just benefiting from contextualisation to the Foundation or Occupational Certificate
5.2.5 The components of a risk assessment document: • what the hazards are • who might be harmed • what controls are in place • what further controls are needed • who is responsible for this		This topic content area can be considered without amendment, just benefiting from contextualisation to the Foundation or Occupational Certificate

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NCFE CACHE Level 2 Foundation Certificate in Education (QN) theme and teaching content	NCFE CACHE Level 2 Occupational Certificate: Early Years Practitioner (QN) theme and teaching content	Delivery guidance
5.2.6 Controls used to minimise risks: • removing the hazard • reducing exposure • use of Personal Protective Equipment (PPE) • training in relation to use of equipment and other materials and equipment maintenance		This topic content area can be considered without amendment, just benefiting from contextualisation

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Change history record

Version	Publication date	Description of change

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