

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 2 Diploma for the Early
Years Practitioner
QN: 603/3723/0**

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v1.0	January 2019	First publication.
v1.1	March 2019	Safeguarding guidance added.
v1.2	May 2019	Update to 'Aim' section recommending Paediatric First Aid qualification
v1.3	June 2019	Addition of guidance to EYP 11– LO1
v1.4	February 2020	Information regarding the safety and wellbeing of learners added to Resources .
v1.5	March 2020	Update to Assessment task: EYP 9
v1.6	September 2021	The following amendments have been made: <ul style="list-style-type: none"> • EYP 4: Safeguarding, protection and welfare of babies and young children in Early Years Settings – terminology has been updated within this unit; safeguarding practice reviews has now replaced serious case reviews • EYP 10: Support babies and young children to be physically active – changed the wording for assessment criteria 1.3 from understanding to refer to
v1.7	June 2022	Further information added to the qualification summary – assessment requirements section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the qualification summary entry requirements/recommendations section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the mandatory documents section about how to access support handbooks .
v1.8	November 2022	Information regarding qualification assessment strategy has been revised.
v1.9	December 2022	Minor amend to wording in the assessment strategy .
v2.0	May 2023	The 'CACHE Early Years Practitioner Assessment Principles' have been amended to the 'Early Years Practitioner Assessment Principles.' EYP 7 LO2 AC 2.5 has been amended from 'Describe reasons for tracking children's progress' to 'Describe reasons for monitoring children's progress'.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

How the qualification works

This qualification is made up of units, each representing a small step of learning. This allows the qualification to be completed at your own pace.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- **guided learning (GL)** – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit. Grades are not awarded.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List categories of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises the following two elements:

- the number of hours which we have allocated to a qualification for guided learning
- an estimated number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Guided Learning (GL)

- GL and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our Centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications (register.ofqual.gov.uk) and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

Our public website address is www.ncfe.org.uk. The website contains information about all our qualifications, which contains:

- Key Facts
- Qualification Specification.

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens, we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in our employment practices and in access to our qualifications. A copy of our Diversity and Equality policy is available on the NCFE website..

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance. For more information on the Reasonable Adjustments and Special Considerations Policy, please see our dedicated qualifications website www.ncfe.org.uk.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Diploma for the Early Years Practitioner
Qualification number	603/3723/0
Aim	<p>The aim of this qualification is to provide learners with the knowledge and understanding of babies and young children from birth to seven years of age with applied knowledge in the early years, 0–5 years. The qualification content meets the Department for Education’s (DfE) Level 2 full and relevant criteria for a Level 2 Early Years Practitioner in the workforce.</p> <p>Upon successful completion of this qualification, learners can enter the workforce as a qualified Level 2 Early Years Practitioner or continue to study for a Level 3 Diploma holding Early Years Educator status. Further details on Early Years qualifications and progression can be found on the NCFE website.</p> <p>As part of this qualification, CACHE recommends completing a Paediatric First Aid qualification.</p>
Regulatory purpose code	C. Prepare for employment C2. Prepare for employment in a specific occupational area
Total Qualification Time (hours)	370
Guided Learning (hours)	293
Credit value	37
Minimum age of learner	16
Age ranges covered by the qualification	This qualification prepares learners to work with children from birth to five years, with knowledge of children up to seven years.
Real work environment (RWE) requirement / recommendation	<p>Learners will need to be working, volunteering or on practical placement to show competence in both knowledge and skills. We recommend learners complete 250 placement hours whilst undertaking this qualification.</p> <p>Placement opportunity must allow for sufficient skills application with babies and young children to meet the assessment criteria for the qualification.</p>

Rules of combination	To gain this qualification, learners must achieve a total of 37 credits from all 14 mandatory units.
Progression including job roles (where applicable)	<p>This qualification allows a learner to count towards the Level 2 ratio as a qualified Level 2 Early Years Practitioner within the Early Years Workforce.</p> <p>Learners may work under supervision in a variety of roles such as:</p> <ul style="list-style-type: none"> • early years practitioner • classroom assistant • pre-school practitioner. <p>Learners are also able to progress onto Level 3 Early Years Educator qualifications and other relevant Level 3 qualifications.</p>
Assessment type	Internal
Assessment requirements	<p>All units will be internally assessed using a range of methods. Knowledge-based outcomes can be assessed using non-mandatory assessment tasks (provided in this specification for Tutors' convenience). Skills-based outcomes must be achieved with reference to a real work environment and must include direct observation within the workplace.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
How is the qualification graded?	Achieved/Not Yet Achieved
How long will it take to complete?	This qualification will take approximately 12 months to complete.
Entry requirements / recommendations	<p>Learners must be aged 16 or over. We do not set any other entry requirements but colleges or training providers may have their own guidelines.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/3723/0.

Department for Education (DfE) full and relevant approval

This qualification meets the Department for Education (DfE) **Level 2 full and relevant criteria** that set out the knowledge, understanding and skills that a practitioner must demonstrate to achieve an Early Years Practitioner (Level 2) qualification and be considered as qualified to support young children aged from birth to five in the Early Years Foundation Stage (EYFS).

Upon completion of the qualification, learners are able to be counted towards the statutory framework for the EYFS staff:child ratio at Level 2.

Section 3: Units

This section includes assessment tasks for Tutors' convenience. They are not mandatory.

Unit achievement log – Level 2 Diploma for the Early Years Practitioner

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
R/617/2630	EYP 1	Roles and responsibilities of the Early Years Practitioner	Knowledge/ Skills	2	2	20	
Y/617/2631	EYP 2	Health and safety of babies and young children in the early years	Knowledge/ Skills	2	3	21	
D/617/2632	EYP 3	Equality, diversity and inclusive practice in Early Years Settings	Knowledge/ Skills	2	2	21	
H/617/2633	EYP 4	Safeguarding, protection and welfare of babies and young children in Early Years Settings	Knowledge/ Skills	2	3	24	
K/617/2634	EYP 5	Understand how to support children's development	Knowledge	2	4	30	
M/617/2635	EYP 6	Support care routines for babies and young children	Knowledge/ Skills	2	3	20	
T/617/2636	EYP 7	Support the planning and delivery of activities, purposeful play opportunities and educational	Knowledge/ Skills	2	4	30	
A/617/2637	EYP 8	Promote play in an Early Years Setting	Knowledge/ Skills	2	3	24	



Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
F/617/2638	EYP 9	Support well-being of babies and young children for healthy lifestyles	Knowledge/ Skills	2	2	16	
J/617/2639	EYP 10	Support babies and young children to be physically active	Knowledge/ Skills	2	2	15	
L/617/1993	EYP 11	Support the needs of babies and young children with Special Educational Needs and Disability	Knowledge/ Skills	2	2	20	
F/617/2641	EYP 12	Promote positive behaviour in Early Years Settings	Knowledge/ Skills	2	2	15	
J/617/2642	EYP 13	Partnership working in the early years	Knowledge/ Skills	2	2	15	
L/617/2643	EYP 14	Support the needs of the child in preparing for school	Knowledge/ Skills	2	3	22	

Explanation of terms used at Level 2 (not all verbs are used in this qualification)	
Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points ...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking.)
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

EYP 1: Roles and responsibilities of the Early Years Practitioner

Unit reference	R/617/2630	Unit level	2
Credit value	2		
Guided learning	20		
Unit aim	This unit provides the learner with an introduction to the roles and responsibilities of the Early Years Practitioner.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 2, 3 and 7 must be assessed in a real work environment

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the role of the Early Years Practitioner	1.1 Explain the skills, knowledge and behaviours required for the role of the Early Years Practitioner		
	1.2 Identify settings which provide early years education and care		
	1.3 Discuss duties and responsibilities, limits and boundaries of the Early Years Practitioner		

Learning outcomes 2, 3 and 7 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to locate policies and procedures in an Early Years Setting	2.1 Access policies and procedures within an Early Years Setting		
	2.2 Summarise the responsibilities and accountabilities of the Early Years Practitioner in relation to policies and procedures		
3. Be able to communicate with babies, young children and others	3.1 Identify reasons why people communicate and different communication methods		
	3.2 Communicate with babies and young children in ways that will be understood, including verbal and non-verbal communication		
	3.3 Extend children's development and learning through verbal and non-verbal communication		
	3.4 Encourage babies and young children to use a range of communication methods		
	3.5 Use a range of communication methods to exchange information with young children and adults		

Learning outcomes 2, 3 and 7 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.6 Communicate effectively with colleagues, parents/carers and other professionals		
	3.7 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress		
	3.8 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development		
4. Understand factors impacting on communication in practice	4.1 Explain ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech		
	4.2 Explain how communication affects all aspects of own practice		
5. Understand working relationships in Early Years Settings	5.1 Identify different working relationships for effective team practice in Early Years Settings		
	5.2 Explain how a working relationship is different to a personal relationship		

Learning outcomes 2, 3 and 7 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3 Explain the roles and responsibilities of other agencies and professionals that work with and support Early Years Settings, both statutory and non-statutory		
	5.4 Explain the importance of the voice of the child and parent/carer engagement for the home learning environment and their roles in early learning		
6. Understand why Continuing Professional Development (CPD) is integral to the role of the Early Years Practitioner	6.1 Define the term 'reflective practice' for professional development		
	6.2 Explain the importance of reflective practice and CPD to improve own skills and early years practice		
7. Demonstrate CPD	7.1 Engage in CPD and reflective practice to improve own skills, practice and subject knowledge		
	7.2 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities		

Additional information about the unit:

Additional unit assessment requirements

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

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

- Assessment Criteria 3.7 and 3.8 from this unit also appears in EYP 11 - 6.2 and 6.3.
- Assessment Criterion 3.8 from this unit also appears in EYP 13 - 3.3.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Both knowledge and skills criteria must be met for unit completion

Assessor sign off of completed unit: EYP 1

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge

Assessor name:

Signature:

Date:

Feedback to the learner:

Skills

Assessor name:

Signature:

Date:

Feedback to the learner:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 1: Roles and responsibilities of the Early Years Practitioner

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1–1.3)

Refer to a job description for a Level 2 Early Years Practitioner to support you with this task.

- Begin this work by creating a list of the different types of settings that provide early years education and care. The list should include a minimum of four (4) different types of early years provision.
- Read through the job description and explain five (5) key responsibilities of the Level 2 Early Years Practitioner.
- The job description will set out expected responsibilities as well as clarify limits and boundaries to the role. Identify two (2) aspects of work in early years that will require you to seek advice and guidance from other members of staff.

Task 2 (AC 4.1–4.2)

This task considers ways we communicate with children and the impact of communication on all areas of development (holistic development).

Refer to stages and sequences of expected speech, language and communication for children 0–5 years of age. You could use the statutory guidance provided through the Early Years Foundation Stage to support you.

- Begin by explaining different ways that individuals may communicate to children depending on their age and stage of development. You should include a minimum of three (3) examples.
- Find out more about the needs of children for whom English is an additional language (EAL). Use statutory guidance to explain appropriate ways of promoting communication to meet the needs of children with English as an additional language.
- Identify two (2) speech, language and communication needs (SLCN) and explain ways the Early Years Practitioner can communicate effectively to meet the individual developmental stage of the child.
- Reflect on how you communicate with staff and with children to explain how you use communication in your day-to-day work at an Early Years Setting.

Task 3 (AC 5.1–5.4)

Working in partnership with others is a key role for Early Years Practitioners.

Create a factsheet that considers effective partnership working. In the factsheet:

- identify different working relationships for effective team practice in Early Years Settings
- explain how a working relationship is different to a personal relationship
- explain the roles and responsibilities of other agencies and professionals that work with and support Early Years Settings. Include information from one statutory and one non-statutory provision
- explain the importance of valuing the contributions that parents/carers make to a child's early learning in the home environment
- explain the importance of listening to children to support their early learning.

Task 4 (AC 6.1–6.2, may be achieved as part of LO 7)

This task considers the importance of reflection for improved outcomes in practice.

- Begin this task by defining the term 'reflective practice'.
- Explain the importance of reflective practice and Continued Professional Development (CPD) to improve own skills and early years practice.

EYP 2: Health and safety of babies and young children in the early years

Unit reference	Y/617/2631	Unit level	2
Credit value	3		
Guided learning	21		
Unit aim	This unit provides the knowledge, understanding and skills development to support the health and safety of children from birth to seven years.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 4, 5 and 9 must be assessed in a real work environment

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand legislation and guidelines for health and safety in Early Years Settings	1.1 Outline the legal requirements and guidance for: <ul style="list-style-type: none"> • health and safety • security 		
2. Understand policies and procedures for health and safety in Early Years Settings	2.1 Explain how legislation and guidelines for health and safety inform day-to-day practice with babies and young children		
	2.2 Identify policies and procedures relating to the health and safety of babies and young children		
3. Understand risk management in Early Years Settings	3.1 Describe the roles and responsibilities of the Early Years Practitioner, including reporting, in the event of identifying risks and hazards		

Learning outcomes 4, 5 and 9 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2 Identify risks and hazards for babies and young children during off-site visits		
4. Be able to identify hazards in an Early Years Setting	4.1 Identify risks and hazards to health and safety in an Early Years Setting		
5. Be able to manage risk within an Early Years Setting in line with statutory requirements	5.1 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements		
	5.2 Encourage children to be aware of personal safety and the safety of others		
6. Understand how to identify and record accidents, incidents and emergencies	6.1 List accidents and incidents which may occur in an Early Years Setting		
7. Understand the roles and responsibilities of the Early Years Practitioner in recognising allergies and intolerances in babies and young children	7.1 Identify the signs and symptoms of allergic reaction and intolerances in babies and young children		

Learning outcomes 4, 5 and 9 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
8. Understand the roles and responsibilities of the Early Years Practitioner in recognising signs and symptoms of illness in babies and young children	8.1 Identify common childhood illnesses		
	8.2 Identify the signs and symptoms which may indicate that a baby or young child is injured, unwell or in need of urgent medical/dental attention		
	8.3 Describe the role and responsibilities of the Early Years Practitioner, including reporting, in the event of a baby or young child requiring: <ul style="list-style-type: none"> urgent/emergency medical/dental attention non-urgent medical attention 		
9. Be able to access documentation in the event of accidents, incidents or emergencies	9.1 Identify forms for completion in the event of: <ul style="list-style-type: none"> accidents incidents emergencies 		
	9.2 Explain procedures for receiving, storing, recording, administering and the safe disposal of medicines in an Early Years Setting		

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Both knowledge and skills criteria must be met for unit completion

Assessor sign off of completed unit: EYP 2

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge	Assessor name: _____
	Signature: _____ Date: _____
Feedback to the learner:	
Skills	Assessor name: _____
	Signature: _____ Date: _____
Feedback to the learner:	

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 2: Health and safety of babies and young children in the early years

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1, 2.1–2.2)

- Produce a factsheet outlining the legal requirements and guidance followed in Early Years Settings in relation to:
 - health and safety
 - security
- Refer to a health and safety policy to identify five (5) procedures that are followed in an Early Years Setting. Explain how this policy and the procedures that you have identified keep children safe.

Task 2 (AC 3.1–3.2, 6.1)

- Begin this task by listing six (6) accidents or incidents which may occur in an Early Years Setting.
- Read through the following case studies before attempting the criteria.

The senior practitioner at an Early Years Setting uses a Risk Assessment Form to identify risks and hazards, both indoors and outdoors. Marcus is a Level 2 Early Years Practitioner student, and when he arrived at the setting this morning he noticed that the outside climbing frame was very wet and slippery. Marcus realises immediately that this is a potential hazard.

- What action should Marcus take?

The Early Years Setting is planning to take a group of twelve (12) children aged six months to four years of age to the local park which is 0.5 km away from the setting. As part of the planning, staff have been asked to identify any potential risks and hazards associated with this trip.

- Make a list of potential risks and hazards for babies and young children during this off-site visit

EYP 3: Equality, diversity and inclusive practice in Early Years Settings

Unit reference	D/617/2632	Unit level	2
Credit value	2		
Guided learning	21		
Unit aim	This unit provides the knowledge, understanding and skills required to support equality, diversity and inclusive practice in Early Years Settings.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcome 3 must be assessed in a real work environment

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand legislation and statutory guidance for practice in the early years	1.1 Explain the terms: <ul style="list-style-type: none"> • equality • diversity • inclusion • discrimination 		
	1.2 Explain current legislation and statutory guidance relating to equality, diversity and inclusive practice		
2. Understand how policies and procedures inform equality, diversity and inclusive practice	2.1 Identify policies and procedures relating to equality, diversity and inclusive practice		

Learning outcome 3 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to work in ways which support equality, diversity and inclusive practice in an Early Years Setting	3.1 Interact with babies, young children, parents/carers in a way that values them and meets their individual needs		
	3.2 Reflect on the impact of own attitudes, values and behaviour when supporting equality, diversity and inclusive practice		

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Both knowledge and skills criteria must be met for unit completion

Assessor sign off of completed unit: EYP 3

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge

Assessor name:

Signature:

Date:

Feedback to the learner:

Skills

Assessor name:

Signature:

Date:

Feedback to the learner:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 3: Equality, diversity and inclusive practice in Early Years Settings

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1–1.2, 2.1)

- Produce a handout, poster or factsheet to explain the following terms:
 - quality
 - diversity
 - inclusion
 - discrimination.
- Find out about equality and diversity legislation and guidance in place to support policy and procedures for inclusive practice in Early Years Settings.

EYP 4: Safeguarding, protection and welfare of babies and young children in Early Years Settings

Unit reference	H/617/2633	Unit level	2
Credit value	3		
Guided learning	24		
Unit aim	This unit provides the knowledge and understanding required to support the safeguarding, protection and welfare of children from birth to seven years.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcome 4 must be assessed in a real work environment

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand legislation and guidelines for the safeguarding, protection and welfare of babies and young children	1.1 Outline the legal requirements and guidance on safeguarding, security, confidentiality of information sharing and promoting the welfare of babies and young children		
	1.2 Identify policies and procedures relating to safeguarding, child protection and online safety		

Learning outcome 4 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	<p>1.3 Explain the roles and responsibilities of the Early Years Practitioner in relation to the following procedures:</p> <ul style="list-style-type: none"> • reporting/dealing with disclosure • child protection and promoting the welfare of babies and young children • safeguarding and security • confidentiality • information sharing • use of technology 		
2. Understand whistleblowing	2.1 Explain what is meant by the term 'whistleblowing'		
	2.2 Explain the responsibility of the Early Years Practitioner in relation to whistleblowing		
3. Understand how to respond to evidence or concerns that a baby or child has been or is at risk of serious harm or abuse	3.1 Identify factors that may indicate that a baby or child is in danger or at risk of serious harm or abuse		
	<p>3.2 Explain the procedures to be followed to protect babies and young children, including:</p> <ul style="list-style-type: none"> • domestic abuse • physical abuse • emotional abuse • sexual abuse • neglect 		
	3.3 Explain the benefits of working with others in the context of safeguarding, protection and welfare of children		

Learning outcome 4 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4 Explain support and advice available to the: <ul style="list-style-type: none"> • child • parents/carers • Early Years Practitioner 		
	3.5 Explain why child safeguarding practice reviews are required		
4. Be able to locate policies and procedures for safeguarding babies and young children	4.1 Outline policies and procedures for safeguarding babies and young children in an Early Years Setting		

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Knowledge and skills criteria must be met for unit completion

Assessor sign off of completed unit: EYP 4

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge	Assessor name: _____
	Signature: _____ Date: _____
Feedback to the learner:	
Skills	Assessor name: _____
	Signature: _____ Date: _____
Feedback to the learner:	

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 4: Safeguarding, protection and welfare of babies and young children in Early Years Settings

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1–1.3, 2.1–2.2, 3.1–3.5)

Produce guidance about safeguarding for Level 2 Early Years Practitioners to share with parents/carers. The guidance should be arranged into sections:

Section 1

- Outline the legal requirements and guidance that exist around safeguarding young children. The work should explain the responsibilities of the Early Years Practitioner in relation to:
 - reporting/dealing with disclosures
 - processes
 - maintaining security
 - managing confidentiality
 - information sharing.
- List policies and procedures in place in Early Years Settings to promote the safety and welfare of babies and young children.
- Explain ways in which Early Years Practitioners can keep children safe online.
- Explain the benefits of working with others in the context of safeguarding, protection and welfare of children.

Section 2

- Find out about the following types of abuse and include a summary of your findings:
 - domestic
 - physical
 - emotional
 - sexual
 - neglect.
- Identify factors that may indicate that a baby or child is in danger or at risk of serious harm or abuse.
- Explain the action to be taken if abuse or serious harm is disclosed or suspected.
- Use an example to explain the type of support that is available for a child, parents/carers and the Early Years Practitioner.
- Explain why child safeguarding practice reviews are required.

Section 3

- Explain the term 'whistleblowing'.
- Explain the responsibilities of the Early Years Practitioner in relation to whistleblowing.

EYP 5: Understand how to support children's development

Unit reference	K/617/2634	Unit level	2
Credit value	4		
Guided learning	30		
Unit aim	This unit aims to develop knowledge and understanding of children's development from birth to seven years of age.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the stages of child development from birth to seven years	1.1 Describe sequential development from birth to seven years in the following areas: <ul style="list-style-type: none"> • cognitive • language • physical • emotional • social • brain development 		
	1.2 Explain the difference between the sequence of development and rate of development		
	1.3 Describe areas of learning and expected early learning goals/targets within the statutory framework and curriculum study requirements for children aged from birth to seven years		
	1.4 Explain how learning and development can be affected by a child's needs and stage of development		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5 Use examples to explain holistic opportunities to include: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development • literacy and numeracy 		
2. Understand influences on children's learning and development	2.1 Explain how children's well-being and individual circumstances can affect their learning and development		
3. Understand the importance of attachment for holistic development	3.1 Explain how attachments develop		
	3.2 Summarise the role of the Key Person in an Early Years Setting		
4. Understand the needs of babies and young children during transitions	4.1 Identify transitions a child may experience		
	4.2 Explain how the Key Person prepares and supports babies and young children during transitions		

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Knowledge criteria must be met for unit completion

Assessor sign off of completed unit: EYP 5

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge	Assessor name:	
	Signature:	Date:

Feedback to the learner:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 5: Understand how to support children's development

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1–1.2, 2.1, 3.1–3.2, 4.1–4.2)

Produce a leaflet or poster that is designed for a notice board display for parents and carers accessing Early Years Settings. The work must include the following information:

- describe the stages and sequences of development from birth to seven years to include a summary of significant milestones in the following areas of development:
 - cognitive
 - language
 - physical
 - emotional
 - social
 - brain development
- use an example to explain the difference between a child's sequence of development and their rate of development
- use knowledge of sequential emotional development to explain how attachment develops in young children
- identify transitions a child may experience
- refer to the Early Years Foundation Stage to summarise the role of the Key Person during transition and significant life events
- explain how children's well-being and individual circumstances can affect their learning.

Task 2 (AC 1.3–1.5)

Find out about areas of learning and development in the Early Years Foundation Stage and Key Stage 1 of the National Curriculum. Summarise the expected early learning goals/targets for children from birth to seven years of age.

Use one example to show holistic opportunities for children's learning and development in the early years and one example from Key Stage 1 of the National Curriculum. Each example must show holistic learning opportunities across the following areas:

- speech, language and communication
- personal, social and emotional
- physical
- literacy
- numeracy.

Explain how learning and development can be affected by a child's needs and stage of development.

EYP 6: Support care routines for babies and young children

Unit reference	M/617/2635	Unit level	2
Credit value	3		
Guided learning	20		
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support care routine for babies and young children. All care routines should be discussed with parents/carers to ensure consistency of care.		

Learner name:		Centre no:	
PIN:		ULN:	

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the care needs of babies and young children	1.1 Describe care routines for babies and young children in relation to: <ul style="list-style-type: none"> eating (feeding and weaning/ complimentary feeding) nappy changing procedures potty/toilet training care of skin, teeth and hair rest and sleep provision 		
	1.2 Explain the role of the Early Years Practitioner during: <ul style="list-style-type: none"> eating (feeding and weaning/ complementary feeding) nappy changing procedures potty/toilet training care of skin, teeth and hair rest and sleep provision 		

Learning outcomes 3 and 6 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand hygienic practice in relation to control of infection in Early Years Settings in line with statutory requirements	2.1 Outline hygienic practice in relation to: <ul style="list-style-type: none"> • hand washing • food preparation and hygiene including preparing formula feeds and sterilising equipment • comforters • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment 		
	2.2 Explain how poor hygiene may affect the health of babies in relation to: <ul style="list-style-type: none"> • preparing formula feeds • sterilisation 		
3. Be able to use hygienic practice to minimise the spread of infection in Early Years settings	3.1 Demonstrate skills for the prevention and control of infection, including: <ul style="list-style-type: none"> • hand washing • food preparation and hygiene including preparing formula feeds and sterilising equipment • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment 		
4. Understand rest and sleep needs of children	4.1 Explain the rest and sleep patterns of: <ul style="list-style-type: none"> • a baby 0–12 months • a toddler aged 18 months • a child aged 3 years • a child aged 5–7 years 		

Learning outcomes 3 and 6 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2 Explain safe sleep practices which minimise the risk of sudden infant death syndrome (SIDS)		
5. Understand childhood immunisation	5.1 Outline the reasons for immunisation		
	5.2 Identify the immunisation schedule		
	5.3 Discuss the reasons why some children are not immunised		
6. Be able to meet the care needs of babies and young children as appropriate to their development, stage, dignity and needs	6.1 Follow policies and procedures to carry out personal care routines in relation to: <ul style="list-style-type: none"> • eating (feeding and weaning/complimentary feeding) • nappy changing procedures • potty/toilet training • care of skin, teeth and hair • rest and sleep provision 		
	6.2 Work in ways that encourage children to develop personal hygiene practices in relation to stage and needs		

Additional information about the unit:	
Additional unit assessment requirements	<p>This unit must be assessed in line with the Early Years Practitioner Assessment Principles.</p> <p>LO6 6.2 Develop personal hygiene practices May be evidenced through a combination of activities and experiences, role modelling, routine and positive reinforcement.</p>

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Both knowledge and skills criteria must be met for unit completion

Assessor sign off of completed unit: EYP 6

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge	Assessor name: _____
	Signature: _____ Date: _____
Feedback to the learner:	
Skills	Assessor name: _____
	Signature: _____ Date: _____
Feedback to the learner:	

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 6: Support care routines for babies and young children

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1–1.2, 2.1–2.2, 4.1–4.2)

Babies and young children depend on Early Years Practitioners to provide care routines that meet their individual care and development needs. This task requires you to create a guidance booklet for other Level 2 practitioners, sharing important information about care routines.

Section 1

Use an example of a care routine for a baby under one year and a young child under five years of age. Each routine care plan must include information on the following:

- eating (feeding and weaning/complementary feeding)
- nappy changing procedures
- potty/toilet training
- care of skin, teeth and hair
- rest and sleep provision.

Explain the role of the Early Years Practitioner during each of the care routines. You must include:

- eating (feeding and weaning/complementary feeding)
- nappy changing procedures
- potty/toilet training
- care of skin, teeth and hair
- rest and sleep provision.

Section 2

Refer to the care routine for the baby under one year of age and include information outlining hygienic practice in relation to:

- hand washing
- food preparation and hygiene, including preparing formula feeds and sterilising equipment
- comforters
- dealing with spillages safely
- safe disposal of waste
- using correct personal protective equipment.

Section 3

Begin by explaining safe sleep practices which minimise the risk of sudden infant death syndrome. Explain the rest and sleep patterns of:

- a baby 0–12 months
- a toddler aged 18 months
- a child aged 3 years
- a child aged 5–7 years.

Task 2 (AC 5.1–5.3)

Find out about why babies and young children are immunised:

- Identify the immunisation schedule
- Outline the reasons for immunisation
- Discuss the reasons why some children are not immunised.

EYP 7: Support the planning and delivery of activities, purposeful play opportunities and educational programmes

Unit reference	T/617/2636	Unit level	2
Credit value	4		
Guided learning	30		
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support the planning and delivery of activities, purposeful play opportunities and educational programmes.		

Learner name:		Centre no:	
PIN:		ULN:	

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know about adult and child-initiated play	1.1 Explain the terms: <ul style="list-style-type: none"> • adult-led activities • child-initiated activities • spontaneous experiences 		
2. Be able to follow statutory requirements for learning and development in an Early Years Setting	2.1 Describe the statutory framework, including the learning and development requirements for babies and young children that must be implemented in an Early Years Setting		
	2.2 Work with colleagues to identify and plan enabling environments both indoors and outdoors in an Early Years Setting		

Learning outcomes 2 and 3 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3 Describe the key stages in the observation, assessment and planning cycle for <ul style="list-style-type: none"> • the child • the parents/carers • the Early Years Setting in planning the next steps 		
	2.4 Explain the value of observation for: <ul style="list-style-type: none"> • the child • the parents/carers • the Early Years Setting in planning the next steps 		
	2.5 Describe reasons for monitoring children's progress		
	2.6 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements		
	2.7 Describe how to refer concerns the Early Years Practitioner may have about a baby or child's development		

Learning outcomes 2 and 3 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to support babies and young children through purposeful play activities and educational programmes	3.1 Use learning activities to support early language development		
	3.2 Provide adult-led and child-initiated activities and play opportunities and educational programmes to support babies and young children's holistic development through a range of play, creativity, social development and learning		
	3.3 Implement activities (include clearing away)		
	3.4 Work in ways that demonstrate inclusive practice, ensuring that every child is included and supported		
	3.5 Review activities to support children's play, creativity, social development and learning		

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Both knowledge and skills criteria must be met for unit completion

Assessor sign off of completed unit: EYP 7

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge	Assessor name: _____
	Signature: _____ Date: _____
Feedback to the learner:	
Skills	Assessor name: _____
	Signature: _____ Date: _____
Feedback to the learner:	

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 7: Support the planning and delivery of activities, purposeful play opportunities and educational programmes

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1)

Find out about the following terms and use examples to explain each one:

- adult-led activities
- child-initiated activities
- spontaneous experiences.

EYP 8: Promote play in an Early Years Setting

Unit reference	A/617/2637	Unit level	2
Credit value	3		
Guided learning	24		
Unit aim	This unit provides the learner with the knowledge, understanding and skills required to promote play in an Early Years Setting.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 3 and 4 must be assessed in a real work environment

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the play environment	1.1 Explain what is meant by 'the play environment'		
	1.2 Explain how environments support play		
2. Understand how the Early Years Practitioner supports children's behaviour and socialisation within play environments	2.1 Describe the role of the Early Years Practitioner in supporting children's socialisation within play environments		
	2.2 Give examples to explain how the Early Years Practitioner's behaviour can impact on and influence babies and young children		
3. Be able to promote positive behaviour	3.1 Model positive behaviour to encourage social skills within an Early Years Setting as appropriate to the stage and needs of individual children		

Learning outcomes 3 and 4 must be assessed in a real work environment

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to support different types of play for babies and young children	4.1 Describe benefits of: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play 		
	4.2 Promote activities which support babies and young children's: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play 		

Additional information about the unit:

Additional unit assessment requirements	This unit must be assessed in line with the Early Years Practitioner Assessment Principles.
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Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Both knowledge and skills criteria must be met for unit completion

Assessor sign off of completed unit: EYP 8

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge

Assessor name:

Signature:

Date:

Feedback to the learner:

Skills

Assessor name:

Signature:

Date:

Feedback to the learner:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 8: Promote play in an Early Years Setting

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1–1.2, 2.1–2.2)

Read this case study before attempting the criteria. You could complete this task in a small group but each individual group member will need to provide their own evidence of the assessment criteria.

An Early Years Setting will be holding an Open Day Event to welcome parents and carers. The aim of the event is to share information about the value of play environments for babies and young children. The manager at the Early Years Setting has asked staff to hold a meeting to discuss planning for the event.

Work in a small group to prepare a peer presentation to:

- explain what is meant by 'the play environment'
- explain how environments support play
- describe the role of the early years practitioner in supporting children's socialisation within play environments
- give examples to explain how the Early Years Practitioner's behaviour can impact on and influence babies and young children.

EYP 9: Support well-being of babies and young children for healthy lifestyles

Unit reference	F/617/2638	Unit level	2
Credit value	2		
Guided learning	16		
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support well-being of babies and young children for healthy lifestyles.		

Learner name:		Centre no:	
PIN:		ULN:	

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the impact of food and nutrition on children's health and development	1.1 Summarise current dietary guidance for Early Years Settings		
	1.2 Explain the importance of a healthy balanced diet for babies and young children		
2. Understand healthy balanced diets and hydration	2.1 Explain the nutritional value of the main food groups		
	2.2 Describe importance of hydration for babies and young children		
	2.3 Explain strategies to encourage healthy eating		

Learning outcomes 3 and 6 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to support the nutrition and hydration of babies and young children in an Early Years Setting	3.1 Promote health and well-being in settings by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age		
	3.2 Share information with parents/carers about the importance of healthy balanced diets for nutrition, well-being and oral health		
4. Understand the impact of health and well-being on babies and young children's development	4.1 Explain the impacts of poor diet on babies and young children's health, development and well-being in the: <ul style="list-style-type: none"> • short-term • long-term 		
	4.2 Explain how emotional resilience/mental health impacts upon holistic well-being		
5. Understand individuals' dietary requirements and preferences	5.1 Identify reasons for: <ul style="list-style-type: none"> • special dietary requirements • keeping and sharing coherent records with regard to special dietary requirements 		
	5.2 Explain the role of the Early Years Practitioner in meeting children's individual dietary requirements and preferences		

Learning outcomes 3 and 6 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3 Describe benefits of working in partnership with parents/carers in relation to special dietary requirements		
6. Be able to support healthy eating in an Early Years Setting	6.1 Plan an activity to support healthy eating in own setting		
	6.2 Implement an activity to support healthy eating in own setting		
	6.3 Reflect on own role when supporting healthy eating in own setting		
	6.4 Make recommendations for healthy eating in own setting		

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Both knowledge and skills criteria must be met for unit completion

Assessor sign off of completed unit: EYP 9

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge	Assessor name: _____ Signature: _____ Date: _____
Feedback to the learner:	
Skills	Assessor name: _____ Signature: _____ Date: _____
Feedback to the learner:	

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 9: Support well-being of babies and young children for healthy lifestyles

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1–1.2, 2.1–2.3, 5.1–5.3)

Produce a resource pack for staff at an Early Years Setting to help them support the well-being of babies and young children for healthy lifestyles through the provision of balanced diets. The resource pack should include pictures to support understanding.

- Summarise current dietary guidance for Early Years Settings.
- Explain the importance of a healthy balanced diet for babies and young children.
- Explain the nutritional value of the main food groups.
- Describe the importance of hydration for babies and young children.
- Explain the role of the Early Years Practitioner in meeting children's individual dietary requirements and preferences making reference to any necessary supervision for safety reasons
- Describe benefits of working in partnership with parents/carers in relation to special dietary requirements
- Explain strategies to encourage healthy eating
- Identify reasons for special dietary requirements
- Identify reasons for keeping and sharing coherent records with regard to special dietary requirements.

Task 2 (AC 4.1–4.2)

Explain the impacts of poor diet on babies and young children's health, development and well-being in the:

- Short-term
- Long-term.

Explain how emotional resilience/mental health impacts upon holistic well-being.

EYP 10: Support babies and young children to be physically active

Unit reference	J/617/2639	Unit level	2
Credit value	2		
Guided learning	15		
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support babies and young children to be physically active.		

Learner name:		Centre no:	
PIN:		ULN:	

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand babies and young children's need to be physically active	1.1 Outline the benefits to babies and young children of being physically active		
	1.2 Explain the impacts of lack of adequate physical activity on babies and young children's health, development and well-being in the: <ul style="list-style-type: none"> • short-term • long-term 		
	1.3 Refer to the current guidance for early years and explain why it is important for babies and young children to be physically active		
	1.4 Describe benefits of working in partnership with parents/carers in relation to supporting babies and young children's physical activity		

Learning outcomes 2 and 3 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to support babies and young children to be physically active in an indoor and outdoor space	2.1 Plan activities which support babies and young children's physical activity in an indoor and outdoor space		
	2.2 Encourage babies and young children to be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors		
	2.3 Reflect on activities which support babies and young children's physical activity in an indoor and outdoor space in an Early Years Setting		
3. Be able to support physical activity in an Early Years Setting	3.1 Share information with parents/carers about the importance of physical activity for babies and young children's health and well-being		

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Both knowledge and skills criteria must be met for unit completion

Assessor sign off of completed unit: EYP 10

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge	Assessor name: _____
	Signature: _____ Date: _____
Feedback to the learner:	

Skills	Assessor name: _____
	Signature: _____ Date: _____
Feedback to the learner:	

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 10: Support babies and young children to be physically active

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1–1.4)

Use current guidance for physical activity for young children in Early Years Setting to create two (2) activity plans. The activity plans will be included in a useful resource pack for practitioners and must include an introduction to:

- outline the benefits to babies and young children of being physically active
- explain the impact of a lack of adequate physical activity on babies and young children's health, development and well-being in the:
 - short-term
 - long-term
- explain why it is important for babies and young children to be physically active
- describe benefits of working in partnership with parents/carers in relation to supporting babies and young children's physical activity.

Share the activity plans with peers to collate a useful resource for the Early Years Setting.

EYP 11: Support the needs of babies and young children with Special Educational Needs and Disability

Unit reference	L/617/1993	Unit level	2
Credit value	2		
Guided learning	20		
Unit aim	The aim of this unit is to extend practitioners' knowledge, understanding and skills for best practice supporting children with Special Educational Needs and Disability (SEND) in the early years. This unit also meets Continuing Professional Development (CPD) requirements for SEND at Level 2.		

Learner name:		Centre no:	
PIN:		ULN:	

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities (SEND)	1.1 Describe statutory guidance in relation to the care and education of children with SEND		
	1.2 Describe the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory, when supporting children with SEND		

Learning outcomes 5 and 6 must be assessed in a real work environment.			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how children learn and develop in the early years	2.1 Describe how children learn and the expected pattern of babies and children's development from birth to seven years. Areas of development to include: <ul style="list-style-type: none"> • cognitive • speech, language and communication • physical • emotional • social • brain development • literacy and numeracy 		
	2.2 Explain the importance to children's holistic development of: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development • literacy and numeracy 		
	2.3 Explain how babies and young children's learning and development can be affected by their stage of development, well-being and individual circumstances		
3. Understand the impact of transition	3.1 Describe the significance of attachment		
	3.2 Explain the Key Person's role in relation to transition		
	3.3 Discuss how transitions and other significant events impact babies and young children		

Learning outcomes 5 and 6 must be assessed in a real work environment.			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand best practice for meeting the individual needs of young children	4.1 Explain the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning to meet the individual needs of young children with SEND		
5. Be able to plan to meet the individual stages of babies and young children	5.1 Work in ways that value and respect the developmental needs and stages of babies and children, including supporting children during a range of transitions		
	5.2 Support the assessment, planning, implementation and reviewing of each baby and young child's individual plan for their care and participation in line with the Graduated Approach		
	5.3 Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely		
6. Be able to work in partnership	6.1 Explain partnership working, including work with parents/carers, in relation to working effectively with children with SEND		
	6.2 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress		

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development		
	6.4 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Both knowledge and skills criteria must be met for unit completion

Assessor sign off of completed unit: EYP 11

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge

Assessor name:

Signature:

Date:

Feedback to the learner:

Skills

Assessor name:

Signature:

Date:

Feedback to the learner:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 11: Support the needs of babies and young children with Special Educational Needs and Disability

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1–1.2)

Produce a series of factsheets for practitioners in Early Years Settings. Wherever possible examples and reflections from experience in a real work environment should contribute to evidence for the criteria.

The factsheets must describe:

- statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities
- the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory, when supporting children with SEND.

Task 2 (AC 2.1–2.3, 4.1)

Use examples to describe how children learn within the expected pattern of babies and children's development from birth to seven years. Examples can be holistic and should describe the following areas of development:

- cognitive
- speech, language and communication
- physical
- emotional
- social
- brain development
- literacy and numeracy.

Explain how babies and young children's learning and development can be affected by their stage of development, well-being and individual circumstances.

Explain the importance of the voice of the child and parent/carer engagement for the home learning environment and their roles in early learning to meet the individual needs of young children with SEND.

Task 3 (AC 3.1–3.3)

Reflect on how transition and other significant events can impact the needs of babies and young children.

- Describe the significance of attachment.
- Explain the key person's role in relation to transition.
- Discuss how transitions and other significant events impact babies and young children.

EYP 12: Promote positive behaviour in Early Years Settings

Unit reference	F/617/2641	Unit level	2
Credit value	2		
Guided learning	15		
Unit aim	This unit provides the knowledge, understanding and skills required to promote positive behaviour in Early Years Settings.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 2, 3 and 4 must be assessed in a real work environment

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand policies and procedures relating to positive behaviour in Early Years Settings	1.1 Identify policies and procedures relating to children's behaviour		
	1.2 Explain the need for a consistent approach in applying boundaries		
2. Be able to support positive behaviour	2.1 Describe the benefits of encouraging and rewarding positive behaviour		
	2.2 Explain how modelling positive behaviours impacts on children's behaviour		
	2.3 Model positive behaviour		
	2.4 Use positive reinforcement with children		

Learning outcomes 2, 3 and 4 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to follow policy and procedure for behaviour within an Early Years Setting	3.1 Use agreed strategies for managing behaviour		
	3.2 Describe procedures for reporting and recording behaviour changes and concerns		
4. Be able to reflect on own role in relation to managing children's behaviour in an Early Years Setting	4.1 Reflect on own role in relation to managing children's behaviour in an Early Years Setting		

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Both knowledge and skills criteria must be met for unit completion

Assessor sign off of completed unit: EYP 12

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge

Assessor name:

Signature:

Date:

Feedback to the learner:

Skills

Assessor name:

Signature:

Date:

Feedback to the learner:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 12: Promote positive behaviour in Early Years Settings

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1–1.2)

Make an appointment with your Early Years Supervisor to discuss policy and practices for positive behaviour in the setting. Collate notes from the discussion to identify policies and procedures relating to children's behaviour.

EYP 13 Partnership working in the early years

Unit reference	J/617/2642	Unit level	2
Credit value	2		
Guided learning	15		
Unit aim	This unit provides the learner with the knowledge to understand how to work in partnership in the early years.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcome 3 must be assessed in a real work environment

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the principles of partnership working in relation to current frameworks when working with babies and young children	1.1 Identify reasons for working in partnership		
	1.2 Describe partnership working in relation to current frameworks		
2. Understand how to work in partnership	2.1 Explain the roles of others involved in partnership working when: <ul style="list-style-type: none"> meeting children's additional needs safeguarding children supporting children's transitions 		
	2.2 Explain benefits of working in partnership with parents/carers		

Learning outcome 3 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to work alongside parents/carers, colleagues and other professionals	3.1 Explain the roles of colleagues and the team members in an Early Years Setting		
	3.2 Collaborate with others to demonstrate team practice within the early years		
	3.3 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development		
	3.4 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development		
4. Understand challenges to partnership working	4.1 Identify barriers to partnership working		
	4.2 Explain ways to overcome barriers when working in partnership		
	4.3 Give examples of support which may be offered to parents/carers		
	4.4 Identify skills and approaches needed for resolving conflict		

Learning outcome 3 must be assessed in a real work environment

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Understand recording, storing and sharing information in relation to partnership working	5.1 Identify records to be completed in relation to partnership working		
	5.2 Explain reasons for accurate and coherent record keeping		
	5.3 Explain the reasons for confidentiality and security when maintaining and storing records		

Additional information about the unit:

Additional unit assessment requirements	<p>This unit must be assessed in line with the Early Years Practitioner Assessment Principles.</p> <p>Evidence found to be sufficient for criteria below can be cross referenced as appropriate:</p> <ul style="list-style-type: none"> • Assessment criteria 3.3 and 3.4 from this unit also appears in EYP 11: 6.3 and 6.4 • Assessment criterion 3.3 from this unit also appears in EYP 1: 3.8.
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Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Both knowledge and skills criteria must be met for unit completion

Assessor sign off of completed unit: EYP 13

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge

Assessor name:

Signature:

Date:

Feedback to the learner:

Skills

Assessor name:

Signature:

Date:

Feedback to the learner:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 13: Partnership working in the early years

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1–1.2, 2.1–2.2)

Work with a peer group to develop a resource pack in relation to partnership working. The resource must:

- identify reasons for working in partnership
- describe partnership working in relation to current frameworks
- explain the roles of others involved in partnership working when:
 - meeting children's additional needs
 - safeguarding children
 - supporting children's transitions.

Explain benefits of working in partnership with parents/carers.

Task 2 (AC 4.1–4.4, 5.1–5.3)

Share the resource with your supervisor at the Early Years Setting. Discuss strategies used in Early Years Settings to:

- identify barriers to partnership working
- explain ways to overcome barriers when working in partnership
- give examples of support which may be offered to parents/carers
- identify skills and approaches needed for resolving conflict
- identify records to be completed in relation to partnership working
- explain reasons for accurate and coherent record keeping
- explain the reasons for confidentiality and security when maintaining and storing records.

EYP 14: Support the needs of the child in preparing for school

Unit reference	L/617/2643	Unit level	2
Credit value	3		
Guided learning	22		
Unit aim	This unit provides the learner with the knowledge, understanding and skills required to support children during transition to school.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 3 and 4 must be assessed in a real work environment

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the role of the Early Years Practitioner during transition to school	1.1 Explain how the Early Years Practitioner supports children to prepare for school		
	1.2 Describe the holistic needs of the child as they prepare for school		
2. Understand how working in partnership with others contributes to children's well-being during transition to school	2.1 Identify others involved in helping children prepare for school		
	2.2 Describe the information required to enable the school to meet the individual needs of the child during transition		

Learning outcomes 3 and 4 must be assessed in a real work environment			
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to support children's language and communication needs in preparation for school	3.1 Explain what is meant by 'a language-rich environment'		
	3.2 Support children's early interest and development in mark making, writing, reading and being read to		
4. Be able to support children's mathematical development in preparation for school	4.1 Describe how to create an environment which supports children's mathematical development		
	4.2 Support children's interest and development in mathematical learning, including numbers, number patterns, counting, sorting and matching		

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Early Years Practitioner Assessment Principles.

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Both knowledge and skills criteria must be met for unit completion

Assessor sign off of completed unit: EYP 14

I confirm that the learner has met the requirements for all assessment criteria demonstrating:

Knowledge	Assessor name: _____
	Signature: _____ Date: _____
Feedback to the learner:	
Skills	Assessor name: _____
	Signature: _____ Date: _____
Feedback to the learner:	

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task: EYP 14: Support the needs of the child in preparing for school

This non-mandatory task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 (AC 1.1–1.2)

Liaise with your Early Years Supervisor to reflect on how Early Years Settings prepare children for school.

Summarise the procedures in place in an Early Years Setting to prepare children for school.

Use the Early Years Foundation Stage along with processes in an Early Years Setting to describe the holistic needs of children as they prepare for school.

Task 2 (AC 2.1–2.2)

Use policies and procedures for transition to school in an Early Years Setting to:

- identify others involved in helping children prepare for school
- describe the information required to enable the school to meet the individual needs of the child during transition.

Section 4: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

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

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. Grades are not awarded.

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

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness evidence* when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence may include simulation**	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

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

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

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

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the secure website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the Centre conform to the SSC or NCFE assessment requirements for the **unit** they are assessing or quality assuring.

Assessment strategy for Early Years Practitioner

Assessing knowledge, skills and competence

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

Practical skills competence

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

1. Introduction

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

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

2. Assessment principles

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The Centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally

competent and qualified Assessors from the Centre must use direct observation to assess practical skills-based outcomes.

Remote technology

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

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

3. Internal Quality Assurance

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

Knowledge learning outcomes:

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/Skills learning outcomes:

- Assessors will need to be both occupationally competent and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

4. Definitions

4.1 Occupationally competent:

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

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge, understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge

and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

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

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

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

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

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

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

4.4 Qualified to make quality assurance decisions:

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

- role of the Assessor for knowledge bases assessment criteria
- role of the Assessor for skills/competence-based assessment criteria
- role of the Internal Quality Assurer

4.5 Expert witness:

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

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work

role which involves evaluating the everyday practice of staff

- they have current or recent (within the last two years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate continuing professional development relevant to the sector for which they are attesting competence
- they have no conflict of interest in the outcome of the evidence
- they have no conflict of interest in the outcome of the evidence

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 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
- 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.

Assessors and Internal Quality Assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher than the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents and resources

Useful documents

This section refers to useful documents that can be found in the members area of www.ncfe.org.uk, some of which may assist with the delivery of this qualification.

Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates:

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on www.ncfe.org.uk.

Support handbook

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

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

Safeguarding guidance

To support Early Years Settings, the UKCIS Education Working Group has developed two documents to help Early Years Settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit:

www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations.

Resources

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.

Resource requirements

There are no specific resource requirements for these qualifications, but Centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

The following documents are essential reading for any Centre involved in the delivery, assessment and administration of this qualification:

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance – found in the members area of www.ncfe.org.uk
- Early Years Practitioner Assessment Principles – found within this specification.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on our website for more information and to see what is available for this qualification.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- Hodder Education

For more information about this resource and how to access, please visit www.hoddereducation.co.uk.

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Version 2.0 May 2023

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Qualification title and reference number:

NCFE CACHE Level 2 Diploma for the Early Years Practitioner

603/3723/0

Publication date

Version 1.0	January 2019
Version 1.1	March 2019
Version 1.2	May 2019
Version 1.3	June 2019
Version 1.4	February 2020
Version 1.5	March 2020
Version 1.6	September 2021
Version 1.7	June 2022
Version 1.8	November 2022
Version 1.9	December 2022
Version 2.0	May 2023

Publisher

Registered Office: NCFE, Q6

Quorum Park

Benton Lane

Newcastle upon Tyne

NE12 8BT

Registered Company No: 02896700 (England and Wales)

Registered Charity No: 1034808