



Handbook

EYD2 – VTCT (Skillsfirst) Level 2 Diploma for the Early Years Practitioner (RQF)

603/5179/2

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Diploma for the Early Years Practitioner (RQF)
Qualification number	603/5179/2
Product code	EYD2
Age range	This Level 2 Diploma is not approved for the use of those who are under 16 years of age, and Skillsfirst cannot accept any registrations for learners in this age group. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. These too should be clarified with the appropriate regulator in their home nation where there is uncertainty about such restrictions
Credits	37
Total Qualification Time (TQT)	370
Guided Learning (GL) hours	295
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"> • Portfolio of evidence • Skills-based assessment (if applicable)
Entry requirements	Centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place. Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.
Legal considerations	Learners entering the children and young people workforce may be legally required to undergo formal record check relevant to their home nation prior to taking up any employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular work area are fully met. As the requirements vary between sectors and countries checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been designed to provide learners with the knowledge and understanding of babies and young children with applied knowledge in the early years, 0–5 years. The qualification content meets the Department for Education's (DfE) criteria for a Level 2 Early Years Practitioner in the workforce. It sets out the minimum knowledge, understanding and skills that a level 2 early years practitioner needs to demonstrate to be considered qualified to support young children from birth to 5 years old.

This qualification meets the needs of learners who work or want to work in a range of babies and young children settings covering the age range 0 - 5 years. These could include those learners working under supervision within an early learning/childcare setting, usually caring for young children, e.g. pre-school, childminder, nursery, creche, etc. Job roles could include:

- Early Years Worker
- Early Years Assistant
- Early Years Practitioner

The early years foundation stage (EYFS) on which this qualification reflects, sets the standards that all early years providers must meet to ensure that children learn, develop, and are kept healthy and safe. It promotes teaching and learning to ensure children have the skills they need to start school and a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

This qualification requires the learner to demonstrate skills, knowledge and understanding in the following areas:

- knowledge of child development
- safeguarding
- health and safety
- wellbeing
- communication
- support the planning of and deliver activities, purposeful play opportunities and educational programmes
- support children with special educational needs and disabilities
- own role and development
- working with others – parents, colleagues, other professionals

2.2 Progression opportunities

This suite of units will support progression in/to employment in the following areas:

- Early Years Worker
- Early Years Assistant
- Early Years Practitioner

On completion of the Level 2 Diploma for the Early Years Practitioner (RQF) learners may progress into employment or onto the following Skillsfirst qualifications:

- Level 3 Diploma for the Children and Young People's Workforce (RQF)
- Level 3 Diploma for the Children and Young People's Workforce (Early Years Educator) (RQF)

or similar higher level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Diploma for the Early Years Practitioner (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **370**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 37 credits				
EYP1	Understanding the principles of babies and young children development	2	3	D/617/8401
EYP2	Understanding the safeguarding of babies and young children	2	3	H/617/8402
EYP3	Understanding health and safety in a babies and young children work setting	2	4	K/617/8403
EYP4	Health and well-being in a babies and young children work setting	2	3	M/617/8404
EYP5	Communicating in a babies and young children work setting	2	3	T/617/8405
EYP6	Supporting the development of babies and young children	2	3	A/617/8406
EYP7	Supporting the child in the transition to school	2	3	F/617/8407
EYP8	Supporting children with special educational needs and disabilities (SEND)	2	3	J/617/8408
EYP9	Developing self in a babies and young children work setting	2	3	L/617/8409
EYP10	Working with others in a babies and young children work setting	2	3	F/617/8410
EYP11	Equality and inclusion in a babies and young children work setting	2	3	J/617/8411
EYP12	Supporting positive behaviour in a babies and young children work setting	2	3	L/617/8412

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Skills for Care Ltd

Skillsfirst Level 2 Diploma for the Early Years Practitioner is based on the units developed by Skills for Care who are the sector skills council for people working in early years, children and young people's services, and those working in social work and social care for children and adults in the UK. Their contact details are:

West Gate
Grace Street
Leeds
LS1 2RP
Phone: 01132411275

Email skillsforcare.org.uk

This handbook provides details from Skills for Care assessment strategy, which centres will need to apply in order to assess and quality assure the Skillsfirst Level 2 Diploma for the Early Years Practitioner and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the Skills for Care website skillsforcare.org.uk

4.3 Occupational expertise of those who assess performance, and moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality assurance coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal verifier

Please note that centre staff are not expected to have had experience of working across the entire 0 - 5 years range but are expected to update their knowledge through continuing professional development. Centre staff may undertake more than one role, e.g. tutor and assessor or Internal Verifier, but must never internally verify their own assessments.

4.3.1 Assessor requirements

The Assessors of competence based units must:

- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- Maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the following qualifications: - D32/D33 or A1- The A1 replacements (which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement) - Another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Verifiers

Assessing

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based Learning Outcomes must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the A1 replacement qualifications such as:- Level 3 Award in Assessing Vocational Competence OR- Level 3 Award in Assessing Vocationally Related Achievement OR- Level 3 Certificate in Assessing Vocational Achievement OR- another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier.

4.3.2 Teachers/Trainers/Tutors

All teachers/trainers/tutors must:

- comply with the ITT Regulations 2007 (QTLs/ATLS) where they are delivering qualifications in England using public funding
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience

4.3.3 Expert witness

An expert witness must:

- have a working knowledge of the units/qualification on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

4.3.4 Internal verifiers/Internal quality assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be

occupationally knowledgeable and possess the skills necessary to make quality assurance decisions. Although it is not a requirement to hold a qualification to quality assure this qualification, Skillsfirst recommends that it is best practice to hold a V1 qualification or a suitable alternative.

Suitable alternatives include:

- D34 or V1
- The V1 replacements - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Verifier does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for internal quality assurance

4.4 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and Asset Skills and the approval of the qualification regulators, may choose between:

- achieving the appropriate approved qualifications for assessment/verification

or

- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with Skillsfirst.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that Deliverers, Assessors and IVs plan and maintain their CPD.

Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and internal verifiers will be registered with their recognised centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

5.2 Guidance on providing evidence for the extended age ranges

This certificate applies to learners who are working with children and young people from 0-5 years. It is important to note that the requirement for the extended age range focuses on knowledge not competence. Learners need to have knowledge and understanding of children's development 0-5 years but are only expected to demonstrate competence for the age range for which they normally work. Centre staff are not expected to have experience of working across this entire age range but are expected to update their knowledge through continuing professional development.

5.3 Competence based units

There will be a combination of assessment methods for this qualification which meets competence units. Direct observation of learner's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an expert witness testimony are the main methods of assessment and main source of evidence. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

5.4 Knowledge based units

Learners may choose to undertake the knowledge via a portfolio of evidence using a diverse range of assessment methods. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

5.5 Confidentiality, and images of minors being used as evidence

Learners may quite appropriately cite confidential records as evidence in their qualification as long as the parent, or their advocate, has given written and informed consent for records to be used for this purpose. Confidential records should never be included in learners' portfolio of evidence and should be examined in-situ by the qualified occupationally competent assessor. Assessors/learners should describe and record what evidence such documents should provide and where the evidence is located.

External verifiers may wish to discuss such evidence with the centre as part of the verification process, but would not normally require sight of confidential records. However, in the unlikely event that the EV should have concerns about the quality of such evidence, they will, after discussion and agreement with their lead verifier, acquaint the centre management with their concerns, and seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualifications the approved centre and the learners have responsibilities in terms of meeting child protection legislation.

It is the responsibility of the approved centre to inform the learner of the following:

- The need for the learner to obtain permission from the minor's parent/guardian prior to collecting the evidence
- The purpose of the use of photographs or video recordings
- The period of time for which the photographs or video recordings are to be kept
- Their obligation to keep photographs or video recordings secure from unauthorised access
- Their obligations relating to storage of the photographs or video recordings which are kept electronically, and the associated security of using electronic systems
- Associated child protection legislation

6 Units

Unit Handbook

EYP1 – Understanding the principles of babies and young children development

Unit reference number: D/617/8401

Level: 2

Credit value: 3

Guided Learning (GL) hours: 27

Unit aim

The aim of this unit is to enable the learner to understand the principles of babies and young children's development

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Recognise the stages of babies and young children's development

LO2 Recognise the needs of babies and young children during transitions

LO3 Understand the influences that affect the holistic development of babies and young children

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by DfE.

Assessment

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care Assessment Principles.

Assessment guidance

Development must include:

- physical
- communication and cognitive
- social, emotional and behavioural
- brain development
- literacy and numeracy

Developmental aspects are:

- brain development
- physical
- communication
- intellectual/ cognitive
- personal, social, emotional and behavioural

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Recognise the stages of babies and young children's development	1.1 Describe how children learn and the expected pattern of babies and young children's development from birth to 5 years
	1.2 Describe the significance of attachments to babies and young children's development
	1.3 Describe how young children further develop from 5 to 7 years

Learning Outcome	Assessment Criteria
LO2 Recognise the needs of babies and young children during transitions	2.1 Identify the transitions experienced by most babies and young children
	2.2 Explain how transitions and other significant events impact babies and young children
	2.3 Describe the key person's role in transitions
	2.4 Demonstrate how to support babies and young children through a range of transitions

Learning Outcome	Assessment Criteria
LO3 Understand the influences that affect the holistic development of babies and young children	3.1 Describe the holistic development of children covering all developmental aspects from birth to 5 years
	3.2 Explain how: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development • literacy and numeracy is important to the holistic development of babies and young children
	3.3 Explain how: <ul style="list-style-type: none"> • individual circumstances • well-being • environment • stages of development influence and affect babies and young children's learning and development
	3.4 Describe the significance of attachments to babies and young children's holistic development

EYP1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

EYP2 – Understanding the safeguarding of babies and young children

Unit reference number: H/617/8402

Level: 2

Credit value: 3

Guided Learning (GL) hours: 22

Unit aim

The aim of this unit is to enable the learner to understand the safeguarding of babies and young children

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the legal requirements and guidance on the safeguarding of babies and young children

LO2 Know the role and responsibilities of self and others in relation to the safeguarding of babies and young children

LO3 Recognise when a child is in danger or at risk of harm or abuse

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by DfE.

Assessment

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care Assessment Principles.

Assessment guidance

Policies and procedures may include:

- working in an open and transparent way
- listening to children and young people
- duty of care
- whistle blowing
- power and positions of trust
- propriety and behaviour
- physical contact
- intimate personal care
- off site visits
- photography and video
- sharing concerns and recording/ reporting incidents

Types of child abuse should include:

- domestic violence
- neglect
- physical abuse
- emotional abuse
- sexual abuse

Evidence or concerns may include allegations and signs of:

- bullying
- self-harm
- domestic abuse
- neglect
- physical injuries
- emotional abuse
- sexual abuse

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the legal requirements and guidance on the safeguarding of babies and young children	1.1 Explain the current legislation and guidelines for: <ul style="list-style-type: none"> • safeguarding • promoting the welfare of children • online safety • security • child protection • confidentiality of information
	1.2 Explain the current policies and procedures for safeguarding the welfare and online safety of babies and young children

Learning Outcome	Assessment Criteria
LO2 Know the role and responsibilities of self and others in relation to the safeguarding of babies and young children	2.1 Explain the roles and responsibilities of the Early Years Practitioner in relation to: <ul style="list-style-type: none"> • safeguarding and security • reporting of safeguarding concerns/disclosures • use of technology • confidentiality and information sharing
	2.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures in own setting
	2.3 Explain the roles and responsibilities of others in relation to: <ul style="list-style-type: none"> • safeguarding and security • reporting of safeguarding concerns/disclosures • whistleblowing • use of technology • confidentiality and information sharing

Learning Outcome	Assessment Criteria
LO3 Recognise when a child is in danger or at risk of harm or abuse	3.1 Describe how to identify the characteristics of different types of child abuse
	3.2 Describe the types of evidence or concerns that may show that a child is in danger or at risk of harm or abuse
	3.3 Explain the procedures to be followed to protect a child in danger or at risk of harm or abuse

EYP2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

EYP3 – Understanding health and safety in a babies and young children work setting

Unit reference number: K/617/8403

Level: 2

Credit value: 4

Guided Learning (GL) hours: 28

Unit aim

This unit gives the learner the knowledge to understand how to safeguard the well-being of children and practitioners.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Know the health and safety and security policies and procedures of the work setting

LO2 Recognise risks and hazards in the work setting and during off-site visits

LO3 Recognise own role and responsibilities relating to health and safety and security

LO4 Prevent and control infection in a babies and young children's work setting

LO5 Know the procedures for receiving, storing and administering medicines in a babies and young children's work setting

LO6 Recognise the signs and symptoms which may indicate that a child is injured, unwell or in need of urgent medical/dental attention

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by DfE.

Assessment

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care Assessment Principles.

Assessment guidance

Non-medical incidents could include:

- fire
- security incidents
- emergency incidents
- terrorist threat
- gas leak
- flood

Emergencies could include;

- missing babies or young children
- evacuation

Personal hygiene practices must include:

- oral hygiene
- care of skin and hair allowing for differences in ethnicity and culture
- care of nappy area
- dressing and undressing
- toileting
- supporting independence and self-care
- encouraging and modelling good hygiene with children
- engaging with the child during care routines to support learning and development within the responsibilities of your role within the setting

Measures taken to **prevent cross infection and contamination** may include:

- hand washing protocols
- food safety and hygiene training
- dealing with spillages safely
- safe disposal of waste
- using correct personal protective equipment

Being **injured** could include:

- fractures
- unconsciousness

Being **unwell** could include:

- common childhood illnesses, such as fever, rashes, diarrhoea, sickness, etc.
- allergies

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the health and safety and security policies and procedures of the work setting	1.1 Outline the health and safety and security policies and procedures of the work setting
	1.2 Explain how the policies and procedures of your work setting cover current legislation in relation to Health and Safety and security
	1.3 Identify the lines of responsibility and reporting for health and safety and security in the work setting

Learning Outcome	Assessment Criteria
LO2 Recognise risks and hazards in the work setting and during off-site visits	2.1 Explain the importance of having a safe but challenging environment for babies and young children
	2.2 Explain the importance of using equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements
	2.3 Use equipment, furniture and materials safely, following manufacturers' instructions and setting's requirements
	2.4 Identify the differences between risk and hazard
	2.5 Identify the lines of responsibility and reporting in the event of identifying risks and hazards
	2.6 Demonstrate how to encourage children to be aware of personal safety and the safety of others
	2.7 Contribute to health and safety risk assessment in areas of the work setting and during off site visits

Learning Outcome	Assessment Criteria
LO3 Recognise own role and responsibilities relating to health and safety and security	3.1 Identify own role and responsibilities in the event of: <ul style="list-style-type: none"> • a baby or young child requiring urgent medical/dental attention • a non-medical incident or emergency
	3.2 Explain how to report and record urgent medical and non-medical incidents and emergencies

Learning Outcome	Assessment Criteria
LO4 Prevent and control infection in a babies and young children work setting	4.1 Outline procedures for infection control in own work setting
	4.2 Work in ways to encourage children to develop personal hygiene practices
	4.3 Demonstrate how to wash and dry hands to avoid the spread of infection
	4.4 Demonstrate safe disposal of waste to avoid the spread of infection
	4.5 Describe personal protective clothing that is used to prevent spread of infection
	4.6 Demonstrate use of personal protective clothing to avoid spread of infection
	4.7 Demonstrate safe food preparation and hygiene
	4.8 Deal with spillages safely
	4.9 Describe basic food safety when providing food and drink to children and young people
	4.10 Demonstrate and evaluate measures taken to prevent cross infection and contamination in own work setting

Learning Outcome	Assessment Criteria
LO5 Know the procedures for receiving, storing and administering medicines in a babies and young children work setting	5.1 Identify the procedures governing the receipt, storage, recording, administering and safe disposal of medicines within own work setting
	5.2 Explain how the procedures for medication in the work setting protect: <ul style="list-style-type: none"> • babies and young children • practitioners

Learning Outcome	Assessment Criteria
LO6 Recognise the signs and symptoms which may indicate that a child is injured, unwell or in need of urgent medical/ dental attention	6.1 Identify the signs and symptoms which may indicate that a baby or young child is injured or unwell
	6.2 Identify circumstances when babies and young children may need urgent medical or dental attention

EYP3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

EYP4 – Health and well-being in a babies and young children work setting

Unit reference number: M/617/8404

Level: 2

Credit value: 3

Guided Learning (GL) hours: 23

Unit aim

The learner will be able to understand and promote the value of health and well-being in a babies and young children's work setting

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Recognise the value of health and well-being in the development of babies and young children

LO2 Support the nutrition of babies and young children

LO3 Promote physical activity for babies and young children

LO4 Recognise the need to carry out care routines

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by DfE.

Assessment

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care Assessment Principles.

Assessment guidance

Healthier food choices must include:

- meals provided in the setting
- packed lunches
- snacks
- meals and snacks purchased off-site

Nutritional guidelines may include:

- making healthier food choices
- healthy balanced diets
- looking after teeth
- consuming healthy and balanced meals, snacks and drinks appropriate for their age

Activities must include:

- planned activities
- spontaneous activities
- indoor play
- outdoor play

Care routines should include:

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

Personal care routines may include:

- toileting
- care of skin
- care of teeth
- opportunity for rest, quiet, sleep

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Recognise the value of health and well-being in the development of babies and young children	1.1 Describe how health and well-being can impact on children's development
	1.2 Explain the importance of physical activity for babies and young children
	1.3 Describe the benefits of healthy balanced diet for babies and young children

Learning Outcome	Assessment Criteria
LO2 Support the nutrition of babies and young children	2.1 Outline the current early years dietary guidance for babies and young children
	2.2 Plan meals for babies and young children that meet their nutritional needs
	2.3 Describe with ways of encouraging for babies and young children to: <ul style="list-style-type: none"> • make healthier food choices • eat the food provided for them
	2.4 Describe how to share information with carers about the importance of nutritional guidelines

Learning Outcome	Assessment Criteria
LO3 Promote physical activity for babies and young children	3.1 Describe activities that encourage babies and young children to be physically active
	3.2 Describe how to share information with parents/carers about the importance of: <ul style="list-style-type: none"> • physical activity • a healthy balanced diet • looking after teeth

Learning Outcome	Assessment Criteria
LO4 Recognise the need to carry out care routines	4.1 Identify the recommended nutritional needs of babies until they are fully weaned
	4.2 Describe how to plan a programme of weaning
	4.3 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child
	4.4 Demonstrate how to support personal care routines that meet the individual needs of babies and young children and promote their independence
	4.5 Explain the impact on babies, young children and others of non-immunisation

EYP4 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

EYP5 – Communicating in a babies and young children work setting

Unit reference number: T/617/8405

Level: 2

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit provides the learner with the knowledge and skills to communicate within a babies and young children's work setting.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Communicate with babies and young children in ways that will be understood

LO2 Reduce barriers to communication in a babies and young children's work setting

LO3 Extend babies and young children's development and learning through verbal and non-verbal communication

LO4 Contribute to babies and young children's learning in communication, language and literacy

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by DfE.

Assessment

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care Assessment Principles.

Assessment guidance

Communication methods may include:

- non-verbal communication, such as eye contact, touch, physical gestures, body language, physical behaviour, etc.
- verbal communication, such as vocabulary, linguistic tone, pitch, etc.
- communication through technological devices, such as for EAL (English as an additional language) or other specialist communication

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

Variety of methods must include:

- reading
- telling stories
- songs
- poems
- finger plays

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Communicate with babies and young children in ways that will be understood	1.1 Demonstrate communication methods that meet babies and young children's communication needs, wishes and preferences
	1.2 Communicate with babies and young children in a way that meets the need of the individual
	1.3 Actively listen to babies and young children and value what they say, experience and feel
	1.4 Check that babies and young children understand what is communicated

Learning Outcome	Assessment Criteria
LO2 Reduce barriers to communication in a babies and young children work setting	2.1 Identify barriers to communicating with babies and young children including those who have delayed speech
	2.2 Demonstrate different ways of reducing barriers to communicating with babies and young children
	2.3 Demonstrate ways to check that communication has been understood
	2.4 Identify sources of information and support or services to enable a more effective communication

Learning Outcome	Assessment Criteria
LO3 Extend babies and young children's development and learning through verbal and non-verbal communication	3.1 Demonstrate how to encourage babies and young children to use a range of communication methods
	3.2 Describe different ways of communicating verbally and non-verbally with babies and young children depending on their age and stage of development
	3.3 Identify ways of promoting verbal and non-verbal communication to meet the needs of children with English as an additional language
	3.4 Demonstrate verbal and non-verbal communication techniques to meet the individual developmental stage of the child

Learning Outcome	Assessment Criteria
LO4 Contribute to babies and young children's learning in communication, language and literacy	4.1 Identify the types of equipment and activities that are used to support babies and young children's communication, language and literacy activities
	4.2 Demonstrate how to engage babies and young children's interest and attention in communication, language and literacy activities through a variety of methods
	4.3 Use clear language to support babies and young children's learning when engaged in communication, language and literacy activities
	4.4 Use encouragement and praise when supporting babies and young children's learning in communication, language and literacy
	4.5 Demonstrate a range of communication methods to exchange information with children and adults

EYP5 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

EYP6 – Supporting the development of babies and young children

Unit reference number: A/617/8406

Level: 2

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit enables the learner to understand the educational, creative and social developmental requirements for babies and young children

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Support the educational development of babies and young children

LO2 Support the creative development of babies and young children

LO3 Evaluate own contribution to the educational and creative development of babies and young children

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by DfE.

Assessment

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care Assessment Principles.

Assessment guidance

Educational programmes must include activities which are:

- adult-led
- child-initiated
- spontaneous

Activities must include:

- indoor
- outdoor

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Support the educational development of babies and young children	1.1 Describe the statutory framework and learning and development requirements for babies and young children that must be implemented by your setting
	1.2 Work with colleagues to identify and plan enabling environments, activities, play opportunities and educational programmes to support the holistic development of babies and young children
	1.3 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress
	1.4 Provide opportunities for babies and young children to engage in activities
	1.5 Support the engagement of babies and young children in activities that promote use of their senses
	1.6 Record observations of the babies and young children's participation in the activities
	1.7 Contribute to the evaluation of the activities meeting the babies and young children's identified development needs

Learning Outcome	Assessment Criteria
LO2 Support the creative development of babies and young children	2.1 Identify the types of equipment and activities that are used to support the creative development of babies and young children
	2.2 Review activities to support children's play, creativity and social development
	2.3 Provide opportunities for creative and clear up activities with babies and young children
	2.4 Demonstrate inclusive practice ensuring that every child is included and supported
	2.5 Use clear language during activities to support babies and young children's creative development
	2.6 Use encouragement and praise when supporting the creative development of babies and young children

Learning Outcome	Assessment Criteria
LO3 Evaluate own contribution to the educational and creative development of babies and young children	3.1 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements
	3.2 Review how own working practice has contributed to the educational and creative development of babies and young children
	3.3 Adapt own practice to meet the individual educational and creative development needs of babies and young children

EYP6 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

EYP7 – Supporting the child in the transition to school

Unit reference number: F/617/8407

Level: 2

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit is about understanding how to support the child as they prepare to enter school

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the principles of the observation, assessment and planning cycle

LO2 Plan, deliver and assess numeracy and literacy activities to support children's early interest and development

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by DfE.

Assessment

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care Assessment Principles.

Assessment guidance

Numeracy should include the child's development in:

- numbers
- number patterns
- counting
- sorting
- matching

Literacy should include the child's development in:

- mark making
- writing
- reading and being read to

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of the observation, assessment and planning cycle	1.1 Describe how to use different types of observation, assessments and planning to identify: <ul style="list-style-type: none"> • child's progress • their needs to be met • activities and support to be planned
	1.2 Explain the value of observation for the: <ul style="list-style-type: none"> • child • parent/carer • early years setting in planning the next steps

Learning Outcome	Assessment Criteria
LO2 Plan, deliver and assess numeracy and literacy activities to support children's early interest and development	2.1 Plan activities that support the interest and development of children's numeracy and literacy skills which demonstrate different support strategies to promote learning and development
	2.2 Demonstrate that the child's individual needs, interests and stage of development have been taken into consideration when planning the activities
	2.3 Explain how each activity relates to other areas of learning and development
	2.4 Explain the different ways that children learn using the characteristics of effective teaching and learning
	2.5 Deliver activities that support the development of children's numeracy and literacy skills in line with the plans
	2.6 Carry out an observed assessment of the activities to identify the level of achievement, interest and learning styles of a child

EYP7 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

EYP8 – Supporting children with special educational needs and disabilities (SEND)

Unit reference number: J/617/8408

Level: 2

Credit value: 3

Guided Learning (GL) hours: 28

Unit aim

This unit enables the learner to understand the legislation and importance of partnership working in order to support children with special educational needs and disabilities

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the statutory guidance in relation to the care and education of children with SEND

LO2 Partnership working in relation to working with children with SEND

LO3 Support the development of individual care and participation plans for children with SEND

LO4 Support the development needs of children with SEND

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by DfE.

Assessment

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care Assessment Principles.

Assessment guidance

Partnership working could include either parents, carers, external agencies and/or specialists.

Providing **support to** children considers their:

- specific needs
- abilities
- home language
- interests

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the statutory guidance in relation to the care and education of children with SEND	1.1 Outline the statutory guidance in relation to the care and education of children with SEND
	1.2 Describe the assessment and intervention frameworks for children with SEND

Learning Outcome	Assessment Criteria
LO2 Partnership working in relation to working with children with SEND	2.1 Explain the importance of partnership working in relation to working with children with SEND
	2.2 Obtain information about the individual needs, capabilities and interests of children with SEND
	2.3 Work in partnership with children with SEND and others to review and improve activities and experiences provided for them

Learning Outcome	Assessment Criteria
LO3 Support the development of individual care and participation plans for children with SEND	3.1 Describe the purpose of individual plans for children with SEND
	3.2 Demonstrate ways of supporting care, participation and equality of access for children with SEND
	3.3 Contribute to the assessment, planning, implementation and reviewing of each baby's and young child's individual plan using the graduated approach

Learning Outcome	Assessment Criteria
LO4 Support the development needs of children with SEND	4.1 Work in ways that value and respect the developmental needs and stages of babies and young children
	4.2 Describe the adaptations that can be made to support children with SEND to participate in the full range of activities and experiences provided by the setting
	4.3 Support children to use specialist aids and equipment safely to enable them to participate in activities and experiences
	4.4 Explain how resources can be adapted to meet the needs of children whose home language is not English
	4.5 Describe how to refer concerns about a baby's or child's development

EYP8 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

EYP9 – Developing self in a babies and young children work setting

Unit reference number: L/617/8409

Level: 2

Credit value: 3

Guided Learning (GL) hours: 23

Unit aim

This unit enables the learner to recognise the importance of CPD in order to develop own skills and knowledge in order to support in their role as an early years practitioner.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand what is required for competence in own work role

LO2 Engage in reflective practice and continuous professional development (CPD)

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by DfE.

Assessment

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care Assessment Principles.

Assessment guidance

Standards may include:

- Codes of practice
- regulations
- minimum standards
- national occupational standards

Workplace policies and procedures may include:

- reporting
- whistleblowing
- protecting and promoting the welfare of children
- safeguarding
- confidentiality
- information sharing
- use of technology

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand what is required for competence in own work role	1.1 Describe the duties, responsibilities and expected behaviours of own role, colleagues and the team
	1.2 Identify standards that influence the way the role is carried out
	1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
	1.4 Explain how to access workplace policies and procedures
	1.5 Describe own responsibilities and accountabilities relating to workplace policies and procedures
	1.6 Describe the types of behaviour that can impact and influence babies and young children

Learning Outcome	Assessment Criteria
LO2 Engage in reflective practice and continuous professional development (CPD)	2.1 Explain the importance of reflective practice and CPD to develop knowledge, skills and early years practice
	2.2 Demonstrate the ability to reflect on own work activities, subject knowledge, skills and practice
	2.3 Identify sources of support for own learning and development
	2.4 Use feedback and supervision from others to identify own areas of development
	2.5 Describe the process for agreeing a personal development plan to support areas of development, goals and career opportunities
	2.6 Engage in CPD to support knowledge skills and practice

EYP9 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

EYP10 – Working with others in a babies and young children’s work setting

Unit reference number: F/617/8410

Level: 2

Credit value: 3

Guided Learning (GL) hours: 26

Unit aim

This unit will enable the learner to understand the importance of working with others to support the development of babies and young children’s development

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand working relationships in an early years setting

LO2 Recognise the role of others in the health, well-being, learning and development of babies and young children

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by DfE.

Assessment

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care Assessment Principles.

Assessment guidance

Agencies and professionals include:

- statutory
- non-statutory

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand working relationships in an early years setting	1.1 Recognise the contribution of colleagues to the achievement of team objectives
	1.2 Explain the importance of treating colleagues with respect, fairness and courtesy
	1.3 Explain why working in partnership with others is important for babies and young children people
	1.4 Describe the roles and responsibilities of other agencies and professionals that work with and support own setting

Learning Outcome	Assessment Criteria
LO2 Recognise the role of others in the health, well-being, learning and development of babies and young children	2.1 Identify the reasons for partnerships with carers
	2.2 Explain the importance of valuing the contributions of others make to a child's early learning and development in the home environment
	2.3 Explain the importance of listening to children to support their early learning
	2.4 Describe how partnerships with carers are developed and sustained in own work setting
	2.5 Describe circumstances where partnerships with carers may be difficult to develop and sustain
	2.6 Encourage others to take an active role in the care, play, learning and development of babies and young children
	2.7 Demonstrate a range of communication methods to exchange information with children and adults
	2.8 Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements

EYP10 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

EYP11 – Equality and inclusion in a babies and young children’s work setting

Unit reference number: J/617/8411

Level: 2

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit is aimed at those who work with babies and young children in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the importance of equality and inclusion

LO2 Work in an inclusive way with others

LO3 Know how to access information, advice and support about diversity, equality and inclusion

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by DfE.

Assessment

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care Assessment Principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination
	1.2 Describe ways in which discrimination may occur in the work setting
	1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination

Learning Outcome	Assessment Criteria
LO2 Work in an inclusive way with others	2.1 Explain the impact of a lack of equality and inclusion to the work setting
	2.2 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
	2.3 Show interaction with individuals that respects their beliefs, culture, values and preferences
	2.4 Describe how to challenge discrimination in a way that encourages change

Learning Outcome	Assessment Criteria
LO3 Know how to access information, advice and support about diversity, equality and inclusion	3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion
	3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion

EYP11 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

EYP12 – Supporting positive behaviour in a babies and young children work setting

Unit reference number: L/617/8412

Level: 2

Credit value: 3

Guided Learning (GL) hours: 22

Unit aim

This unit is about providing the knowledge, understanding and skills required to support babies and young children's positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the policies and procedures for promoting positive behaviour in babies and young children's settings

LO2 Promote positive behaviour

LO3 Respond to inappropriate behaviour

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by DfE.

Assessment

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care Assessment Principles.

Assessment guidance

Policies and procedures may include:

- behaviour policy
- code of conduct
- rewards and sanctions
- dealing with conflict and inappropriate behaviour
- anti-bullying
- attendance

Inappropriate behaviour is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through:

- speech
- writing
- non-verbal behaviour
- physical abuse

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the policies and procedures for promoting positive behaviour in a babies and young children work setting	1.1 Describe the policies and procedures relevant to promoting positive behaviour in a babies and young children' setting
	1.2 Explain the importance of all staff consistently and fairly applying boundaries and rules for babies and young children's behaviour

Learning Outcome	Assessment Criteria
LO2 Promote positive behaviour	2.1 Describe the benefits of encouraging and rewarding positive behaviour
	2.2 Apply skills and techniques for supporting and encouraging the positive behaviour of babies and young children
	2.3 Demonstrate realistic, consistent and supportive responses to the positive behaviour of babies and young children
	2.4 Provide an effective role model for the standards of behaviour expected of babies and young children in the work setting

Learning Outcome	Assessment Criteria
LO3 Respond to inappropriate behaviour	3.1 Select and apply agreed strategies for dealing with inappropriate behaviour
	3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred

EYP12 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

EYD2 Document History

Version	Issue Date	Changes	Role
v2	13/02/2023	Formatting and re-branding. No content amendment.	Data Administrator