



Training
QualificationsUK

Qualification Specification

TQUK Level 2 Diploma for the Early Years Practitioner (RQF)

Qualification Number: 603/5096/9

Version 4

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 4	Minor SPaG corrections

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

The TQUK Level 2 Diploma for the Early Years Practitioner is regulated by Ofqual.

Qualification Purpose

The purpose of this qualification is to gain the 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.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 3 Award in ICT in Early Years (RQF)
- TQUK Level 3 Diploma for the Children's Workforce (Early Years Educator) (RQF)

Structure

Learners must achieve the following nine mandatory units

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Understand the role of the early years practitioner	R/617/7889	2	20	4
Health and Safety in a childcare setting	R/617/7892	2	35	5
Safeguarding in a childcare setting	K/617/7896	2	35	5
Understand child development	K/617/7901	2	50	7
Communication with children	F/617/7905	2	25	4
Supporting activities, purposeful play and educational programmes	L/617/7907	2	50	5
Supporting children with special	R/617/7908	2	30	7

educational needs				
Working with others in early years childcare	R/617/7911	2	20	4
Understand the principles of wellbeing in children	Y/617/7912	2	35	5

Guided Learning Hours

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

GLH for this qualification is 300 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 155 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

The total Qualification Time for this qualification is 455 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory Units

Title:		Understand the role of the early years practitioner R/617/7889	
Level:		2	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the role of the early year's practitioner	1.1	Outline the remit of own role
		1.2	Describe the expected behaviours of someone working professionally with young children and babies
		1.3	Outline the roles of others you work closely with when caring for children and babies
		1.4	Outline the role of your team in providing care for children and babies
		1.5	Explain, with examples, how own behaviour can impact on or influence babies and children
2.	Understand the role of policies and procedures in a childcare environment	2.1	Explain the purpose of policies and procedures in a childcare environment
		2.2	Outline where own workplace's policies and procedures can be accessed
		2.3	Explain own accountabilities in terms of adherence to organisation policies and procedures
		2.4	Explain own responsibilities when following procedures in the work setting for: <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing

			<ul style="list-style-type: none"> • use of technology
		2.5	Give examples of situations when specific policies and procedures will need to be accessed or followed
3.	Understand the role of continued professional development	3.1	Explain the importance of reflective practice
		3.2	Explain the importance of continued professional development
		3.3	Identify tools which can be used to reflect upon and improve own performance
4.	Be able to manage own continued professional development	4.1	Produce a continued professional development plan that is appropriate for own role and addresses gaps in: <ul style="list-style-type: none"> • skills • practice • subject knowledge
		4.2	Engage in continued professional development activities in line with own CPD plan
		4.3	Collate feedback on own performance from appropriate stakeholders
		4.4	Use feedback and own CPD plan to identify career goals and opportunities

Title:		Health and Safety in a childcare setting R/617/7892	
Level:		2	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand legislation and guidance relating to health and safety in a childcare setting	1.1	Outline the legal requirement for health and safety in the workplace as set out in the Health and Safety at Work Act 1974
		1.2	Outline guidance relating to security in childcare settings
		1.3	Summarise own organisation's policies and procedures relating to health and safety
		1.4	Describe the security measures taken in own workplace to protect the security of babies and young children
2.	Understand the role of risk assessment in a childcare setting	2.1	Define the terms 'risk assessment' and 'hazard'
		2.2	Outline own responsibilities in identifying risks and hazards
		2.3	Identify risks and hazards associated with any workplace
		2.4	Identify risks and hazards specific to childcare settings
		2.5	Identify risks and hazards associated with off-site trips involving babies and young children
3.	Understand own role and responsibilities in health and safety related events	3.1	Describe actions to be taken in the event of a baby or young child requiring urgent medical or dental attention
		3.2	Describe actions to be taken in a non-medical incident or emergency involving a baby or young child
		3.3	Explain reporting procedures to be followed in the event of a medical or non-medical incident or emergency

4.	Be able to prevent and control the spread of infection	4.1	Demonstrate hand-washing procedures in line with accepted best practice process
		4.2	Demonstrate adherence to food safety regulations when preparing snacks and meals
		4.3	Safely dispose of waste, including that contaminated with bodily fluids
		4.4	Deal with spillages promptly and safely
		4.5	Use personal protective equipment appropriate for task completion
5.	Understand how to handle medications safely	5.1	Explain own organisation's procedures for handling medications including: <ul style="list-style-type: none"> • receiving • storing • recording • administering • disposing
		5.2	Outline limits of own responsibility relating to handling of medication
		5.3	Explain the importance of communication with parents/carers in relation to medication
6.	Be able to safely use equipment	6.1	Explain where to find manufacturers' guidance and instructions on how to use specific equipment in own organisation
		6.2	Use equipment, furniture and materials safely following manufacturer's instructions
		6.3	Identify any setting specific guidance on the use of equipment in own organisation
7.	Recognise when a child is unwell or injured	7.1	Identify signs and symptoms which may indicate that a child is injured
		7.2	Identify signs and symptoms which may indicate that a child is experiencing an allergic reaction
		7.3	Identify the signs and symptoms which may indicate a common childhood illness

		7.4	Identify the signs and symptoms which do not indicate common illness or allergy, but do indicate that a child needs urgent medical attention
8.	Be able to support children to take responsibility for their own health, safety and security	8.1	Encourage children to be aware of their own personal safety
		8.2	Encourage children to be aware of the safety of others
		8.3	Ensure that children are aware of their own role in implementing the security procedures at own setting
		8.4	Develop personal care routines with children including: <ul style="list-style-type: none">• hand-washing• oral care
Assessment requirements: Common childhood illnesses which must be covered: coughs and colds, conjunctivitis, rubella, chicken pox, ear infections, tonsillitis, ear infections, whooping cough, vomiting and diarrhoea, ringworm			

Title:		Safeguarding in a childcare setting K/617/7896	
Level:		2	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know the legal requirements relating to the safety of children	1.1	Outline the key points of legal requirements and guidance relating to safeguarding and security in a childcare setting
		1.2	Explain the purpose of the General Data Protection Regulations
		1.3	Describe legal requirements relating to confidentiality of information in a childcare setting
		1.4	Summarise guidance on promoting the welfare of children
2.	Understand policies and procedures designed to protect children	2.1	Identify policies and procedures in place to protect children
		2.2	Outline own organisation's policies and procedures relating to safeguarding babies and young children
		2.3	Outline own organisation's policies and procedures relating to online safety for young children
		2.4	Describe the risks and possible consequences for children using the internet, mobile phones and other technologies
		2.5	Outline own organisation's policies and procedures relating to child protection
3.	Understand own role and responsibilities in relation to safeguarding and security	3.1	Explain own role in relation to safeguarding and security of children and babies whilst they are in your care
		3.2	Describe own role in implementing security procedures during drop-off and pick-up times

		3.3	Describe procedures to follow in the event of a security or safeguarding procedure being breached
		3.4	Give examples of the types of confidential information which is processed and held in a childcare setting
		3.5	Give examples of when confidential information is processed and how confidentiality is maintained
		3.6	Outline the process which should be followed if confidentiality is breached
4.	Know how to recognise when child is in danger	4.1	<p>Give examples of how the following forms of abuse might affect children:</p> <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual
		4.2	<p>Describe the signs that might indicate that a child is being affected by:</p> <ul style="list-style-type: none"> • domestic violence • neglect • physical abuse • emotional abuse • sexual abuse
5.	Know what action to take to protect a child who may be in danger	5.1	Explain the procedures to be followed when you suspect a child is in danger or at risk of serious harm
		5.2	<p>Describe the actions to take in response to concern that a colleague may be:</p> <ul style="list-style-type: none"> • failing to comply with safeguarding procedures • harming, abusing or bullying a child or baby
		5.3	Identify the roles and responsibilities of other agencies and professionals involved in the reporting process when you suspect a child is in danger or at risk of serious harm
		5.4	Explain the importance of working with others to protect children
		5.5	Explain where further advice and support can be found when you suspect a child is in danger or at risk of serious harm

Title:		Understand child development K/617/7901	
Level:		2	
Credit value:		7	
Guided learning hours:		50	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the learning process for children	1.1	Describe how children learn
		1.2	Explain what is meant by the term 'holistic development'
		1.3	Explain why holistic development is important for children
		1.4	Explain how the following contribute to holistic development: <ul style="list-style-type: none"> • Communication and language skills • Personal, Social and Emotional Development Skills • Physical development • Literacy and mathematics skills • Understanding the world • Expressive Arts and Design
		1.5	Explain how babies' and young children's learning and development can be affected by their stage of development, wellbeing and individual circumstances
2.	Know expected patterns of development for children and babies	2.1	Describe expected patterns of development from birth to five years of age in the following areas: <ul style="list-style-type: none"> • Cognitive development • Communication and language skills • Physical development • Personal, Social and Emotional Development Skills • Neurological development • Literacy and mathematics
		2.2	Describe expected patterns of further development in children aged 5 – 7 years in the following areas: <ul style="list-style-type: none"> • Cognitive development

			<ul style="list-style-type: none">• Communication and language skills• Physical development• Personal, Social and Emotional Development Skills• Neurological development• Literacy and mathematics
3.	Understand external events which can impact upon a child's development	3.1	List a range of transitions and significant life events which might be experienced by a baby or young child
		3.2	Describe how transitions and other significant life events can impact upon a child's development
		3.3	Explain how children can be supported through transitions and significant life events
		3.4	Demonstrate how to support babies and young children through a transition or significant life event
4.	Understand the role of others in a child's development	4.1	Explain the significance of attachment for babies and children
		4.2	Define the term 'key person' in the context of babies and children
		4.3	Give examples of common 'key person' relationships
		4.4	Explain the role of the 'key person' in supporting child's development
		4.5	Explain with examples how the 'key person' can positively influence the learning and development processes of a child

Assessment requirements:

2.1

Evidence must cover age ranges:

- 0-6 months
- 6-12 months
- 1-2 years
- 2-3 years
- 3-4 years
- 4-5 years

Title:		Communication with children F/617/7905	
Level:		2	
Credit value:		4	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to make themselves understood by children	1.1	Demonstrate a range of ways to communicate with children non-verbally
		1.2	Demonstrate the ability to adapt verbal communication to suit the needs and preferences of the child
		1.3	Demonstrate how to check that a child has understood communication
2.	Be able to use communication to support development and learning	2.1	Describe the most appropriate ways to communicate with babies and young children at each stage of their development
		2.2	Explain how the choice of communication method can support the learning and development process
		2.3	Demonstrate how to extend children's development and learning through verbal and non-verbal communication
3.	Understand how to communicate with children who have communication barriers	3.1	Adapt style and type of communication in situations where a child is distressed or misbehaving
		3.2	Explain how to communicate with a child whose first language is not English
		3.3	Explain how to communicate with children who have delayed speech
4.	Be able to encourage babies and young children to communicate	4.1	Identify ways in which babies communicate with adults and each other
		4.2	Identify ways in which young children communicate with adults and each other

		4.3	Encourage babies and young children to communicate in a variety of ways with adults
		4.4	Facilitate communication between child peers
5.	Be able to use a range of communication methods to communicate with adults	5.1	Communicate and exchange information with parents, carers and co-workers: <ul style="list-style-type: none">• verbally• in writing
		5.2	Demonstrate a range of methods of communication when sharing information with adults

Title		Supporting activities, purposeful play and educational programmes L/617/7907	
Level:		2	
Credit value:		3	
Guided learning hours:		50	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the statutory framework for babies and young children	1.1	Describe the statutory framework and learning and development requirements relevant to early year's settings
		1.2	Explain how the statutory framework is relevant to a childcare setting
2.	Understand the different types of play and activities	2.1	Explain what is meant by: <ul style="list-style-type: none"> • Adult led activities • Child initiated activities • Spontaneous experience • Sustained shared thinking
		2.2	Outline the benefits of: <ul style="list-style-type: none"> • Indoor play • Outdoor play • Adult led activities • Child initiated activities • Spontaneous experiences • Extending children's thinking
3.	Be able to create environments conducive to holistic development	3.1	Identify the features of a range of environments which enable different types of learning
		3.2	Construct an environment conducive to learning
		3.3	Plan and deliver a range of activities, play opportunities and educational activities to support holistic development
4.	Be able to implement play activities for children	4.1	Lead indoor play activities focused upon supporting play, creativity, social development and learning

		4.2	Lead outdoor play activities focused upon supporting play, creativity, social development and learning
		4.3	Demonstrate inclusive practice ensuring that every child is included and supported
5.	Be able to review play activities for children	5.1	Review play activities for: <ul style="list-style-type: none"> • manageability • effectiveness • motivation • adaptability • how enjoyable children found it
		5.2	Produce a plan to improve play activities based upon findings of review
		5.3	Clear away after activities have taken place
6.	Understand observation, assessment and planning in the context of children's play activities	6.1	Describe the key stages in the observation, assessment and planning cycle
		6.2	Explain the value of observation for: <ul style="list-style-type: none"> • the child • the parents/carers • planning next steps in the early years setting
7.	Be able to observe children involved in play activities	7.1	Assess children involved in play activities in line with expected statutory frameworks
		7.2	Record the outcomes of assessments accurately and consistently
		7.3	Share results with relevant parties in line with confidentiality and setting specific requirements
		7.4	Describe how to refer concerns you may have about a baby or child's development
8.	Support development of babies and children through purposeful play and educational learning	8.1	Demonstrate how to use learning activities to support early language development
		8.2	Support children's early interest and development in mark making, writing, reading and being read to
		8.3	Support children's interest and development in mathematics learning including numbers, number patterns, counting, sorting and matching

Assessment requirements:

4.3

Range of activities to include:

- Role play and imagination games
- Indoor games
- Outdoor games
- Planned craft activities
- Books and stories
- Speaking and listening games.
- Adult led
- Child initiated

Title:		Supporting children with special educational needs R/617/7908	
Level:		2	
Credit value:		7	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be familiar with guidance relevant to the care and education of children with special educational needs and/or disabilities	1.1	Identify guidance relevant to the care and education of children with special educational needs and/or disabilities
		1.2	Describe key points of guidance relevant to the care and education of children with special educational needs and/or disabilities
2.	Understand how to work with others when caring for children with special educational needs and/or disabilities	2.1	Define the term 'partnership working'
		2.2	Explain how to work with parents/carers to support children with special educational needs and/or disabilities
		2.3	Identify other agencies and professionals involved in supporting the care and education of children with special educational needs and/or disabilities
3.	Contribute to individual care plans for children and babies with special educational needs and/or disabilities	3.1	Support the following stages of providing individual care in line with the Graduated Approach: <ul style="list-style-type: none"> assessment of needs planning care implementing a care plan reviewing a care plan
		3.2	Explain the importance of including child or baby participation in the plan for their care
		3.3	Work in ways that value and respect the developmental needs of individual babies and children
4.	Know what resources are available to support when caring for a child with special	4.1	Identify a range of equipment and specialist aids that can be used to support children with special educational needs and/or disabilities

	educational needs and/or disabilities	4.2	Identify resources that can be accessed to help support children with special educational needs and/or disabilities
		4.3	Describe how to use specialist aids, equipment and resources safely

Assessment requirements:

Learning Outcome 3 - Learners should have underpinning knowledge of how individual care plans can be used for individuals with special education needs and/or disabilities.

Assessment guidance:

Learning Outcome 3 - Competency aspects can be assessed with learners applying their skills and knowledge more generally by supporting individual care plans for children and babies who may not have a special educational need and/or disability

Title:		Working with others in early years childcare R/617/7911	
Level:		2	
Credit value:		4	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the roles and responsibilities of those involved in early year's childcare	1.1	Outline the roles and responsibilities of a range of statutory agencies and professionals that support childcare settings
		1.2	Outline the roles and responsibilities of a range of non-statutory agencies and professionals that support childcare settings
		1.3	Outline the ways in which identified agencies and professionals work with early years childcare settings
2.	Understand the role of family and carers in early year's development	2.1	Explain the importance of the voice of the child
		2.2	Explain the importance of parental/carers involvement in early years learning
		2.3	Explain the importance of the home learning environment in early years learning
3.	Be able to work cooperatively with others	3.1	Work cooperatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress
		3.2	Work collaboratively with parents and carers to support their baby or child's health, well-being, learning and development
		3.3	Encourage parents and carers to take an active role in their baby or child's care, play, learning and development

Title:		Understand the principles of wellbeing in children Y/617/7912	
Level:		2	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the impact of health and wellbeing on children's development	1.1	Explain how an unhealthy lifestyle and poor diet can impact upon a child's development
		1.2	Describe the signs and symptoms of an unhealthy lifestyle or poor diet in a child or baby
		1.3	Describe how a lack of particular vitamins or minerals in a child's diet can impact upon their development, including: <ul style="list-style-type: none"> • Vitamins A, C and D
2.	Understand the current dietary guidance for early years	2.1	Summarise the current dietary guidance for babies and young children including: <ul style="list-style-type: none"> • the government position on breast milk vs formula milk • essential vitamins and minerals for healthy development • Foods and drinks to avoid • When to introduce solid food to a baby
		2.2	Explain why it is important for babies and young children to have a healthy balanced diet
		2.3	Explain why it is important for babies and young children to be physically active
3.	Promote health and wellbeing in childcare settings	3.1	Identify a range of healthy and balanced meals, snacks and drinks for children at various ages between 0 - 5 years old
		3.2	Plan indoor and outdoor physical activities appropriate for children aged 0 - 5 years old
		3.3	Describe spontaneous activities that can be used to introduce physical activity into day to day life for children aged 0 - 5 years old

4.	Promote health and wellbeing in the home	4.1	Demonstrate how to share information with parents and carers about the importance of a balanced diet and physical exercise for their children
		4.2	Outline current guidelines for looking after teeth in children aged 0 - 5 years old
		4.3	Demonstrate how to share information with parents and carers about the importance of looking after their children's teeth
5.	Be able to carry out respectful care routines	5.1	Assist a range of children between the ages of 0 - 5 years old to eat, to include: <ul style="list-style-type: none">• Feeding• Weaning• Complimentary feeding
		5.2	Assist a range of children between the ages of 0 - 5 years old to toilet, to include: <ul style="list-style-type: none">• Nappy changing• Potty/toilet training
		5.3	Demonstrate the ability to care for children's skin, teeth and hair
		5.4	Demonstrate the ability to ensure proper rest and sleep for children

Assessment requirements:
3.2, 3.3, 4.2, 5.1, 5.2
Evidence must cover age ranges:

- 0-6 months
- 6-12 months
- 1-2 years
- 2-3 years
- 3-4 years
- 4-5 years