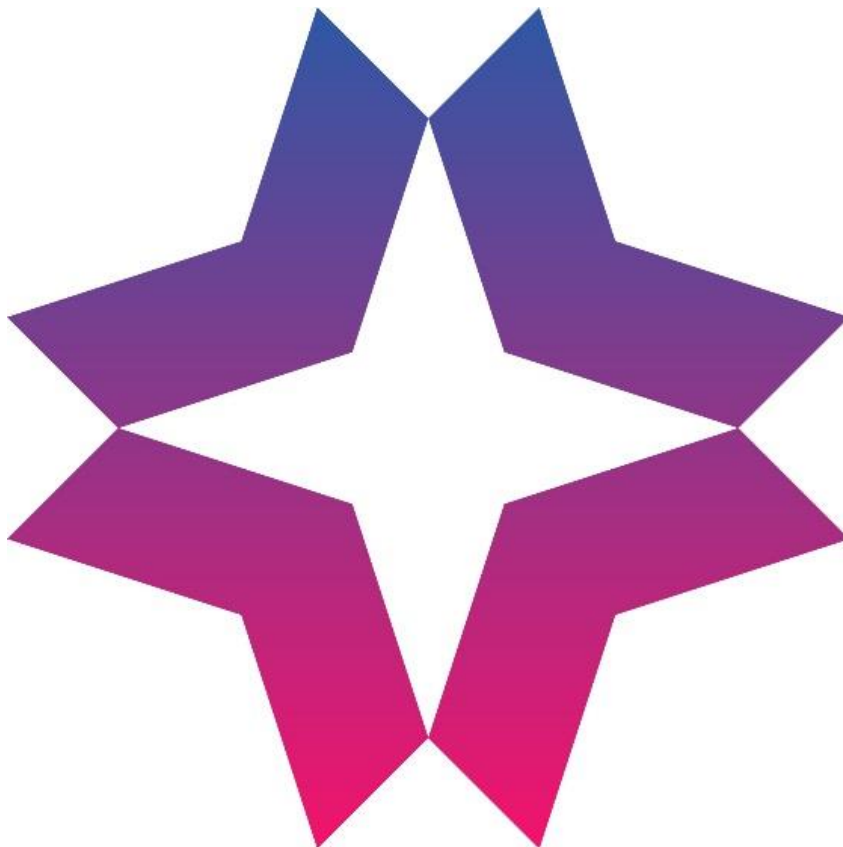


SPECIFICATION

IAO LEVEL 2 DIPLOMA IN EARLY YEARS PRACTITIONER

QUALIFICATION NUMBER: 603/4814/8



Change control

Following the announcement that the EYFS framework is changing from September 2021, Innovate Awarding has reviewed the Level 2 Diploma in Early Years Practitioner and made the relevant changes in line with the amends provided by the Department of Education.

Please see the supporting document which highlights all the changes made within this current version of the specification.

Any enquiries about this process can be directed to contactus@innovateawarding.org

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing, and we currently have qualifications in the following sectors:

Active Leisure
Business and Management
Childcare
Employability
Retail

Health and Social Care
Hospitality and Catering
IT
Logistics
Education and Training

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”

Qualification summary

Qualification Accreditation Number (QAN) 603/4814/8

Qualification review date 31st August 2023

Guided Learning Hours (GLH) Minimum 157 hours

Total Qualification Time (TQT) 371 hours

RQF level Level 2

Qualification credit value 38 credits

Minimum credits at/above level 35 credits

Assessment requirements Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Aims and objectives of the qualification

This qualification is aimed at learners who wish to work within an Early Years Setting. 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 Early Years Practitioner (EYP) criteria, for the purposes of the staff: child ratios at level 2 in the Statutory

Entry guidance

This qualification is suitable for learners aged 16 and over. There are no formal entry requirements needed to undertake this qualification.

Progression opportunities

Learners who achieve this qualification could progress into employment working with children from 0 to 5 years in roles such as; a nursery practitioner, child minder and preschool assistant.

Learners could progress to further study or training such as:

- Level 3 Diploma in Early Learning and Childcare (Early Years Educator)
- Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

Qualification structure

Learners must complete all mandatory units to gain 35 credits. Learners must gain a minimum of three credits from units in the optional bank.

The Minimum Guided Learning Hours (GLH) for this qualification is 157 hours.

The Total Qualification Time (TQT) for this qualification is 371 hours.

Unit structures

All units are listed below.

Mandatory units

Unit ref	Unit title	Level	Credits	GLH
M/617/6801	Development of Children within an Early Years Setting	2	3	12
R/617/8301	Wellbeing of Children within an Early Years Setting	2	4	14
Y/617/8302	Health and Safety for Children in an Early Years Setting	2	7	26
T/617/6802	Protection of Children in an Early Years Setting	2	4	14
A/617/6803	Support the Planning and Delivery of Activities, Purposeful Play Opportunities and Educational Programmes	2	8	33
F/6176804	Continuing Professional Development within an Early Years Setting	2	4	20
J/617/6805	Partnership Working within an Early Years Setting	2	5	22

Optional units

Unit ref	Unit title	Level	Credits	GLH
D/617/8303	Contribute to the support of babies and young children's creative development	2	2	14
H/617/8304	Develop positive relationships with babies, young children and others involved in their care	3	1	8
K/617/8305	Support babies and young children at meal or snack times	2	3	18
M/617/8306	Support babies and young children with disabilities and Special Educational Needs	2	4	26
T/617/8307	Safeguarding the welfare of babies and young children	2	3	20
F/617/8309	Introduction to duty of care in health, social care or children's settings	2	1	9
T/617/8310	Support babies and young children's play and leisure	2	3	16

Title:	M/617/6801 Development of Children within an Early Years Setting
Level:	2
Credit Value:	3
GLH:	12
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand child development from birth to 7 years	1.1 Explain what is meant by rate of development 1.2 Explain how babies' and young children's learning and development can be influenced by their: <ul style="list-style-type: none"> • Stage of development • Wellbeing • Individual circumstances
2. Understand the pattern of development for children aged 0-5 years and 5-7 years	2.1 Describe the pattern of development for babies and children, including: <ul style="list-style-type: none"> • Cognitive • Speech and language • Communication • Physical (Fine/Gross) • Emotional • Social • Brain Development • Literacy • Numeracy
3. Understand the importance of holistic development in babies and young children	3.1 Explain what is meant by holistic development in children 3.2 Explain the importance of children's holistic development in: <ul style="list-style-type: none"> • Physical development • Personal, social and emotional development • Psychological wellbeing

Additional Information:	
N/A	
Unit aim (s)	The aim of this unit to understand child development from birth to aged 7 and what factors affect development. The unit explores transitions children experience and how to overcome these. The content includes importance of diet, exercise and personal hygiene practices in babies and young children. The final learning outcome assesses competence in these areas.
Assessment requirements specified by a sector or regulatory body (if appropriate)	
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	R/617/8301 Wellbeing of Children within an Early Years Setting
Level:	2
Credit Value:	4
GLH:	14
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the types of transitions a baby and child experiences	1.1 Describe the significance of attachment in children 1.2 Describe the transitions which a child experiences 1.3 Describe how transitions can impact a child 1.4 Describe how to support babies and young children going through a range of transitions 1.5 Explain the term school readiness
2. Understand the importance of diet and exercise in babies and young children	2.1 Explain the importance of health and wellbeing on children's development 2.2 Describe the current dietary guidance for early years 2.3 Explain the importance of a healthy diet and physical exercise in babies and young children 2.4 Plan a weekly healthy menu including meals, snacks and drinks for children aged:0-3 years <ul style="list-style-type: none"> • 3-4 years • Reception (4-4 years 11 months) • 5-7 years 2.5 Share information with parents on: <ul style="list-style-type: none"> • a healthy balanced diet • being physically active • oral health

<p>3. Be able to apply practice to personal care routines in babies and children</p>	<p>3.1 Provide respectful care routines appropriate to the development, stage, dignity and needs of the child, including:</p> <ul style="list-style-type: none"> • Bottle feeding • Weaning • Independent feeding • Nappy changing • Potty/toilet training • Care of skin and hair • Rest and sleep • Oral health <p>3.2 Encourage children to develop good personal hygiene practices</p>
<p>Additional information:</p> <p>Current dietary guidance:</p> <ul style="list-style-type: none"> • Healthy Eating: 5 Food Groups • Breast / Formula Milk • Weaning • Access to drinking water 	
<p>Unit aim (s)</p>	<p>The aim of this unit to understand child development from birth to aged 7 and what affects development. The unit explores transitions children experience and how to overcome these. The content includes importance of diet and exercise in babies and young children. The final learning outcome assesses competence in these areas.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	
<p>Details of the relationship of the unit and relevant National Occupational Standards</p>	<p>N/A</p>

Title:	Y/617/8302 Health and Safety for Children in an Early Years Setting
Level:	2
Credit Value:	7
GLH:	26
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to apply a risk assessment to an early year's setting	1.1 Explain the meaning of a: <ul style="list-style-type: none"> • risk • hazard 1.2 Identify risks and hazards, including how you would overcome these within the following settings: <ul style="list-style-type: none"> • at work • off-site 1.3 Describe own role and responsibility in identifying and reporting risks and hazards 1.4 Explain how to encourage children to be aware of personal safety and the safety of others
2. Understand how to recognise and report medical and non-medical incidents and emergencies	2.1 Describe own role and responsibilities, including reporting, in the event of: <ul style="list-style-type: none"> • a baby or young child requiring urgent medical attention • a baby or young child requiring urgent dental attention • a non-medical incident • a non-medical emergency 2.2 Identify the signs and symptoms which indicate a child is: <ul style="list-style-type: none"> • injured • unwell (Including common illnesses and allergies) • in need of urgent medical attention • in need of urgent dental attention

<p>3. Be able to apply prevention and cross infection practices</p>	<p>3.1 Demonstrate own skills and understanding of prevention and control of infection in the following areas:</p> <ul style="list-style-type: none"> • Hand washing • Food preparation • Food hygiene • Dealing with spillages safely • Safe disposal of waste • Using correct personal protective equipment • Sterilisation of equipment for babies
<p>4. Understand how to correctly deal with medication within own setting</p>	<p>4.1 Explain own settings procedures for:</p> <ul style="list-style-type: none"> • receiving medication • storing medication • recording • administrating • safe disposal • parent communication
<p>5. Understand how to plan and provide environments and services that support babies and young children’s health and safety</p>	<p>5.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services</p> <p>5.2 Identify sources of current guidance for planning healthy and safe environments and services</p> <p>5.3 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service</p>
<p>6. Be able to use equipment safely</p>	<p>6.1 Use equipment, furniture and materials safely following manufacturer’s instructions and settings requirements</p>

Additional information:

Factors:

- The individual needs, age and abilities of the babies and young children
- The needs of carers where relevant
- The function and purpose of environments and services offered
- The duty of care
- Desired outcomes for babies and young children
- Lines of responsibility and accountability

Unit aim (s)	The aim of this unit is to increase the awareness of health and safety within an Early Years Setting. The unit explores how to keep babies and children safe from harm and the correct reporting procedures surrounding this.
Assessment requirements specified by a sector or regulatory body (if appropriate)	
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	T/617/6802 Protection of Children in an Early Years Setting
Level:	2
Credit Value:	4
GLH:	14
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the legal requirements on safeguarding and health and safety in early years	1.1 Explain the legal requirements of: <ul style="list-style-type: none"> • Safeguarding • Online safety • Security • Confidentiality of information • Welfare of children • Health and safety • Whistleblowing 1.2 Understand how own organisations policies and procedures are put into practice
2. Understand how to apply safeguarding policies and procedures to practice	2.1 Explain how safeguarding policies and procedures are applied to own role, including: <ul style="list-style-type: none"> • Child protection • Online safety • Reporting • Confidentiality of information • Whistleblowing
3. Understand the types and indicators of abuse and how to report suspected abuse	3.1 Identify the term child abuse 3.2 Explain the indicators of abuse for: <ul style="list-style-type: none"> • Domestic • Neglect • Physical • Emotional • Sexual abuse • FGM • Grooming • Child sexual exploitation 3.3 Explain how you would report suspected abuse in own role

	3.4 Explain what is meant by a disclosure 3.5 Explain how you would deal with and report a disclosure from a child
Additional information: Report suspected abuse , include: <ul style="list-style-type: none"> • The role of the Local Safeguarding Partners (LSP) in safeguarding children • How to provide information on a concern of abuse • Provide an explanation of the action/s taken • Online safety • Use of mobile phones in settings 	
Unit aim (s)	The aim of this unit is to increase the awareness of safety and protection within an Early Years Setting. The unit explores how to keep babies and children safe from harm and the correct reporting procedures surrounding this.
Assessment requirements specified by a sector or regulatory body (if appropriate)	
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	A/617/6803 Support the Planning and Delivery of Activities, Purposeful Play Opportunities and Educational Programmes
Level:	2
Credit Value:	8
GLH:	33
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the content of the current early year's framework	1.1 Describe the statutory framework relevant to own setting 1.2 Describe the learning and development requirements for babies and young children implemented in own setting
2. Be able to demonstrate the importance of inclusive practice in an early year's settings	2.1 Outline the meaning of inclusive practice 2.2 Describe how you can implement inclusive, challenging and enjoyable practice in your setting 2.3 Demonstrate inclusive practice ensuring that every child is included and supported 2.4 Explain how to communicate appropriately with all children for their stages of development, including: <ul style="list-style-type: none"> • Children who have English as an Additional Language (EAL) • Children whose speech is delayed
3. Be able to plan and prepare enabling environments for babies and young children	3.1 Explain the meaning of: <ul style="list-style-type: none"> • Adult led activities • Child initiated activities • Spontaneous experiences 3.2 Plan a range of enabling environments and activities to support the development of children in the age ranges 0-3 and 3-4 years, including: <ul style="list-style-type: none"> • indoor and outdoor environments • adult initiated • child-led activities 3.3 Implement and review a range of enabling environments and activities to support the

	<p>development of children in the age ranges:</p> <ul style="list-style-type: none"> • 0-3 years • 3-4 years <p>3.4 Demonstrate how to clear up after activities and store resources</p> <p>3.5 Identify the Characteristics of Effective Learning</p> <p>3.6 Explain a range of pedagogical approaches to learning and development in the Early Years</p>
<p>4. Be able to implement the observation and assessment cycle in early years settings</p>	<p>4.1 Describe the key aspects in the observation, assessment and planning cycle</p> <p>4.2 Explain the value of observation for the:</p> <ul style="list-style-type: none"> • child • parents/carers • early years setting in planning next steps <p>4.3 Observe, assess, plan and record outcomes of observations</p> <p>4.4 Share results from observations accurately and confidentially</p> <p>4.5 Describe how to refer concerns about a baby's or child's development</p>
<p>5. Be able to implement planned activities with babies and young children using appropriate communication methods</p>	<p>5.1 Use learning activities to support early language development</p> <p>5.2 Support a language rich environment through</p> <ul style="list-style-type: none"> • Mark making • Writing • Reading • Adult interaction • Child's interests <p>5.3 Communicate with all children in ways that will be understood including verbal and non-verbal communication</p> <p>5.4 Extend children's development and learning through verbal and non-verbal communication</p> <p>5.5 Encourage babies and young children to use of range of communication methods</p>

	5.6 Demonstrate a range of communication methods to exchange information with children and adults
6. Be able to implement planned activities with babies and young children using appropriate mathematical methods	6.1 Support early interest and development in: <ul style="list-style-type: none"> • Numbers • Number patterns • Counting • Sorting • Matching • Spatial reasoning skills 6.2 Encourage babies and young children to use a range of mathematical methods
7. Be able to apply strategies to manage negative and positive behaviour in early years settings	7.1 Explain the difference between negative and positive behaviour types 7.2 Explain rewards suitable for positive behaviour 7.3 Explain strategies suitable for negative behaviour 7.4 Explain your role in supporting positive and negative behaviour 7.5 Praise and encourage positive behaviour 7.6 Use positive behaviour as a role model to children 7.7 Use strategies to address negative behaviour
<p>Additional information:</p> <p>Inclusive practice:</p> <p>Support, interaction, development and assessment of children with EAL and delayed speech</p> <p>Pedagogical approaches to learning and development may include:</p> <ul style="list-style-type: none"> • Curiosity Approach – Lyndsey Hellyn and Stephanie Bennett • Reggio Emilia Loris Malaguzzi • Forest schools • In the moment - Anna Ephgrave • Continuous provision – Alistair Bryce-Clegg • Sustained Shared Thinking <p>Key aspects of assessment may include:</p> <ul style="list-style-type: none"> • Starting points • Formative assessment • Summative assessment 	

<ul style="list-style-type: none"> • Secure Understanding • In the moment observation • Progressive model • Scaffolding • Feedback 	
Unit aim (s)	This unit aims to prove competence in working with early years through activity planning and implementation. The unit assesses competence in working with their team and independently to create a valuable environment and activities for babies and young children.
Assessment requirements specified by a sector or regulatory body (if appropriate)	
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	F/617/6804 Continuing Professional Development within an Early Years Setting
Level:	2
Credit Value:	4
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand own role and role of others within your workplace	1.1 Explain own role and expected behaviours 1.2 Explain role of colleagues and expected behaviours 1.3 Explain how to access workplace policies and procedures 1.4 Describe own responsibility and accountability in: <ul style="list-style-type: none"> • Reporting • Whistleblowing • Protecting the welfare of children • Promoting the welfare of children • Safeguarding • Confidentiality • Information sharing • Use of technology
2. Understand the importance of being a positive role model	2.1 Explain how own behaviour can influence and impact on babies and children
3. Be able to apply reflective practice to own role and maintain own occupational competence	3.1 Explain the importance of reflective practice to improve own skills and early years practice 3.2 Explain the importance of continuing professional development to improve own skills and early years practice 3.3 Engage in reflective practice to improve own skills, practice and subject knowledge

	<p>3.4 Engage in continuing professional development to improve own skills, practice and subject knowledge</p> <p>3.5 Use feedback, mentoring and/or supervision to identify and support areas of development, goals and career opportunities</p> <p>3.6 Produce a plan to maintain and develop your professional practice</p>
Additional information: N/A	
Unit aim (s)	This unit aims to develop knowledge of own role and the importance of reflective practice within own role. The unit looks at the need of continuing professional practice to maintain competence and keep up to date with changes within the sector.
Assessment requirements specified by a sector or regulatory body (if appropriate)	
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	J/617/6805 Partnership Working within an Early Years Setting
Level:	2
Credit Value:	5
GLH:	22
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of working with others to support babies and children	1.1 Describe the roles and responsibilities of statutory and non-statutory agencies and professionals that work with and support your setting 1.2 Explain the importance of the voice of the child, parent/carer engagement, the home learning environment and their roles in early learning
2. Be able to work in partnership with parents, colleagues and other professionals relevant to own role	2.1 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress 2.2 Work alongside parents and/or carers and recognise their role in the child's health, wellbeing, learning and development 2.3 Encourage parents and/or carers to take an active role in the child's care, play, learning and development
3. Understand how to support babies and children with special educational needs	3.1 Describe statutory guidance in relation to the care and education of children with special educational needs and disabilities 3.2 Explain partnership working in relation to working with children with special educational needs and disabilities

<p>4. Be able to work with babies and children with special education needs and disabilities</p>	<p>4.1 Support the assessment, planning, implementation and reviewing of each baby's and young child's individual plan for their care and participation</p> <p>4.2 Work in ways that value and respect the developmental needs and stages of babies and children</p> <p>4.3 Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely</p>
<p>Additional information:</p> <p>N/A</p>	
<p>Unit aim (s)</p>	<p>This unit aims to explore the importance of working in partnership with parents and other professionals. The unit encourages the learner to reflect on their workplace to identify how to they can in their role support the partnership working.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	
<p>Details of the relationship of the unit and relevant National Occupational Standards</p>	<p>N/A</p>

Optional Units:

Title:	D/617/8303 Contribute to the support of babies and young children's creative development
Level:	2
Credit Value:	2
GLH	14
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of creative development for babies and young children	1.1. Describe why creative development is important 1.2. Explain how creative development links to other areas of learning and development within the framework related to own work setting
2. Be able to contribute to babies and young children's creative development	2.1 Identify the types of equipment and activities that are used to support creative development 2.2 Set out and implement creative activities 2.3 Use clear language to support creative development during activities 2.4 Use encouragement and praise when supporting creative development
3. Be able to evaluate own contribution to babies and young children's creative development	3.1 Reflect how own working practice has contributed to creative development 3.2 Adapt own practice to meet individual needs
Additional information: Creative development could include: <ul style="list-style-type: none"> • developing imagination and imaginative play • responding to experiences, expressing ideas • exploring media and materials 	

<ul style="list-style-type: none"> • imaginative play • traditional creative arts • music, dance and movement • messy play <p>Framework, this could include:</p> <ul style="list-style-type: none"> • Early Years Foundation Stage • Montessori 	
Unit aim (s)	To enable learners to contribute to supporting babies and young children's creativity within the work setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit must be assessed in accordance with Skills for Care & Development's RQF Assessment Principles.</p> <p>LO 2 & 3 assessed in real work environment</p>
Details of the relationship of the unit and relevant national occupational standards	CCLD 203, 205, 208.

Title:	H/617/8304 Develop positive relationships with babies, young children and others involved in their care
Level:	3
Credit Value:	1
GLH:	8
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to develop positive relationships with babies and young children	1.1 Explain why positive relationships with babies and young children are important including how these are built and maintained 1.2 Demonstrate how to listen to and build relationships with babies and young children 1.3 Evaluate own effectiveness in building relationships with babies and young children
2. Be able to build positive relationships with people involved in the care of babies and young children	2.1 Explain why positive relationships with people involved in the care of babies and young children are important 2.2 Demonstrate how to build positive relationships with people involved in the care of babies and young children
Additional information: Positive relationships are built and maintained by: <ul style="list-style-type: none"> • communicating effectively • identifying and sorting out conflicts and disagreements • being consistent and fair • showing respect and courtesy • valuing and respecting individuality • keeping promises and honouring commitments • monitoring impact of own behaviour on others 	

<ul style="list-style-type: none"> • keeping confidentiality as appropriate • recognizing and responding appropriately to the power base underpinning relationships <p>People involved:</p> <ul style="list-style-type: none"> • Colleagues • Organisational managers and supervisors (where appropriate) • Carers • Official visitors e.g. inspectorate for the UK home nation (where appropriate) • Other visitors • Colleagues from other agencies and services • External partners 	
Unit aim (s)	To enable the learner to understand and practice the skills required to develop positive relationships with babies, young children and carers
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Units need to be assessed in line with the Skills for Development RQF Assessment Principles</p> <p>This unit must be assessed in a real work environment.</p>
Details of the relationship of the unit and relevant national occupational standards	<p>There are links with:</p> <p>CCLD NOS Unit: 301 Develop and promote positive relationships</p> <p>HSC NOS Unit: 31 Promote effective communication for and about individuals</p> <p>CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively</p> <p>UK Codes of Practice for Social Care Workers</p>

Title:	K/617/8305 Support babies and young children at meal or snack times
Level:	2
Credit Value:	3
GLH:	18
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the principles of healthy eating for babies and young children	1.1 Outline the nutritional requirements of a healthy diet 1.2 Describe healthy meals, snacks and drinks 1.3 Describe how culture, religion and health conditions impact on food choices
2. Know the benefits of healthy eating for babies and young children	2.1 Describe the benefits of healthy eating 2.2 Describe the possible consequences of an unhealthy diet 2.3 Describe how to recognise and deal with allergenic reactions to food 2.4 Describe where to get advice on dietary concerns
3. Know how to encourage babies and young children to make healthier food choices	3.1 Describe the food policy of the setting 3.2 Describe with examples ways of encouraging babies and young children: <ul style="list-style-type: none"> • to make healthier food choices • to eat the food provided for them
4. Be able to support hygiene and safety during meal and snack times	4.1 Explain the importance of personal hygiene at meal and snack times 4.2 Demonstrate good hygiene practice in relation to own role in food handling and waste disposal 4.3 Demonstrate ways of encouraging babies and young children personal hygiene at meal and snack times

	4.4 Demonstrate good practice in supervising children during meal and snack times
5. Be able to support the code of conduct and policies for meal and snack times	5.1 Describe the setting's code of conduct and policies for meal and snack times 5.2 Apply skills and techniques for supporting and encouraging babies and young children positive behaviour in the dining area including table manners 5.3 Apply skills and techniques for dealing with inappropriate behaviour in the dining area
<p>Additional information:</p> <p>Food policy of the setting for meal and snack times may include:</p> <ul style="list-style-type: none"> • entry to and exit from the dining area • collecting/serving food • noise levels • conduct in the dining area • conduct at the table • clearing away • sustainability • Supervision whilst eating <p>Healthier food choices in relation to:</p> <ul style="list-style-type: none"> • meals provided in the setting • packed lunches • snacks • meals and snacks purchased off-site • Access to drinking water 	
Unit aim (s)	This unit provides the knowledge, understanding and skills required to support babies and young children at meal or snack times. It covers the principles of healthy eating and requires demonstration of competence in supporting hygiene and positive behaviour at meal and snack times.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles. Learning outcomes 4 and 5 must be assessed in the workplace.

Details of the relationship of the unit and relevant national occupational standards	N/A
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Title:	M/617/8306 Support babies and young children with disabilities and Special Educational Needs
Level:	2
Credit Value:	4
GLH:	26
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the rights of babies and young children with disabilities and special educational needs	1.1 Outline the legal entitlements of babies and young children with disabilities and special educational needs 1.2 Describe the current assessment and intervention frameworks 1.3 Describe the benefits of early recognition and intervention 1.4 Describe the purpose of individual plans 1.5 Describe the principles of working inclusively
2. Understand the disabilities and/or special educational needs of babies and young children in own care	2.1 Describe the relationship between disability and special educational needs 2.2 Identify a range of special educational needs and disabilities 2.3 Describe the special provision required by babies and young children within own care
3. Be able to contribute to the inclusion of babies and young children with disabilities and special educational needs	3.1 Obtain information about the individual needs, capabilities and interests of babies and young children with disabilities and special educational needs 3.2 Identify barriers to participation 3.3 Work with babies, young children and others to remove barriers to participation 3.4 Demonstrate ways of supporting inclusion and inclusive practices in own work

<p>4. Be able to support babies and young children with disabilities and special educational needs to participate in the full range of activities and experiences</p>	<p>4.1 Identify and implement adaptations that can be made to support babies and young-children with disabilities and special educational needs to participate in the full range of activities and experiences provided by the setting</p> <p>4.2 Support babies and young children to use specialist aids and equipment as necessary to enable them to participate in activities and experiences</p> <p>4.3 Demonstrate ways of supporting participation and equality of access for babies and young-children with disabilities and special educational needs</p> <p>4.4 Work in partnership with babies, young children and others to review and improve activities and experiences provided</p>
<p>5. Explain how the environment can be adapted to meet the needs of all children</p>	<p>5.1 List resources that can support Special Educational Needs and Disability (SEND)</p> <p>5.2 Identify how the setting could provide for support for babies and young children with:</p> <ul style="list-style-type: none"> • Hearing impairment • Visual Impairment • Physical Impairment

Additional information:

Disabilities:

"A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities." Equality Act 2010

Special Educational Needs:

"The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
 A child or a young person of compulsory school age has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-

16 institutions.”

Special provision:

Provision which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the Local Authority.

Obtain information about the individual needs, capabilities and interests of disabled babies and young children and those with special educational needs from:

- the babies and young children themselves
- family members
- colleagues within the setting
- external support agencies
- individual plans

Barriers to participation:

Anything that prevents a baby or young child participating fully in activities and experiences offered by the setting or service.

Others according to own role:

- family members
- colleagues within the setting
- professionals external to the setting

Inclusion:

A process of identifying, understanding and breaking down barriers to participation and belonging.

Adaptations that can be made to support participation of babies and young children with disabilities and special educational needs in relation to:

- the environment
- activities
- working practice
- resources

Participation involves:

- Interaction with other children
- Interaction with adults

Equality of access:

Ensuring that discriminatory barriers to access are removed and allowing for babies and young children’s individual needs.

Unit aim (s)	<p>This unit provides the knowledge and skills to support babies and young children with disabilities and special educational needs. It covers understanding the rights and needs of babies and young children with disabilities and special educational needs and supporting their inclusion and participation in the full range of activities and experiences provided by the setting.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>Assessment criteria 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace.</p>
Details of the relationship of the unit and relevant National Occupational Standards	<p>STL12 Support a child with disabilities or special educational needs (CCLD 209)</p> <p>STL38 Support children with disabilities or special educational needs (CCLD 321)</p> <p>Introductory training materials: Inclusion</p>

Title:	T/617/8307 Safeguarding the welfare of babies and young children
Level:	2
Credit Value:	3
GLH:	20
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of babies and young children including e-safety</p>	<p>1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of babies and young children</p> <p>1.2 Identify the current guidelines of e-safety for both children and staff</p> <p>1.3 Describe the roles of different agencies involved in safeguarding</p>
<p>2. Know what to do when babies and young children are ill or injured, including emergency procedures</p>	<p>2.1 Identify the signs and symptoms of common childhood illnesses</p> <p>2.2 Describe the actions to take when babies and young children are ill or injured</p> <p>2.3 Identify the procedure for administering medication in your setting</p> <p>2.4 Identify circumstances when babies and young children require urgent medical attention</p> <p>2.5 Describe the actions to take in response to emergency situations including:</p> <ul style="list-style-type: none"> • fires • security incidents • missing babies or young children

<p>3. Know how to respond to evidence or concerns that a baby or young child has been abused, harmed or bullied</p>	<p>3.1 Identify the characteristics of different types of child abuse</p> <p>3.2 Describe the risks and possible consequences for babies and young children using the internet, mobile phones and other technologies</p> <p>3.3 Describe actions to take in response to evidence or concerns that a baby or young child has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying</p> <p>3.4 Describe the actions to take in response to concerns that a colleague may be:</p> <ul style="list-style-type: none"> • failing to comply with safeguarding procedures • harming, abusing or bullying a baby or young child <p>3.5 Describe the principles and boundaries of confidentiality and when to share information</p>
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Additional information:

Evidence or concerns that a baby or young child has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying includes:

- Disclosure
- Allegations
- Signs and indicators of abuse:
 - Types of abuse to include but not exclusive:
 - Neglect
 - Physical
 - Social
 - Emotional
 - Sexual
 - FGM
 - Grooming
 - Domestic Abuse

Concerns about a colleague should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection.

Unit aim (s)	This unit provides the knowledge and understanding required for safeguarding the welfare of babies and young children.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment principles.
Details of the relationship of the unit and relevant national occupational standards	STL3 Help to keep children safe (CCLD202) SWiS 2.1 Explore and respond to the needs of pupils Introductory training materials: <ul style="list-style-type: none"> • Role and context • ICT

Title:	F/617/8309 Introduction to duty of care in health, social care or children's settings
Level:	2
Credit Value:	1
GLH:	9
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the implications of duty of care	1.1 Define the term 'duty of care' 1.2 Describe how the duty of care affects own work role
2. Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights 2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Identify the main points of agreed procedures for handling complaints
Additional information:	
N/A	
Unit aim (s)	This unit is aimed at those who work in health or social care settings or with children in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	CCLD 203 HSC 24 GCU 2 Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS

Title:	T/617/8310 Support babies and young children's play and leisure
Level:	2
Credit Value:	3
GLH	16
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the nature and importance of play and leisure	1.1 Describe the importance of play and leisure for babies and young children 1.2 Describe how play and leisure contribute to babies and young children 1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play 1.4 Describe the characteristics of freely chosen self-directed play and leisure
2. Be able to support babies and young children's play and leisure	2.1 Describe own role in supporting babies and children's play and leisure activities 2.2 Give attention to babies and young children's play and leisure activities while being sensitive to own impact on activities 2.3 Undertake routine safety checks on areas used for babies and young children's play and leisure before, during and after play and leisure activities 2.4 Supervise babies and young children's play and leisure ensuring their safety 2.5 Interact with babies and young children in a way that demonstrates: <ul style="list-style-type: none"> • interest in what they say, experience and feel • respect for their privacy and freedom to make choices for themselves • encouragement and praise for play and leisure activities

<p>3. Be able to support babies and young children in balancing risk and challenge</p>	<p>3.1 Outline the value of risk and challenge in babies and young children’s play and leisure</p> <p>3.2 Describe with examples what is meant by unacceptable risk and challenge in babies and young children’s play and leisure</p> <p>3.3 Describe why it is important for babies and young children to manage risk and challenge for themselves</p> <p>3.4 Demonstrate ways of encouraging babies and young children to manage risk and challenge in play and leisure activities for themselves</p>
<p>4. Be able to reflect on and improve own practice</p>	<p>4.1 Reflect on all aspects of own practice in supporting babies and young children’s play and leisure</p> <p>4.2 Identify own strengths and areas where practice could improve</p> <p>4.3 Describe how own practice has been improved following reflection</p>
<p>Additional information:</p> <p>N/A</p>	
<p>Unit aim (s)</p>	<p>This unit provides the knowledge, understanding and skills required to support babies and young children’s play and leisure. It requires demonstration of competence in supporting play and leisure activities, helping babies and young children to manage risk and challenge and reflecting on and improving own practice.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p>
	<p>Assessment criteria 2.2, 2.3, 2.4, 2.5 and 3.4 must be assessed in the workplace</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>