

SPECIFICATION

IAO Level 2 Certificate for the Early Years Practitioner
Qualification Number: 603/4814/8



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 120 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 an Ofqual-regulated Awarding Organisation in 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	31 st August 2021
Guided Learning Hours (GLH)	Minimum 73 hours
Total Qualification Time (TQT)	139 hours
RQF level	Level 2
Qualification credit value	15 credits
Minimum credits at/above level	15 credits
Assessment requirements	<p>Portfolio of Evidence</p> <p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p>
Aims and objectives of the qualification	<p>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.</p> <p>This qualification meets the Early Years Practitioner (EYP) criteria, for the purposes of the staff:child ratios at level 2 in the Statutory Framework for the Early Years Foundation Stage (EYFS).</p>
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	<p>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.</p> <p>Learners could progress to further study or training such as:</p> <ul style="list-style-type: none"> • 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'll 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.

Qualification Structure

Learners must complete all mandatory units to gain the required 15 credits.

The Minimum Guided Learning Hours (GLH) for this qualification is 73 hours.

The Total Qualification Time (TQT) for this qualification is 139 hours.

Unit Structures

All units are listed below:

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
M/617/6801	Development and Wellbeing of Children within an Early Years Setting	2	3	14
T/617/6802	Protection and Safety in an Early Years Setting	2	3	18
A/617/6803	Support the Planning and Delivery of Activities, Purposeful Play Opportunities and Educational Programmes	2	4	18
F/6176804	Continuing Professional Development within an Early Years Setting	2	2	12
J/617/6805	Partnership Working within an Early Years Setting	2	3	11

Title:	M/617/6801 Development and Wellbeing of Children within an Early Years Setting
Level:	2
Credit Value:	3
GLH:	14
Learning Outcomes The learner will:	Assessment Criteria 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"> • speech and language and communication • personal, social and emotional development • physical development • literacy and numeracy

<p>4. Understand the types of transitions a baby and child experiences</p>	<p>4.1 Describe the significance of attachment in children 4.2 Describe the transitions which a child experiences 4.3 Describe how transitions can impact a child 4.4 Describe how to support babies and young children going through a range of transitions</p>
<p>5. Understand the importance of diet and exercise in babies and young children</p>	<p>5.1 Explain the importance of health and wellbeing on children's development 5.2 Describe the current dietary guidance for early years 5.3 Explain the importance of a healthy diet and physical exercise in babies and young children 5.4 Plan a weekly healthy menu including meals, snacks and drinks for children aged: <ul style="list-style-type: none"> • 0-5 years • 5-7 years 5.5 Share information with parents on: <ul style="list-style-type: none"> • a healthy balanced diet • being physically active • looking after teeth </p>
<p>6. Be able to apply practice to personal care routines in babies and children</p>	<p>6.1 Provide respectful care routines appropriate to the development, stage, dignity and needs of the child, including: <ul style="list-style-type: none"> • Bottle feeding • Weaning • Independent feeding • Nappy changing • Potty/toilet training • Care of skin, teeth and hair • Rest and sleep 6.2 Encourage children to develop good personal hygiene practices</p>
<p>Additional information/Amplification</p>	
<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</p>

	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.
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 and Safety in an Early Years Setting
Level:	2
Credit Value:	3
GLH:	18
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the legal requirements on safeguarding and health and safety in early years	<p>1.1 Explain the legal requirements of:</p> <ul style="list-style-type: none"> • Safeguarding • Online safety • Security • Confidentiality of information • Welfare of children • Health and safety <p>1.2 Understand how own organisations policies and procedures are put into practice</p>
2. Understand how to apply safeguarding policies and procedures to practice	<p>2.1 Explain how safeguarding policies and procedures are applied to own role, including:</p> <ul style="list-style-type: none"> • Child protection • Online safety • Reporting • Confidentiality of information
3. Understand the types and indicators of abuse and how to report suspected abuse	<p>3.1 Identify the term child abuse</p> <p>3.2 Explain the indicators of abuse for:</p> <ul style="list-style-type: none"> • Domestic • Neglect • Physical • Emotional • Sexual abuse <p>3.3 Explain how you would report suspected abuse</p> <p>3.4 Explain what is meant by a disclosure</p> <p>3.5 Explain how you would deal with and report a disclosure from a child</p>

<p>4. Understand how to apply a risk assessment to an early year's setting</p>	<p>4.1 Explain the meaning of a:</p> <ul style="list-style-type: none"> • risk • hazard <p>4.2 Identify risks and hazards, including how you would overcome these within the following settings:</p> <ul style="list-style-type: none"> • at work • off-site <p>4.3 Describe own role and responsibility in identifying and reporting risks and hazards</p> <p>4.4 Demonstrate how to encourage children to be aware of personal safety and the safety of others</p>
<p>5. Understand how to recognise and report medical and non-medical incidents and emergencies</p>	<p>5.1 Describe own role and responsibilities, including reporting, in the event of:</p> <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 <p>5.2 Identify the signs and symptoms which indicate a child is:</p> <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>6. Be able to apply prevention and cross infection practices</p>	<p>6.1 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

7. Understand how to correctly deal with medication within own setting	7.1 Explain own settings procedures for: <ul style="list-style-type: none"> • receiving medication • storing medication • recording • administering • safe disposal • parent communication
8. Be able to use equipment safely	8.1 Use equipment, furniture and materials safely following manufacturer's instructions and settings requirements
Additional information/Amplification	
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:	4
GLH:	18
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 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"> English is an additional language (EAL) delayed speech
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 Identify and plan enabling environments to support holistic development including: <ul style="list-style-type: none"> Activities (Indoors and outdoors) Play opportunities Educational programmes (Adult and child led) 3.3 Implement and review activities to support holistic development

	3.4 Demonstrate how to clear up after activities and store resources
4. Be able to implement the observation and assessment cycle in early years settings	<p>4.1 Describe the key stages 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>
5. Be able to implement planned activities with babies and young children using appropriate communication methods	<p>5.1 Use learning activities to support early language development</p> <p>5.2 Support early interest and development in:</p> <ul style="list-style-type: none"> • Mark making • Writing • Reading • Being read to <p>5.3 Communicate with 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> <p>5.6 Demonstrate a range of communication methods to exchange information with children and adults</p>
6. Be able to implement planned activities with babies and young children using appropriate mathematical methods	<p>6.1 Support early interest and development in:</p> <ul style="list-style-type: none"> • Numbers • Number patterns • Counting • Sorting

	<ul style="list-style-type: none"> • Matching <p>6.2 Encourage babies and young children to use a range of mathematical methods</p>
7. Be able to apply strategies to manage negative and positive behaviour in early years settings	<p>7.1 Explain the difference between negative and positive behaviour types</p> <p>7.2 Explain rewards suitable for positive behaviour</p> <p>7.3 Explain strategies suitable for negative behaviour</p> <p>7.4 Explain your role in supporting positive and negative behaviour</p> <p>7.5 Praise and encourage positive behaviour</p> <p>7.6 Use positive behaviour as a role model to children</p> <p>7.7 Use strategies to address negative behaviour</p>
Additional information/Amplification	
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:	2
GLH:	12
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/Amplification	
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:	3
GLH:	11
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
4. Be able to work with babies and children with special education needs and disabilities	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>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>
Additional information/Amplification	
Unit aim (s)	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.
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