



Training
QualificationsUK

Qualification Specification

TQUK Level 5 Diploma for Senior Early Years Practitioners (RQF)

Qualification Number: 610/4121/X

Version 1

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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
n/a	

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 that 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 5 Diploma for Senior Early Years Practitioners (RQF) is regulated by Ofqual.

This qualification is approved by the Department for Education for the Early Years Workforce, ensuring compliance with the latest standards for Early Years Educator staff. It aligns with the new requirements for learners starting from September 2024.

Qualification Purpose

The purpose of this qualifications is to support learners wishing to enter leadership and management roles in early years. Learners will gain the knowledge and skills required to be proficient and competent as an Early Years Educator and work as a Senior Practitioner, allowing them to work as a qualified practitioner with children from birth to five years. Learners will gain knowledge and skills relating to:

- Leadership and Management
- Safeguarding and Welfare
- Inclusive Practice
- Professional Development
- Learning and Development
- Transitions and Wellbeing
- Pedagogy and Environment
- Information Management

This qualification is designed to be assessed in a real work environment and can be delivered as a standalone qualification or alongside the Early Years Lead Practitioner apprenticeship.

Entry Requirements

There are no specific entry requirements, however, learners may benefit from having undertaken a level 3 early years qualification.

The minimum age for this qualification is 18 years.

Centres must ensure learners are informed about any additional requirements set by the Department for Education upon enrolment to ensure they attain the full Early Years Educator Status and eligibility to work within the level 3 ratio. Please consult the current EYFS publication available on the Department for Education website for further information and guidelines

Real Work Environment (RWE) Requirements

This qualification is designed to be assessed in a real work environment.

Learners will need to be working as a leader, deputy, or manager in a suitable setting, or have the opportunity to demonstrate the responsibilities of these roles to meet the requirements of this qualification. A suitable setting is an Ofsted registered setting that follows the EYFS foundation stage framework or own home country's equivalent early years framework. Children in the setting will be between the ages of birth to five years.

Examples could include:

- Day nurseries
- Pre-schools
- School nurseries
- Reception classes.

Temporary childcare such as holiday clubs, afterschool clubs, or crèches are **not** suitable for this qualification.

It is preferable that learners are employed for the duration of the programme. In exceptional circumstances, and at the centre's discretion, a voluntary placement may be suitable. Learners must be able to evidence all the behaviours and skills required to be a leader in an early years setting to meet the requirements of this qualification.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 6 Diploma in Applied Innovative Practice in Early Childhood Pedagogy and Care.

It is anticipated that learners will progress within the early years workforce into job roles such as:

- Early Years Educator
- Early Years Lead Practitioner
- Childcare Practitioner
- Nursery room leader or supervisor
- Nanny
- Nursery Manager
- Pre-school Practitioner
- Reception Class Teaching Assistant
- Other roles and senior roles within the early years, working with babies and children from birth to age 5.

Structure

Learners must successfully complete all 18 mandatory units to achieve this qualification.

Title	Unit ref.	Level	Guided learning hours	Credit value
Lead safeguarding and welfare practice within the early years setting	A/651/1437	5	40	6
Champion inclusive practice and equity in the early years	D/650/7730	5	30	5
Manage the care, health, and well-being processes within early years	D/651/1438	5	50	7
Lead and promote positive change in the early years setting	H/650/7732	5	45	7
The principles and practice of effective leadership and coaching in the early years	J/650/7733	5	55	5
Champion learning and development opportunities for young children	F/651/1439	5	47	8
Promote the personal and professional development of self and others who work in early years provision	K/651/1440	5	35	5
Support and lead the development of partnerships in early years settings	L/651/1441	5	47	8
Support babies and young children through periods of transition and significant life events	R/650/7737	5	40	6
Champion playful pedagogy within the early years setting	M/651/1442	5	50	7
Lead opportunities for the holistic development of babies and young children	R/651/1443	5	55	7
Promote health, safety, and security within the early years setting	T/651/1444	5	35	5
Promote innovative practice in the development of an enabling environment within early years settings	Y/651/1445	5	45	7
Lead practice in the storage, handling, and use of information in the early years setting	J/650/7742	5	20	5
Lead or support mandatory inspection processes within the early years sector	A/651/1446	5	35	5
Promote an inclusive environment to support the development and wellbeing of babies and children with additional needs	D/651/1447	5	47	7
Promote positive attachments and co-regulation in the early years setting	F/651/1448	5	38	5
Effective assessment for learning and development	H/651/1449	5	30	4

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 744 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 346 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 1090 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.

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.

Observation of practice

Observation of practice must be carried out by qualified centre staff in accordance with tutor, assessor, and internal quality assurer requirements.

Assessment criteria can be evaluated either holistically or through targeted observation, where specific criteria are intentionally planned. However, it is crucial to ensure that no assessment criteria are overlooked. Centres should carefully plan when and how the assessment criteria will be observed and decide whether to use a holistic or unitised approach.

To ensure the assessment criteria are fully met, the assessor/tutor can plan questions to ask during or after an observation of practice.

When the learning outcomes or assessment criteria includes references to parents, carers, or collaborative work with other agencies, centres should adopt a practical approach to assessment. In such instances, witness statements or simulations may be effective due to potential issues of availability, confidentiality, or privacy.

Video and audio recording or photography in the RWE is **not permitted** during observations of practice. However, assessors or tutors may discreetly use voice notes or a Dictaphone for note-taking purposes, but only with the consent of the setting. Records of observations of practice must be maintained by both the learner and the centre and must be available for review during the external quality assurance process.

Witness statements

In certain cases, it may be challenging to conduct an observation of practice. For example:

- The setting may not allow the student to engage in certain activities.
- The timing of available activities might not coincide with the assessor's schedule.
- Direct assessment could affect the learner or others in the RWE, particularly in sensitive or confidential situations.
- A task, such as implementing an activity plan, might have already been completed.

In these scenarios, using witness statements or simulations should be carefully evaluated. Witness statements are most appropriate for criteria that occur regularly in the RWE and may not be easily observed. They should be used with professional judgment, especially when other forms of evidence are impractical. Additionally, learners should provide a brief narrative to support the witness statement.

The individual writing the witness statement must be appropriately qualified, holding at least a Level 3 Early Years or a recognised teaching qualification. Verification of the witness's qualifications may include a certificate or a letter from the setting's manager or headteacher confirming their credentials. These documents should be kept by the centre and made available for review during the EQA process. Witness statements must be approved by the centre before being included in the learner's portfolio of evidence.

Centres should offer clear instructions to witnesses to ensure the authenticity and reliability of the statement, as well as the context in which it is used. Witness statements should be recorded on a witness statement form or similar centre documentation.

Video and audio recording or photography in the RWE **must not** be used to capture evidence as part of a witness statement.

Simulations

Simulations are a valuable tool for replicating aspects of a Real Work Environment (RWE) in a controlled setting. They are particularly useful in situations where safety concerns, specific skill focus, or sensitive/confidential topics are involved. Simulations offer opportunities to practice skills and handle scenarios that may not be feasible in a real setting, such as when resources are limited, or placement availability is restricted.

While simulations can effectively mimic real-life conditions and provide important practice, they should complement, not replace, direct experience. Learners should still have opportunities for hands-on experience with babies, toddlers, and pre-school children whenever possible.

Guidelines for Using Simulations:

- **Professional Discretion:** Simulations must be used with professional judgment, particularly when other forms of evidence are not suitable. They should be realistic, interactive, and designed to mirror real-world tasks and decision-making.
- **Recording and Evidence:** Centres must have a mechanism for recording assessment criteria achieved through simulations. Acceptable methods include audio or video recordings or a TQUK observation of practice form or similar documentation. Learners should also provide a brief narrative to support the assessment criteria observed during the simulation.
- **Consent and Security:** If audio or video recordings are used, consent **must** be obtained from all participants, including those involved in group work. Recordings should be used only for the agreed purpose, must not involve children, should be stored securely, and shared only with authorised individuals.
- **Planning and Justification:** Simulations must be carefully planned to meet mandatory unit requirements and accurately reflect the RWE. They should offer realistic, interactive experiences that allow learners to engage in decision-making and problem-solving relevant to the industry.

Examples of simulations include role plays, interactive software, industry-specific equipment, site visits, or visits by professionals or children to the centre.

Professional discussion

A professional discussion is a structured conversation between an assessor or tutor and a learner, designed to evaluate the learner's understanding and skills concerning specific assessment criteria. This method can be used on its own or in combination with other assessment approaches.

Key guidelines for effective professional discussions:

- **Environment:** Conduct the discussion in a quiet, distraction-free setting. Typically, this involves one assessor and one learner, but it can also be part of a small group discussion.
- **Planning:** Proper planning is crucial to ensure that learners understand the discussion's focus and are prepared. Consistency between learners should be maintained, and learners should avoid mentioning children's names during the discussion.
- **Remote Discussions:** If in-person meetings are not feasible, platforms like Microsoft Teams or similar can be used. Discussions conducted this way should be recorded using the TQUK professional discussion form or a similar document. With consent, audio or video recordings can be made to assist with internal and external quality assurance (IQA and EQA) processes.

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 comprise a scheduled face-to-face or remote quality assurance activity where the EQA will review the centre's policies and procedures, speak with centre staff, and conduct the sampling of learner work

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 \(LARS\)](#)

You may also find the following websites useful:

Government and Legislation

- [Early Years Foundation Stage](#)

Professional Associations and Support

- [PACEY \(Professional Association for Childcare and Early Years\)](#)
- [Early Years Alliance](#)

Educational Resources

- [Letters and Sounds](#)
- [Phonics Play](#)

- [TES Teaching Resources - Early Years](#)

Child Development and Support

- [Autism Society](#)
- [NSPCC Learning - Safeguarding and Child Protection](#)

Research and Publications

- [CORE - Open Access Research](#)

Mandatory Units

Title:		Lead safeguarding and welfare practice within the early years setting	
Unit reference number:		A/651/1437	
Level:		5	
Credit value:		6	
Guided learning hours:		40	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand current legislation and guidelines in relation to safeguarding and the welfare of children	1.1	Explain current legislation and regulatory guidelines in relation to safeguarding and child protection
		1.2	Evaluate how own setting's policies and procedures meet the legislation and statutory requirements in relation to safeguarding and child protection
		1.3	Analyse the role of the Senior Practitioner in ensuring the setting's safeguarding policies and procedures are understood and adhered to by the team
		1.4	Explain the role of the Senior Practitioner in ensuring a safe environment within the setting
		1.5	Explain why Senior Practitioners must maintain their understanding of safeguarding and welfare requirements in the early years
		1.6	Suggest improvements that can be made to own setting's safeguarding policies and procedures
		1.7	Evaluate Child Safeguarding Practice Reviews and their impact upon legislation, policy, and practice in the early years sector
2.	Understand how babies and children may experience neglect and abuse	2.1	Explain the signs, symptoms, and indicators that a child in own setting care might be experiencing abuse or neglect
		2.2	Explain actions to take if abuse or neglect is suspected, or if abuse or neglect is disclosed
		2.3	Analyse the role of the Senior Practitioner in supporting colleagues in identifying signs, symptoms, or indicators of abuse
		2.4	Explain the steps to take if poor practice is witnessed within own setting
		2.5	Reflect upon own knowledge of safeguarding and child protection and make suggestions for self-development
		2.6	Explain the term whistleblowing and when this process should be followed to include: <ul style="list-style-type: none"> • wrongdoing or concealment by an employee • concealment by an organisation.
3.	Be able to support others to follow safeguarding policies and procedures	3.1	Implement induction training for new staff in relation to children's safeguarding, welfare, and child protection
		3.2	Support others to follow procedures when abuse is suspected or disclosed
		3.3	Support others to reflect and develop on their safeguarding knowledge and practice
		3.4	Promote a safe environment for staff to reflect and act upon issues related to safeguarding and poor practice
4.	Be able to work with others in relation to safeguarding or welfare concerns	4.1	Explain different groups and individuals who will work with Senior Practitioners in relation to the safeguarding and welfare of babies and young children
		4.2	Work with colleagues to promote the welfare of babies and young children when they are in their care
		4.3	Develop strategies to work in partnership with parents and/or carers in relation to their child's welfare

		4.4	Explain the rights of parents and/or carers if an allegation has been made against the parents and/or carers relating to the safeguarding and welfare of their child
		4.5	Explain the processes to undertake if an allegation has been made against the parents and/or carers relating to the safeguarding and welfare of their child
		4.6	Demonstrate the ability to work in collaboration with professional agencies in relation to safeguarding and welfare of babies and young children
		4.7	Show effective record keeping and audit logs that might be required in relation to safeguarding and welfare issues or cases

Assessment requirements:

Outcomes 1 and 2 are knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to the application of knowledge in practice.

Outcomes 3 and 4 must be assessed in a real work environment.

Assessment guidance:

1.1 Current Legislation and Regulatory Guidance: ensure that current and up-to-date safeguarding related legislation is discussed, at both national and local level. Guidance and Frameworks must also refer to the guidance stipulated in the most up-to-date Early Years framework, such as, the current version of the EYFS in England.

1.2 Statutory Requirements in terms of what must be implemented within the setting based on local and national legislation and guidelines as discussed above.

1.2 Safeguarding and Child Protection: learners must demonstrate a wider understanding of safeguarding as an umbrella term and the specific elements of child protection.

1.4 Safe environment: an environment where children and babies can be safe from harm, neglect, or abuse. An environment that ensures children are kept secure. Procedures to include implementation and recording keeping such as risk assessments daily registers, fire drills, hygiene practices

1.6 Suggest improvements: to incorporate how the senior practitioner will find and stay up to date with employer, local and national safeguarding policies and procedures set out in statutory and non-statutory guidance in order for make improvements to own setting's safeguarding policies and procedures

1.7 Child Safeguarding Practice Reviews must include reviews that happen locally **and** nationally

2.1 Abuse and neglect: sexual, physical, emotional, online, domestic, neglect.

2.4 Poor practice could include varied levels that may require retraining or disciplinary action. Learners should refer to a range of examples across the spectrum and how these examples would be dealt with.

3.4 Safe environment for staff could include how to ensure that staff feel comfortable to come to you with concerns related to the safeguarding, welfare, and protection of children, including being able to report poor practice of colleagues without fear of reprisal. This criterion must include reference to whistleblowing policy and how you ensure staff feel comfortable to do so without fear of reprisal.

4.7 Record keeping must include daily registers and paper based or electronic recording of safeguarding concerns

Title:		Champion inclusive practice and equity in the early years	
Unit reference number:		D/650/7730	
Level:		5	
Credit value:		5	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand legislation, guidance, policy, and procedure relating to inclusive practice in the early years	1.1	Explain the terms: <ul style="list-style-type: none"> • equality • diversity • inclusivity • equity • discrimination • stereotype.
		1.2	Analyse relevant legislation and statutory guidance in relation to promoting inclusive practice in the early years
		1.3	Evaluate setting's own policies and procedures in relation to equality, diversity, and inclusion
		1.4	Analyse own role as a Senior Practitioner in ensuring a diverse and inclusive community within own setting
		1.5	Identify and act upon areas of improvement in own policies and procedures in relation to equality, diversity, and inclusive practice
2.	Be able to promote inclusive practice within the setting	2.1	Demonstrate methods to support team members to promote inclusivity in their own practice
		2.2	Evaluate own setting's environment in terms of inclusivity and diversity
		2.3	Propose improvements to the setting's practice in relation to inclusion and diversity
		2.4	Support team members to work in ways that promote equality, diversity, and inclusive practice
3.	Be able to challenge discrimination and poor practice	3.1	Support colleagues to understand the impacts of discrimination and stereotyping
		3.2	Implement processes to challenge discriminatory or stereotyping behaviours amongst team members
		3.3	Promote anti-discriminatory practice within the setting's wider community, such as with parents and/or carers local organisations, and local events
Assessment requirements:			
<p>Outcome 1 is knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to the application of knowledge in practice.</p> <p>Outcomes 2 and 3 must be assessed in a real work environment.</p>			
Assessment guidance:			
<p>1.2 Legislation such as the Equality Act. Statutory guidance should include, at a minimum, current early years framework, such as the EYFS in England, or the learner's home country, and the SEN Code of Practice.</p> <p>1.5 Areas of improvement: A Senior Practitioner should actively engage in reviewing all policies and procedures, ensuring their compliance with evolving guidelines and legislation. Additionally, they should possess the confidence to propose enhancements to the setting's approach regarding equality, diversity, and inclusive practice.</p> <p>3.1 Discrimination and stereotyping: The Senior Practitioner needs to have a clear understanding of discrimination and stereotyping in their different forms, both direct and indirect. They should make sure that practitioners are aware of their own behaviours in these areas, as well as how children and families in their care may be affected. Additionally, the Senior Practitioner should be ready to address instances of discrimination and stereotyping if they occur, whether it's from children or their parents and/or carers.</p>			

Title:		Manage the care, health, and well-being processes within early years	
Unit reference number:		D/651/1438	
Level:		5	
Credit value:		7	
Guided learning hours:		50	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to lead the provision of personal and physical care of babies and young children	1.1	Evaluate setting policies and procedures in place for the physical and personal care in relation to requirements of current frameworks
		1.2	Demonstrate effective practice in the provision of physical and personal care routines for babies and young children
		1.3	Mentor others in the safe and effective practice of the physical and personal care routines of babies and young children
		1.4	Explain the importance of clear record keeping and information management in relation to physical and personal care routines of babies and young children
		1.5	Show how to record and store information effectively in relation to the physical and personal care routines of babies and young children
		1.6	Support colleagues to record and store information effectively in relation to the physical and personal care routines of babies and young children
		1.7	Liase with parents and/or carers in relation to the physical and personal care routines of babies and young children
2.	Be able to lead practice in promoting healthy lifestyles in babies and young children	2.1	Explain the requirements of current frameworks in relation to the provision of food, drink, and nutrition within the early years sector
		2.2	Evaluate own setting in relation to requirements for the provision of food, drink, and nutrition for babies and young children
		2.3	Analyse the impact of a poor diet on babies and young children, in both the short term and the long term
		2.4	Evaluate local and national initiatives that promote healthy lifestyles for babies, young children, and families
		2.5	Explain the importance of promoting exercise and physical activity in the early years
		2.6	Explain the importance of working with parents and/or carers in relation to the promotion of healthy lifestyles in the early years
		2.7	Support colleagues to plan meaningful activities that promote healthy eating and physical activity across all ages in the early years setting
3.	Be able to support the provision of food and drink in early years settings	3.1	Explain current NHS guidance for the provision of food and drink for a baby from birth to 12 months
		3.2	Plan weaning programmes suitable for the needs and preferences of babies in own setting
		3.3	Support colleagues to plan nutritional meals for babies and young children
		3.4	Analyse own setting's policies in relation to the provision of food and drink , for: <ul style="list-style-type: none"> • allergies and health requirements • preferences • cultural needs.
		3.5	Support colleagues to prepare suitable food for babies and children using the most upto date guidance

		3.6	Support colleagues to ensure all children are appropriately supervised during meal times
		3.7	Ensure self and colleagues understand the signs of choking and actions to take should a choking incident occur
4.	Be able to promote positive oral health to babies, young children, and their families	4.1	Explain current guidance in relation to the provision of oral health according to early years frameworks
		4.2	Analyse a range of strategies to encourage oral health and hygiene for babies and young children who attend the setting
		4.3	Work with colleagues to implement strategies that promote oral health and hygiene for babies and young children who attend the setting
		4.4	Liaise with parents or carers to promote oral hygiene strategies with the support of local and national guidance
5.	Be able to lead the support of children who are injured or unwell	5.1	Support colleagues to understand the signs and symptoms that a child is: <ul style="list-style-type: none"> • unwell • injured • experiencing an allergic reaction • in need of urgent medical attention • in need of urgent dental attention.
		5.2	Support colleagues to respond appropriately to: <ul style="list-style-type: none"> • a medical emergency • a dental emergency • a child shows signs of illness • a child requires non-urgent medical attention • an accident.
		5.3	Share the setting's exclusion periods with Early Years Practitioners and parents and/or carers when a child has shown signs or symptoms of illness.
		5.4	Support colleagues to create and maintain accurate and coherent records and reports
6.	Be able to lead safe handling and administration of medication in the setting	6.1	Develop and oversee individual health care plans for children with specific medical needs
		6.2	Support colleagues to follow settings policies and procedures when: <ul style="list-style-type: none"> • receiving medication • storing medication • safely administering medication • accurately recording medication usage • safely disposing of medication
		6.3	Conduct regular checks and audits to ensure compliance with policies and procedures relating to safe handling of medication
		6.4	Ensure all staff are familiar with emergency procedures relation to administration of medication in the setting

Assessment requirements:

Outcomes 1, 2, 3, and 4 must be assessed in a real work environment.

Assessment guidance:

1.1 Physical and personal care to include: eating/feeding (including specialist care feeding), nappy changing, potty or toileting, care of skin, teeth, and hair, and provision of safe rest and sleep.

3.2 Weaning programmes: Learners should ensure they understand national guidelines on weaning and the minimum age of 6 months – or this could be later if the baby is unable to sit unaided. Both baby-led weaning and traditional weaning must be understood by the Senior Practitioner who should promote these strategies to their practitioners.

3.4 Provision of food and drink: Analyse all policies that relate to food and drink provision – including food safety, hygiene, planning of food, snack procedures, communicating nutritional requirements and specialist

needs with parents and/or carers.

3.5 Prepare suitable food: must be appropriate to the age and development of babies and children and reflect the most up to date guidance from the NHS on healthy eating such as the Eatwell Guide and the Early Years Foundation Stage (EYFS) statutory framework

4.2 Oral Health: Current guidance and early years frameworks refer to what is presented in the current early years framework, such as the EYFS in England. National guidance – consider the guidance supplied by the World Health Organisation and the NHS or examples from the learner's own home country.

5.1 Signs and symptoms to include signs and symptoms for the following common childhood illnesses and where applicable the recommended immunisation/vaccination schedule for:

- asthma
- bronchiolitis
- chickenpox
- cold
- cough
- croup
- diarrhoea and vomiting
- fever in children
- earache
- measles
- meningitis
- mumps
- skin rashes in children
- scarlet fever
- sore throat
- whooping cough
- urinary tract infection.

5.4 Records and reports to include those used by the setting and those shared with others such parents/and or carers or external professionals such as:

- medication receiving, administering, storing, recording use and disposal for emergency and medication which are given on a planned basis.
- special dietary needs

6.3 Safe handling refers to storing medication and maintaining accurate and coherent records and reports for administering medication for emergency and planned use.

6.4 Emergency must include allergic reactions, asthma diabetes epilepsy and administering medications such as EpiPens. Asthma inhalers, glucose gels or glucose tablets

Title:		Lead and promote positive change in the early years setting	
Unit reference number:		H/650/7732	
Level:		5	
Credit value:		7	
Guided learning hours:		45	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand change management theories, strategies, and techniques	1.1	Analyse a range of change management theories, strategies, and techniques that can be used within early years practice
		1.2	Explain how to engage team members in change management processes
		1.3	Explain how to manage conflict in teams during processes of change
		1.4	Explain reasons why settings might need to implement changes
		1.5	Evaluate a range of changes that have been implemented across the early years sector
2.	Be able to evaluate an area for change within the setting	2.1	Evaluate an area of own setting's environment or practice
		2.2	Identify areas for improvement in an area of own setting's environment or practice
		2.3	Work with colleagues to plan a range of strategies that can be used to implement positive change in an area of own setting's environment or practice
3.	Be able to implement and lead change within the setting	3.1	Lead a team to implement positive change to an area of own setting's environment or practice
		3.2	Manage conflict between team members during times of change
		3.3	Gather feedback from team members , managers, children, parents and/or carers, and others on the impact of the change within the setting
		3.4	Evaluate the impact of the change in relation to: <ul style="list-style-type: none"> • the setting • those who attend the setting • those who work in the setting.

Assessment requirements:

Outcome 1 is knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to the application of knowledge in practice.

Outcomes 2 and 3 must be assessed in a real work environment.

Assessment guidance:

This unit is assessed as an EYSP and supports the development of leadership skills. It is not mapped to the DfE Early Years Educator Standards at level 3 (2024).

1.1 Change management theories, strategies, and techniques: examples might include- Lewin's Change Management Model, Kotter's 8-Step Change Model, Communication and Stakeholder Engagement, Training and Professional Development, Support and Resources, Continuous Evaluation.

1.3 Manage conflict: could include open communication, mediation, clarify roles, and responsibilities; resolution training, provide emotional support to your team.

1.5 Range of changes: could include updates to the EYFS, changes within the setting environment, staff changes, policy, or legislative changes.

3.3 Feedback from team members: 360-degree feedback, aids self-reflection and improvement, staff surveys, seek feedback on their well-being and workload.

Title:		The principles and practice of effective leadership and coaching in the early years	
Unit reference number:		J/650/7733	
Level:		5	
Credit value:		5	
Guided learning hours:		55	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand management, leadership, coaching models, strategies, and frameworks	1.1	Analyse a range of management and leadership models and frameworks
		1.2	Evaluate your own management and leadership style as a Senior Practitioner
		1.3	Analyse a range of coaching and mentoring models and frameworks
		1.4	Evaluate your own coaching and mentoring style as a Senior Practitioner
		1.5	Explain how to manage both individuals and teams within own setting
2.	Be able to mentor colleagues to develop their practice and performance	2.1	Explain own role as a coach and mentor as a Senior Practitioner in the Early Years
		2.2	Demonstrate a range of coaching mentoring strategies with team members in own setting
		2.3	Carry out appraisals and supervisions to support the performance and development of team members in the setting
3.	Be able to support teams through change and challenges within the sector	3.1	Explain strategies and techniques to manage teams and individuals through times of change
		3.2	Demonstrate how to support a team member who is dealing with a challenge within the workplace
		3.3	Gain feedback from colleagues on the ability to support and manage teams and individuals
		3.4	Use feedback from colleagues to evaluate practice as a senior leader within the early years

Assessment requirements:

Outcome 1 is knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to the application of knowledge in practice.

Outcomes 2 and 3 must be assessed in a real work environment.

This unit is assessed as an EYSP and supports the development of leadership skills. It is not mapped to the DfE Early Years Educator Standards at level 3 (2024).

Assessment guidance:

1.1 Management and leadership models and frameworks: Situational Leadership, Transformational Leadership, Servant Leadership, Authentic Leadership, Emotional Intelligence, The Balanced Scorecard, ADKAR Model, Kotter's 8-Step Change Model.

1.3 Coaching and mentoring: GROW, TGROW, OSKAR, 5C Model.

2.3 Appraisals and supervisions: Think about the following- Purpose and Benefits, ensure they are meaningful encounters and not tick-box exercises. Regularity and Frequency. Goal Setting and Action Planning. Reflective Practice. Feedback and Performance Review.

3.1 Strategies and techniques: Examples might include - Lewin's Change Management Model, Kotter's 8-Step Change Model, Communication and Stakeholder Engagement, Training and Professional Development, Support and Resources, and Continuous Evaluation.

Title:		Champion learning and development opportunities for young children	
Unit reference number:		F/651/1439	
Level:		5	
Credit value:		8	
Guided learning hours:		47	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the current frameworks for early years practice	1.1	Explain the learning and development aims and principles of current early years frameworks
		1.2	Analyse changes and developments to current early years frameworks
		1.3	Explain how learning and development aims and principles of current early years frameworks are implemented in own setting
		1.4	Explain the role of the Senior Practitioner in promoting learning and development in relation to current early years frameworks
		1.5	Explain how to share updates or changes to current early years frameworks with colleagues within the setting
2.	Be able to promote an enabling environment that promotes the learning and development of babies and young children	2.1	Explain the concept of an enabling environment and its link to current early years frameworks and early years learning and development
		2.2	Evaluate own setting's environment and its impact on the learning and development of babies and young children
		2.3	Lead others in the implementation of an enabling environment across all areas of learning and development according to current early years frameworks
3.	Be able to support colleagues to plan, implement, and evaluate a range of purposeful activities to support the learning and development of babies and young children	3.1	Demonstrate collaborative planning skills with colleagues, covering all prime and specific areas of learning as outlined in current early years frameworks
		3.2	Support colleagues to differentiate learning and development activities according to the interests, needs, and abilities of individual babies and children
		3.3	Lead colleagues in facilitating safe activities, suitable to the age and abilities of babies and young children
		3.4	Evaluate the effectiveness of planned activities on the learning and development goals of babies and young children
		3.5	Support colleagues to adapt planned activities to promote learning for all
4.	Be able to promote emergent literacy in the early years	4.1	Explain the concept of emergent literacy and its importance in the children's further learning
		4.2	Demonstrate strategies for creating a literacy-rich environment that fosters emergent literacy skills
		4.3	Evaluate own environment in promoting emergent literacy and suggest areas for development
		4.4	Support practitioners to plan and lead emergent literacy activities to include: <ul style="list-style-type: none"> • phonics • digital literacy • reading • writing • speaking and listening.
		4.5	Observe practitioners in their implementation of emergent literacy activities and offer feedback for development
5.	Be able to promote emergent numeracy in the early years	5.1	Explain the concept of emergent numeracy and its importance in children's further learning
		5.2	Demonstrate strategies for creating a numeracy-rich environment that fosters emergent numeracy skills

		5.3	Evaluate own environment in promoting emergent numeracy and suggest areas for development
		5.4	Support practitioners to plan and lead emergent numeracy activities to include: <ul style="list-style-type: none"> • number and counting • shapes • space and measures • patterns.
		5.5	Observe practitioners in their implementation of emergent numeracy activities and offer feedback for development
6.	Be able to work in partnership with others in relation to the learning and development of babies and young children	6.1	Demonstrate how to share babies' and children's learning and development progress and achievements with parents and/or carers
		6.2	Support practitioners to implement a range of strategies that engage parents and/or carers to participate in the child's learning and development
		6.3	Explain the roles and responsibilities of other professionals in the learning and development of babies and young children
		6.4	Evaluate own collaborative practices and partnerships, reflecting on their effectiveness and identifying areas for improvement
		6.5	Provide constructive feedback to colleagues when working with others in relation to babies' and children's learning and development
		6.6	Demonstrate professional conduct and ethical behaviour when working in partnership with others, ensuring confidentiality, respecting privacy, and adhering to legal and regulatory requirements in relation to the learning and development of babies and young children

Assessment requirements:

Outcome 1 is knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to the application of knowledge in practice.

Outcomes 2 - 6 must be assessed in a real work environment

Assessment guidance:

1.1 Learning and development aims to include:

- communication and language
- physical development
- personal, social, and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design.

1.1 Current Early Years Frameworks: such as the most up to date EYFS in England, or the relevant framework in the learner's home country.

1.4 To include use of non- statutory curriculum guidance for the early years such as Development Matters

2.1 Enabling environment: creating a physical, emotional, and social environment that supports and promotes children's learning, development, and wellbeing

3.4 Effectiveness of planned activities: to ensure that children are benefiting from the learning experiences provided clearly defined objectives observation and documentation, reflection and analysis, feedback from children and families

4.1 and 5.1 Concept of emergent literacy and numeracy: the foundational skills and knowledge that children

develop in relation to reading, writing, and mathematics before formal instruction begins

6.6 Professional conduct and ethical behaviour: could include maintaining confidentiality, respecting privacy, and adhering to legal and regulatory requirements- for example, data protection regulations relevant to the learner's own home country

Title:		Promote the personal and professional development of self and others who work in early years provision	
Unit reference number:		K/651/1440	
Level:		5	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the wider roles and responsibilities of the Early Years Senior Practitioner	1.1	Explain the roles and responsibilities of the Senior Early Years Practitioner
		1.2	Compare the knowledge, skills, and behaviours required within the Early Years Practitioner role and the Senior Early Years Practitioner role
		1.3	Analyse areas of strength and areas for development in own role as a Senior Early Years Practitioner
		1.4	Evaluate the impact of own role as a Senior Early Years Practitioner on: <ul style="list-style-type: none"> • the setting • babies and young children • Early Years Practitioners/Educators • other professionals • parents and/or carers.
		1.5	Explain the importance of effective communication and maintaining positive relationships with: <ul style="list-style-type: none"> • Early Years Practitioners/Educators • other professionals • parents and/or carers.
		1.6	Analyse the role of the Early Years Senior Practitioner in supporting and promoting children's well-being, including responsibility for creating a safe, nurturing, and inclusive environment
2.	Understand the importance of professional development in early years	2.1	Explain the importance of professional development in the field of early years and how it leads to better outcomes for babies and young children
		2.2	Explain the relationship between professional development and quality improvement in early years settings
		2.3	Explain the process of reflection and its impact on personal and professional development
3.	Be able to develop own professional career in the early years sector	3.1	Reflect on personal and professional development goals and aspirations, identifying areas for development and improvement
		3.2	Actively seek feedback from experienced senior professionals in the early years sector to support personal career development
		3.3	Evaluate personal career development progress and assess achievements against set goals and targets
		3.4	Engage in relevant training, workshops, conferences, and professional networks to enhance knowledge, skills, and understanding in the sector to support own career development in the Early Years
4.	Be able to support others to develop personally and professionally within the early years sector	4.1	Facilitate learning opportunities for colleagues through the implementation of training sessions based on staff needs
		4.2	Demonstrate how to supervise and appraise staff through formal and informal methods
		4.3	Observe staff practice and provide feedback to support goal setting, reflection, and continuous development
		4.4	Support staff to engage in regular reflective practice
Assessment requirements:			

Outcomes 1 and 2: are knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to the application of knowledge in practice.

Outcomes 3 and 4: must be assessed in a real work environment.

Assessment guidance:

This unit asks the learner to reflect both on their role and development as a senior practitioner, but supporting the development of practitioners with whom they work.

1.2 Knowledge skills and behaviours to reflect the similarities and differences between both roles for example:

- reporting
- whistleblowing
- protecting and promoting the welfare of children
- safeguarding
- confidentiality
- sharing information
- use of technology
- coaching and mentoring
- supervision and leading
- referring to developmental concerns
- protecting practitioners, for example, online presence, staff health and safety, including mental health and wellbeing support
- other relevant knowledge, skills, behaviours

Title:		Support and lead the development of partnerships in early years settings	
Unit reference number:		L/651/1441	
Level:		5	
Credit value:		8	
Guided learning hours:		47	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of effective partnerships in the early years sector	1.1	Explain the importance of effective partnerships in the early years sector
		1.2	Analyse the roles of a range of individuals and groups when working in partnership: <ul style="list-style-type: none"> • parents and/or carers • management/senior team • early years practitioners and educators • external agencies.
		1.3	Explain the importance of understanding and respecting the knowledge and expertise that parents and/or carers and other professionals bring
		1.4	Analyse the principles and values that underpin effective partnerships in the early years sector
2.	Be able to work in partnership within own setting	2.1	Demonstrate how to foster a positive and inclusive environment within own setting
		2.2	Share relevant information and updates with colleagues, parents, and external agencies, following appropriate policies and procedures
		2.3	Evaluate the effectiveness of partnerships within the early years sector
3.	Be able to work in partnership with parents, carers, and families.	3.1	Analyse the benefits of working in partnership with parents and/or carers and families in the early years
		3.2	Demonstrate an inclusive environment within own setting, promoting respect, trust, and mutual respect with parents and/or carers and families
		3.3	Demonstrate how to engage parents and/or carers in the care and development of their children
		3.4	Support practitioners to develop professional relationships with parents and/or carers
		3.5	Share relevant resources, materials, and information with parents, carers, and families to support their understanding of early years practices, child development, and learning opportunities
		3.6	Make additional provisions to support babies' and children's education and development where they lack this support from parents and/or carers
4.	Be able to work in partnership with external agencies and other professionals within the early years	4.1	Establish effective partnerships with external agencies and professionals in the early years sector to support the development and care of babies and young children
		4.2	Communicate regularly and effectively with external agencies and professionals, ensuring clear and timely sharing of information, assessments, and progress reports to facilitate collaborative working
		4.3	Advocate for the needs and best interests of children by working collaboratively with external agencies and professionals to access necessary support services and resources
		4.4	Evaluate the effectiveness of partnerships with external agencies and professionals and suggest how these partnerships can be further improved
5.	Understand the statutory requirements in relation to partnership working	5.1	Explain the statutory requirements, legal frameworks, and regulations relevant to partnership working in the early years sector

		5.2	Analyse the impact of statutory requirements on partnership working
		5.3	Explain the rights of children, families, and professionals when working in partnership and sharing information
Assessment requirements: Outcomes 1: is knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to the application of knowledge in practice. Outcomes 2, 3, and 4: must be assessed in a real work environment. Assessment guidance: 1.2 External agencies: such as social care, health professions, paediatric nurses, Speech and Language Therapists, Occupational Therapists, and other support professionals. 2.1 Foster a positive and inclusive environment: create a supportive and welcoming setting for all children and families. Promoting respect, trust, and mutual understanding among all involved in the partnership. Language and Communication, Collaboration, Cultural Understanding, Sensory Considerations. 2.3 Evaluate: learners must consider the impact on children, families, and the broader community. They must also identify areas for improvement or further development. 5.1 Statutory requirements, legal frameworks, and regulations: for example, The Children’s Act 2004, EYFS or equivalent, Working Together to Safeguard Children regulations, GDPR, Equality Act 2010, Ofsted regulations.			

Title:		Support babies and young children through periods of transition and significant life events	
Unit reference number:		R/650/7737	
Level:		5	
Credit value:		6	
Guided learning hours:		40	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand periods of change, transition, and significant events for babies and young children	1.1	Analyse a range of transitions and significant events that babies, and young children may experience
		1.2	Explain the potential impact of changes, transitions, and significant events on babies and young children's: <ul style="list-style-type: none"> • relationships • attachment • development
		1.3	Explain the emotional, cognitive, and social aspects of changes, transitions, and significant events in the lives of babies and young children
		1.4	Evaluate a range of strategies that can be used to support babies and young children during periods of changes, transitions, and significant events
		1.5	Explain how the senior practitioner can work with other team members to support babies and young children during periods of changes, transitions, and significant events
2.	Be able to support babies, young children, and families through periods of change, transition, and significant events	2.1	Establish a supportive and nurturing environment for babies, young children, and families during periods of change, transition, and significant events
		2.2	Communicate effectively with families, providing information and guidance to support them through periods of change
		2.3	Collaborate with families, colleagues, and other professionals to develop individualised plans and strategies that meet the specific needs of babies, young children, and their families during periods of change
3.	Be able to support team members and colleagues when supporting babies, young children, and families during periods of change, transition, and significant events	3.1	Provide resources, materials, and information to team members and colleagues when supporting babies, young children, and families through periods of change
		3.2	Support team members with their own emotional needs while supporting babies, children, and families through difficult times
		3.3	Evaluate the effectiveness of team members' and colleagues' practices and approaches in supporting babies, young children, and families during periods of change, transition, and significant events, providing feedback and guidance for improvement
4.	Be able to work with others when supporting babies, young children, and families through periods of change, transition, and significant events	4.1	Analyse the roles and responsibilities of external professionals and specialist services in supporting babies, young children, and families through a range of periods of change, transition, and significant events
		4.2	Collaborate with external professionals to develop a coordinated approach to support babies, young children, and families through periods of change and transition
		4.3	Refer families to appropriate external professionals or agencies as appropriate
		4.4	Consult with external professionals to seek their expertise and advice when supporting babies, young children, and families through complex periods of change, transition, and significant events
Assessment requirements:			

Outcomes 1: is knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to the application of knowledge in practice.

Outcomes 2, 3, and 4: must be assessed in a real work environment.

Assessment guidance:

1.1 transitions and significant events could include:

- moving school
- starting and moving through and/or between early years settings
- birth of a sibling
- moving home
- family breakdown
- living outside of the home
- loss of significant people/bereavement
- social events that impact their lives, such as Covid-19
- adoption and care; and including the significance of adverse childhood experiences and trauma.

4.2 External professionals: could include social workers, therapists, or healthcare providers. External professionals may also refer to teachers from schools that children are moving to. When working in an environment where no liaison with external professionals is required, such as teachers, bereavement workers, healthcare, please consider a simulated case study approach. Use a simulated case study as a method only where real work experience cannot be gained for these criteria.

Title:		Champion playful pedagogy within the early years setting	
Unit reference number:		M/651/1442	
Level:		5	
Credit value:		7	
Guided learning hours:		50	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of play for children’s holistic learning and development	1.1	Explain the significance of play in supporting children's holistic learning and development
		1.2	Analyse a range of pedagogies and their influence on practice within the early years setting
		1.3	Explain how different types and forms of play support children's cognitive, physical, social, and emotional development.
		1.4	Analyse the role of play in promoting children's: <ul style="list-style-type: none"> • creativity • problem-solving skills • socialisation • language development • emotional wellbeing.
		1.5	Explain the connection between play and brain development
		1.6	Explain the difference between child-led and adult-initiated play and when each approach should be used
		1.7	Explain heuristic play and how meaningful heuristic play activities support the development of babies
		1.8	Analyse how different cultural backgrounds and family circumstances can impact babies' and children’s learning and development
2.	Be able to implement purposeful play opportunities within the setting	2.1	Plan and implement purposeful play opportunities for babies aged 0 to1 year and 11 months to encourage: <ul style="list-style-type: none"> • literacy • numeracy • understanding of the world • expressive art and design • personal, social, and emotional development • communication and language • physical development.
		2.2	Plan and implement purposeful play opportunities for toddlers aged 2 years to2 years and 11 months to encourage: <ul style="list-style-type: none"> • literacy • numeracy • understanding of the world • expressive art and design • personal, social, and emotional development • communication and language • physical development.
		2.3	Plan and implement purposeful play opportunities for pre-schoolers aged 3 years to 5 years to encourage: <ul style="list-style-type: none"> • literacy • numeracy • understanding of the world • expressive art and design • personal, social, and emotional development • communication and language • physical development.
		2.4	Reflect on purposeful play opportunities for babies aged 0 to1 year and 11 months to encourage: <ul style="list-style-type: none"> • literacy • numeracy • understanding of the world

			<ul style="list-style-type: none"> • expressive art and design • personal, social, and emotional development • communication and language • physical development.
		2.5	Reflect on purposeful play opportunities for toddlers aged 2 years to 2 years and 11 months to encourage: <ul style="list-style-type: none"> • literacy • numeracy • understanding of the world • expressive art and design • personal, social, and emotional development • communication and language • physical development.
		2.6	Reflect on purposeful play opportunities for preschoolers aged 3 years to 5 years to encourage: <ul style="list-style-type: none"> • literacy • numeracy • understanding of the world • expressive art and design • personal, social, and emotional development • communication and language • physical development.
		2.7	Adapt purposeful play based on reflections to promote learning for all
3.	Be able to lead others in the planning, implementation, and evaluation of purposeful play activities	3.1	Support practitioners to plan, implement, and reflect upon purposeful play opportunities for babies aged 0 years to 1 year and 11 months to encourage: <ul style="list-style-type: none"> • literacy • numeracy • understanding of the world • expressive art and design • personal, social, and emotional development • communication and language • physical development.
		3.2	Support practitioners to plan, implement, and reflect upon purposeful play opportunities for toddlers aged 2 years to 2 years and 11 months to encourage: <ul style="list-style-type: none"> • literacy • numeracy • understanding of the world • expressive art and design • personal, social, and emotional development • communication and language • physical development
		3.3	Support practitioners to plan, implement, and reflect upon purposeful play opportunities for pre-schoolers aged 3 years to 5 years to encourage: <ul style="list-style-type: none"> • literacy • numeracy • understanding of the world • expressive art and design • personal, social, and emotional development • communication and language • physical development.
		3.4	Provide feedback to practitioners on their activity planning and implementation to support their self-reflection and development
		3.5	Support practitioners to adapt purposeful play based on reflections to promote learning for all
4.	Be able to manage an environment of purposeful play that promotes the holistic	4.1	Establish an environment of purposeful play that is safe, nurturing, and conducive to babies' and young children's holistic learning and development

learning and development of babies and young children	4.2	Design and arrange the physical space of the play environment to support various types of play and accommodate the developmental needs of babies and young children
	4.3	Monitor and assess babies' and young children's engagement, participation, and progress in purposeful play, making necessary adjustments and providing support when needed
	4.4	Promote the use of open-ended materials, diverse resources, and sensory experiences within the play environment to stimulate babies' and young children's curiosity, imagination, and learning
	4.5	Demonstrate how to facilitate opportunities for group socialisation and social play opportunities for babies and young children
	4.6	Show how to plan meaningful play opportunities in both the indoor and outdoor environments and externally away from the main setting

Assessment requirements:

Outcomes 1: is knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to application of knowledge in practice.

Outcomes 2, 3, and 4: must be assessed in a real work environment.

Assessment guidance:

Learners must produce adequate planning and promote effective planning of their team members in line with their own setting's curriculum. Although plans are required for each subject area, holistic planning is allowed and encouraged.

Providers should produce templates for learners to ensure that the full cycle of plan, do, assess, planning next steps, and self-reflection is covered if setting paperwork does not meet all of these requirements.

1.2 Pedagogies may include:

- Play-based learning
- Montessori approach
- Reggio Emilia approach
- Forest school approach
- Waldorf/Steiner education
- Emergent curriculum
- Sustained shared thinking
- Inquiry-based learning
- Loose parts play
- Dramatic play
- Game-based learning
- Play
- Direct teaching
- Adult explanations
- Adult modelling
- Learning from peers
- Guided learning.

Title:		Lead opportunities for the holistic development of babies and young children	
Unit reference number:		R/651/1443	
Level:		5	
Credit value:		7	
Guided learning hours:		55	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand holistic development in early childhood	1.1	Explain the expected early childhood development patterns for children from birth to age 7 years
		1.2	Analyse the factors that influence and contribute to early childhood development, including genetic factors and environmental factors
		1.3	Explain the link between early childhood development and other areas of development , such as cognitive, social-emotional, and self-regulation skills
		1.4	Evaluate a range of theories, philosophical approaches, and research in relation to early childhood development and their impact upon practice within the early years
		1.5	Explain the requirements of current Early Years Frameworks in relation to early childhood development
		1.6	Explain the importance of including the child in planning their own development and learning plans
		1.7	Analyse strategies for including children in the evaluation and planning of their own learning and development, considering the age and ability of the individual child
2.	Be able to lead opportunities for the holistic development of babies and young children in the early years	2.1	Lead the provision of an enabling environment that promotes the early childhood development of babies and young children
		2.2	Plan meaningful opportunities for babies and young children to develop their skills in the indoor environment and the outdoor environment
		2.3	Support others to plan meaningful opportunities for babies and young children to develop their skills in the indoor environment and the outdoor environment
3.	Be able to create an environment that promotes the speech, language, and communication of babies and young children	3.1	Explain how to create a language-rich environment
		3.2	Identify children in own setting who have speech, language, and communication needs, including children who are at an earlier stage of language development or experience speech or language difficulties
		3.3	Analyse strategies to support: <ul style="list-style-type: none"> • bilingual children • children with English as an additional language • children who have speech and language differences such as SEND or neurodivergent children
		3.4	Implement strategies to promote a language-rich environment including: <ul style="list-style-type: none"> • stories • songs • rhymes
		3.5	Use strategies to support the speech, language, and communication development: <ul style="list-style-type: none"> • bilingual children • children with English as an additional language • children who have speech and language differences such as SEND or neurodivergent children.
		3.6	Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development

		3.7	Evaluate the impact of an effective communication and language curriculum on young children's language development, to include: <ul style="list-style-type: none"> • spoken language skills • understanding of language • early reading skills.
4.	Be able to work with others to support children who are not meeting expected patterns of development	4.1	Explain the roles and responsibilities of internal and external support ties or professionals who can support children demonstrating signs of developmental delays
		4.2	Work with professionals within the setting to develop strategies for the child to aid their development
		4.3	Work with external agencies or professionals to develop strategies for the child to aid their development
		4.4	Demonstrate sensitive methods of communication and collaboration with parents and/or carers when sharing concerns and strategies for their child's development

Assessment requirements:

Outcomes 1, 3, 5, and 7: are knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to application of knowledge in practice.

Outcomes 2, 4, and 6: must be assessed in a real work environment.

Assessment guidance:

1.1 Early childhood development must include:

- cognitive
- speech, language, and communication
- physical
- emotional
- neurological and brain development.

To reflect sequences /observation checkpoints included in Development Matters non- statutory curriculum guidance for the early years

1.2 Factors: could include genetic, environmental, parent/carer interaction, socioeconomic, nutrition and health, cultural background, family circumstances.

1.3 Other areas of development: could include physical, social-emotional, self-regulation.

1.4 Theories, philosophical approaches, and research: it is important to note that some approaches are not evidence-based and do not support childhood development.

2.2 Skills: physical, sensory, cognitive, and neurological, personal, social, and emotional, speech, language and communication. To reflect use of Development Matters non- statutory curriculum guidance for the early years

Title:		Promote health, safety, and security within the early years setting	
Unit reference number:		T/651/1444	
Level:		5	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to implement legislation and regulatory guidelines in relation to health and safety within the early years setting	1.1	Identify the relevant legislation and regulatory guidelines that govern health and safety within the early years setting
		1.2	Explain the purpose and importance of legislation and regulatory guidelines in ensuring the health, safety, and well-being of children, staff, and visitors within the early years setting
		1.3	Review policies, and procedures in relation to health and safety, making recommendations for improvement
		1.4	Mentor staff members on the implementation of health and safety policies and procedures
2.	Be able to lead positive practice in relation to health and safety within the early years setting	2.1	Model and promote health and safety practice within the early years setting, including: <ul style="list-style-type: none"> • handwashing • food hygiene • dealing with spillages safely • waste disposal • using PPE • using equipment, furniture, and materials.
		2.2	Communicate effectively with staff, parents and/or carers, and external stakeholders about health and safety policies and procedures
		2.3	Monitor the implementation of health and safety practices, conducting regular checks and assessments to ensure adherence to policies and procedures
3.	Be able to manage risk and hazards within the early years setting	3.1	Explain the importance of risk assessments in the early years
		3.2	Evaluate own settings risk policies in line with current legislation
		3.3	Analyse incidents, accidents, and near-miss events within own early years setting
		3.4	Plan and implement actions to reduce incidents, accidents, and near miss events and ensure lessons are learned within own early years setting
		3.5	Support staff members to identify and address potential hazards

Assessment requirements:

Outcomes 1, 2, and 3: must be assessed in a real work environment

Assessment guidance:

1.1 Legislation and regulatory guidelines: could include those related to safety at work, food safety, and the control of infection, the NHS vaccination schedule (immunisation)

1.4 Mentor: learners should ensure staff members have the necessary knowledge and skills to comply with legislative requirements.

Title:		Promote innovative practice in the development of an enabling environment within early years settings	
Unit reference number:		Y/651/1445	
Level:		5	
Credit value:		7	
Guided learning hours:		45	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to evaluate own early years environment in relation to current frameworks	1.1	Explain the key principles of an enabling environment within the early years sector according to the current early years framework
		1.2	Evaluate own play and learning environment against the current requirements in terms of: <ul style="list-style-type: none"> • outdoor provision • indoor provision • prime and specific areas of learning • additional support needs of children within the setting.
		1.3	Explain the development of the current early years framework and how and why early years frameworks have changed over time
		1.4	Compare own home country's early years framework with the early years frameworks used in other countries
2.	Be able to work with others to identify and implement positive and innovative change to the early years environment	2.1	Identify areas of improvement within own setting's environment
		2.2	Select an area of improvement for own setting's environment and suggest ways, along with the team's contribution to ideas, to make improvements to this area
		2.3	Implement an agreed innovative improvement to the environment
3.	Be able to monitor the impact of innovation in the early years	3.1	Work with colleagues to review the progress of an agreed innovation to positively impact an area of own early years environment
		3.2	Observe babies' or young children's reactions or responses to the implementation
		3.3	Record the impact of own setting's innovative changes to promote an enabling environment based on the children's learning and development
		3.4	Gather feedback to identify the impact that has been made, from: <ul style="list-style-type: none"> • colleagues • parents • children (where appropriate) • senior staff members • external agencies/professionals.
4.	Be able to review and evaluate the impact of innovative practice in the early years setting	4.1	Assess the impact of the innovative change using information from: <ul style="list-style-type: none"> • observations • records of children's development • stakeholder feedback.
		4.2	Analyse the benefits of the implemented innovative change to: <ul style="list-style-type: none"> • children's learning and development • an enabling environment • group socialisation and interaction • children's behaviour and self-regulation opportunities.
		4.3	Make and record suggestions for further development or improvement and ensure these are regularly reviewed
Assessment requirements:			
Outcomes 1, 2, 3, and 4: must be assessed in a real work environment.			

Assessment guidance:

1.1 Key principles of an enabling environment: rich in holistic learning and development opportunities, safe, minimal, and controlled risk, free from harm and abuse.

1.4 Compare the early years frameworks: the learner should compare their own early years statutory guidance (such as the current EYFS in England) with those of other countries, which could include Scotland, Australia, and Scandinavian countries.

3.4 Feedback: can be gathered formally and informally; through surveys, conversations, discussions, and reports.

Title:		Lead practice in the storage, handling, and use of information in the early years setting	
Unit reference number:		J/650/7742	
Level:		5	
Credit value:		5	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand legislation and statutory requirements in relation to the storage, handling, and use of information within the early years	1.1	Identify the relevant legislation and statutory requirements that govern the storage, handling, and use of information within the early years setting, to include: <ul style="list-style-type: none"> • data protection • confidentiality.
		1.2	Explain the purpose and importance of legislation and statutory requirements in protecting the privacy, confidentiality, and security of information within the early years setting
		1.3	Explain the principles and practices of data protection, to include: <ul style="list-style-type: none"> • consent • data accuracy • subject access rights.
		1.4	Analyse the procedures and protocols for securely storing and handling information within the early years setting, to include: <ul style="list-style-type: none"> • physical data such as paperwork • digitally stored data and information.
		1.5	Analyse the potential risks and vulnerabilities associated with the storage, handling, and use of information within the early years setting, to include: <ul style="list-style-type: none"> • internal threats • external threats.
2.	Be able to promote effective use of information according to legislative and statutory requirements	2.1	Demonstrate the safe and effective storage, handling, and use of information and data
		2.2	Conduct regular audits and reviews of information management practices within the early years setting to ensure compliance with legislation and statutory requirements
		2.3	Provide guidance to staff on data protection principles, confidentiality obligations, and best practices for secure information handling

Assessment Requirements:

Outcome 1: is knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to application of knowledge in practice.

Outcome 2: must be assessed in a real work environment.

Assessment guidance:

1.1 Legislation and statutory requirements refer to current legal expectations, such as GDPR.

2.2 Audits and Reviews: Learners must demonstrate that they are monitoring and managing the effective use of information in the setting and supporting their staff to do the same. Evidence should include procedures and work-based products to show this.

Title:		Lead or support mandatory inspection processes within the early years sector	
Unit reference number:		A/651/1446	
Level:		5	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the current inspection requirements early years settings must adhere to	1.1	Explain the purpose and importance of inspections in the early years sector, including the role of the Early Years Inspection Framework and regulators in promoting quality and ensuring regulatory compliance
		1.2	Identify the key components and areas of focus within the Early Years Inspection Framework
		1.3	Analyse the criteria, standards, and expectations outlined in the Current Early Years Inspection Framework, considering how they relate to the quality and effectiveness of early years settings
		1.4	Explain the impact of inspection requirements on early years settings, including their influence on practice, provision, and continuous improvement
		1.5	Explain the process and procedures involved in the inspection, including pre-inspection activities, on-site inspections, evaluations, and post-inspection outcomes
2.	Understand the roles and responsibilities of management, staff, and others in the inspection process	2.1	Explain the role of the setting manager in preparation for, and during the early years inspection
		2.2	Explain the role of the Early Years Senior Practitioner in preparation for, and during the Early Years Inspection
		2.3	Explain the role of the practitioner staff in preparation for, and during the early years inspection
		2.4	Explain the involvement of parents in the preparation for, and during the early years inspection
3.	Be able to demonstrate how to prepare colleagues and others for a regulatory inspection process	3.1	Collaborate with colleagues and management to ensure a coordinated approach to the inspection process, sharing information, and aligning practices to meet regulatory requirements
		3.2	Communicate effectively with management and other staff to ensure awareness and understanding of their roles, responsibilities, and expectations during the inspection
		3.3	Prepare relevant documentation, evidence, and records that demonstrate compliance with regulatory requirements and support the inspection process
		3.4	Implement any recommendations or actions resulting from the inspection process, working collaboratively with management and staff to continuously improve the quality of the early years setting

Assessment requirements:

Outcomes 1 and 2: are knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to the application of knowledge in practice.

Outcomes 3: must be assessed in a real work environment.

Assessment guidance:

1.2 components and areas: such as leadership and management, teaching and learning, safeguarding, and outcomes for children

At level 5, learners will demonstrate the ability to lead or support the preparation of an inspection of their setting. The qualification may be taken when no inspection is due, but skills and knowledge to demonstrate the appropriate requirements must be shown.

The learner must refer to the governing body in their home country for inspections, such as Ofsted in England, or CIW in Wales, for example.

Title:		Promote an inclusive environment to support the development and wellbeing of babies and children with additional needs	
Unit reference number:		D/651/1447	
Level:		5	
Credit value:		7	
Guided learning hours:		47	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand a range of needs that may require additional support for babies and young children	1.1	Analyse a range of needs that may require additional support for babies and young children
		1.2	Define and describe the characteristics, features, and potential impact of different needs that may require additional support for babies and young children
		1.3	Explain the importance of early identification and intervention for addressing the needs of babies and young children
		1.4	Explain the diversity of needs that may require additional support provision, considering cultural, linguistic, and socio-economic factors that can influence children's development and well-being
		1.5	Evaluate the potential challenges and barriers faced by babies, young children, and their families when additional support provision is required, and the importance of providing inclusive and equitable services
		1.6	Explain reasons why a child may be demonstrating challenging or withdrawn behaviour
		1.7	Explain the requirements of own home nation's early years frameworks and codes of practice in relation to SEND
2.	Be able to work effectively with colleagues to promote an inclusive and diverse environment that meets the needs of a range of additional support requirements for babies and young children	2.1	Communicate effectively with colleagues to share information, insights, and resources related to inclusive practice and supporting babies and young children with additional support requirements
		2.2	Plan collaboratively with colleagues to design and implement strategies, activities, and adaptations that address the specific needs of babies and young children with additional support requirements
		2.3	Adapt activities, strategies, materials, and resources in collaboration with colleagues to meet the individual needs of babies and young children with additional support requirements
		2.4	Support practitioners to implement the graduated approach to support babies and young children with additional support needs
3.	Be able to work collaboratively with a range of professionals to meet the needs of a range of additional support requirements for babies and young children	3.1	Communicate effectively and regularly with professionals to share information, assessments, and observations related to the needs and progress of babies and young children, ensuring a coordinated and holistic approach to support provision
		3.2	Consult with professionals to seek their expertise, guidance, and advice in addressing specific needs and challenges of babies and young children, incorporating their recommendations into support plans
		3.3	Advocate for the needs and rights of babies and young children with additional support requirements when collaborating with professionals
		3.4	Actively participate in joint meetings, case conferences, and multidisciplinary team discussions to contribute insights, share perspectives, and contribute to the decision-making process

		3.5	Implement strategies and recommendations from professionals into daily practice, adapting approaches and activities to meet the
4.	Be able to support children whose first language is not English and bilingual or multilingual children	4.1	Assess the language development and communication needs of children whose first language is not English, considering their individual strengths, backgrounds, and experiences
		4.2	Plan and implement language-rich activities and experiences that promote the development of English language skills while respecting and valuing children's home languages
		4.3	Support children's language development through targeted interventions, scaffolding their learning, and providing appropriate language support strategies
		4.4	Show respect to the linguistic and cultural diversity of children whose first language is not English and those who are bilingual or multilingual

Assessment requirements:

Outcomes 1: is knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to the application of knowledge in practice.

Outcomes 2 and 3 must be assessed in a real work environment.

Assessment guidance:

1.1 Needs: such as developmental delays, disabilities, medical conditions, speech and language difficulties, and social- emotional challenges.

1.6 challenging or withdrawn behaviour: learners should understand this may be for reasons other than SEND, such as:

- health issues
- communication or language barriers
- unmet needs
- emotional distress
- difficulties in self-expression
- other environmental or factors that the learner wishes to explore.

Title:		Promote positive attachments and co-regulation in the early years setting	
Unit reference number:		F/651/1448	
Level:		5	
Credit value:		5	
Guided learning hours:		38	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand concepts of co-regulation and self-regulation and its importance in early childhood	1.1	Define the concepts of co-regulation and self-regulation in the context of early childhood
		1.2	Explain the importance of co-regulation and self-regulation in supporting children's emotional well-being
		1.3	Analyse the role of caregivers, educators, and the environment in promoting and supporting co-regulation and self-regulation skills in young children
		1.4	Evaluate the impact of co-regulation and self-regulation on children's social and emotional development and behaviour
2.	Be able to promote an environment that supports co-regulation and self-regulation of babies and young children	2.1	Create a nurturing environment , providing a foundation for the development of co-regulation and self-regulation skills in babies and young children
		2.2	Establish consistent routines, schedules, and expectations within the environment, promoting a sense of security and predictability
		2.3	Support babies and young children to recognise their emotions, offering guidance and strategies for managing and expressing their feelings
		2.4	Support Early Years Practitioners to promote co-regulation and self-regulation strategies in babies and young children
		2.5	Model positive behaviour as Senior Early Years practitioner within own setting
		2.6	Support children to regulate their behaviour
		2.7	Demonstrate effective co-regulation techniques with a young child to support them in regulating their emotions
3.	Understand attachment theories, processes, and practice	3.1	Analyse key concepts and principles of attachment theories
		3.2	Explain the different attachment styles and patterns that can develop between infants/young children and their primary caregivers, including: <ul style="list-style-type: none"> • secure attachment • insecure attachment • disorganised attachment.
		3.3	Evaluate factors that influence the formation of secure attachments
		3.4	Explain the impact of early attachment experiences on children's social-emotional development, self-regulation, and relationships later in life
4.	Be able to lead colleagues in fostering positive attachments within the setting	4.1	Demonstrate effective leadership skills by modelling and exemplifying nurturing, responsive, and attachment-focused interactions with babies and young children
		4.2	Coach and mentor colleagues in attachment-informed practices
		4.3	Evaluate and monitor the implementation of attachment-focused practices within the setting, providing feedback to key person colleagues, and practitioners on their relationships with babies and young children
		4.4	Lead a supportive environment for sharing experiences, challenges, and successes related to fostering positive attachments
Assessment requirements:			

Outcomes 1 and 3: are knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to the application of knowledge in practice.

Outcomes 2 and 4: must be assessed in a real work environment.

Assessment guidance:

2.1 Nurturing environment should be considered in terms of physical and emotional aspects such as layout, routines interaction between practitioners/children, and atmosphere.

3.1 Attachment theories: to include the work of prominent theorists such as John Bowlby and Mary Ainsworth

Title:		Effective assessment for learning and development	
Unit reference number:		H/651/1449	
Level:		5	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the purpose, process, and practice of assessment in the early years environment	1.1	Explain the types of assessment used across the early years from birth to Reception, their purpose and use, to include: <ul style="list-style-type: none"> • Formative assessment • Summative assessment.
		1.2	Analyse a range of observational methods used in the early years setting and their purpose in assessment practice
		1.3	Explain how assessment supports planning for the further development of babies and young children
		1.4	Analyse methods of formative assessment and how these can be used effectively without impacting the practitioners directly working with the children
		1.5	Analyse how assessment can aid parents and/or carers and practitioners to: <ul style="list-style-type: none"> • recognise children's progress • understand children's learning and development needs • provide appropriate activities and support.
		1.6	Explain how to involve the children in their assessment in an age- appropriate way
		1.7	Explain the importance of carrying out accurate and proportionate assessment
		1.8	Identify the components of the planning cycle and the role of assessment within the cycle
		2.	Be able to use assessment to effectively plan for children's next steps and an individualised journey for each child
2.2	Use a range of assessment strategies to effectively understand children's progress, including observations of the children		
2.3	Collaborate with other practitioners and the child's key person to discuss findings from the assessment and planning of next steps		
2.4	Use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed and support the child's development		
Assessment requirements:			
<p>Outcome 1: is knowledge-based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to the application of knowledge in practice.</p> <p>Outcome 2: must be assessed in a real work environment.</p>			
Assessment guidance:			
<p>1.1 Formative and summative assessment: formative assessment focuses on improving how a child learns. It helps monitor the child's learning progress so that practitioners can identify learning needs early and promote appropriate intervention. Summative assessment focuses more on evaluating the overall understanding of what children have learned. formative: some examples: observations, recording of interaction and play, engaging in interaction and play. summative: some examples: Two Year Check, Reception Baseline, Phonics screening, end-of-year reports.</p>			
1.2 Observational methods to include:			

- narrative
- time sample
- event sample
- checklists
- sociograms
- photos/videos
- learning journeys
- learning journals.

1.7 accurate and proportionate assessment: understanding that assessment should be used to assess children's knowledge and skills and not used as a data gathering exercise. It should not be time intensive and take time away from teaching and supporting children or have a disproportionate impact on workload.

2.1 To reflect use of Development Matters – non statutory guidance for the foundation stage.