Regulated Qualifications (RQF)



VQA Level 3 Diploma for Early Years Care and Education (Early Years Educator) (RQF)

Qualification Number: 610/3598/1
Version 2.2

This qualification is approved by the DfE as full and relevant.

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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
V2	The work placement hours have been revised to specify a minimum of 300 hours.
Version 2.1 January 2026	Addition of SfC&D Assessment Principles guidance with hyperlink to the document.
Version 2.2 July 2026	Formatting updated throughout. Updates to generic information throughout, including: • Accessibility statement added p.6 • Assessment guidance, requirements and range descriptors updated for clarity p.11 • Useful websites links p.16 T/650/9566: • AC 1.1 added to range guidance for clarity p.39

Introduction

Welcome to VQA

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

VQA offers qualifications that are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated VQA 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 VQA qualification, a centre must be recognised by VQA.

The VQA centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a VQA qualification and the integrity of VQA'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 VQA 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 VQA Centre Handbook.
Details of VQA's procedures and policies can be found on our website. Qualification specifications can be found also be found on our website.

Centres must ensure they are using the most recent PDF 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.
If you have any further questions, please contact VQA.

Use of VQA's Logo, Name and Qualifications

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

When using VQA'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 VQA's logo. Any representation of VQA's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of VQA's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. VQA must be made aware of centre relationships with re-sellers of VQA qualifications. VQA must be made aware of any additional websites where the centre intends to use VQA's name and/or logo. If this information is changed, VQA should be notified immediately. VQA 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 VQA centre, it must immediately discontinue the use of VQA's logo, name, and qualifications from all websites and documents.

Accessibility

VQA is committed to ensuring that all qualifications and assessments are accessible, inclusive, and non-discriminatory. We ensure that no aspect of this qualification disadvantages any group of learners who share a protected characteristic or introduces unjustifiable barriers to entry, other than those essential to the qualification's intended purpose. Where such features are necessary, they will be clearly stated and justified.

All assessment design processes actively identify and remove unjustifiable barriers that could prevent learners, including those with physical disabilities, from demonstrating their knowledge, understanding, or skills. VQA monitors and reviews the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) throughout qualification development to maintain accessibility and inclusivity. This approach promotes positive attitudes and fosters good relations among all learners.
More information can be found in our Equality and Diversity Policy.

For learners seeking guidance on Reasonable Adjustments, please see our Reasonable Adjustment Policy.

The Qualification

VQA Level 3 Diploma for Early Years Care and Education (Early Years Educator) is regulated by Ofqual.
This qualification is approved by the Department for Education for the Early Years Workforce and meets the latest standards for Early Years Educators. It aligns with the new requirements introduced from September 2024.

Qualification Purpose

The purpose of this qualification is to support learners seeking to work within an early years setting. This qualification meets the requirements of the Department for Education and Ofsted and fulfils the qualification element of Early Years Educator Status and the Level 3 ratio status.
Learners will gain the knowledge and skills required to be proficient and competent as an Early Years Educator, allowing them to work as qualified educators with children from birth to five years. The qualification covers topics such as:

- child development and learning
- health, safety, and wellbeing
- safeguarding and inclusion
- professional practice
- transition and attachment
- communication and partnership.

Entry Requirements

There are no specific entry requirements, however, learners may benefit from having undertaken the VQA Level 2 Diploma for the Early Years Practitioner or similar.
This qualification is suitable for learners aged 16 and above.
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 Early Years Foundation Stage (EYFS) publication available on the Department for Education website for further information and guidance.

Real Work Environment (RWE) Requirements

This qualification is designed to be assessed in a real work environment.
Learners should be employed or in a voluntary placement within an early years setting and must complete and evidence a minimum of 300 hours. Hours may vary depending on the individual learner, but a range of 300–350 hours is recommended.
The learner must have access to a suitable placement within a Real Work Environment (RWE) to complete this qualification. A suitable RWE is an Ofsted registered setting that follows the EYFS 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
- childminders/home-based childcare.

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

The Local Family Information Service (FIS) is the best resource for finding information about registered childcare providers. They maintain lists of registered childminders, nurseries, and pre-schools.

A register of schools in England can be found at https://www.gov.uk/find-a-regulated-qualification where centres can search for establishments in their local area.

Centres must have robust policies and procedures in place to assess the suitability and safety of Real Work Environments (RWEs) before learners begin their placements. Continuous monitoring of the RWE throughout the placement is essential to ensure ongoing safety and suitability. Centres are responsible for evaluating the RWE's appropriateness and the methods of evidence collection, which must be maintained and presented during the external quality assurance (EQA) process.

Centres should implement various methods to assess, review, and gather feedback on learner progress and performance during their RWE placement. These methods may include monitoring visits, regular check-ins, communication diaries, and progress reports. Using a combination of these approaches ensures a comprehensive monitoring and support system, enabling the evaluation of a learner's progress in achieving the Learning Outcomes (LOs) and Assessment Criteria (ACs). Centres should select the most appropriate methods for their learners and specific RWEs. It is crucial that assessment, review, and feedback are obtained from the RWE, with all evidence available for EQA review.

A practitioner employed at the RWE should be available to support the learner during their placement. This practitioner must hold a recognised Level 3 Early Years or teaching qualification. Their role includes:

- introducing the learner to the RWE's policies and procedures
- providing guidance, support, and feedback
- addressing any issues that arise
- ensuring a safe learning environment
- keeping records of the learner's attendance
- maintaining communication with the centre and providing feedback on learner progress and performance.

Centres should provide learners with a form to document the number of placement hours attended in the RWE. A representative from the RWE must confirm these hours, clearly indicating the age ranges covered. Centres must ensure that learners maintain an accurate record of their attendance hours in the RWE.

When the RWE offers access to both babies and young children, learners can complete all their placement hours without needing to transfer to a different RWE. However, to broaden their knowledge and skills, learners should be encouraged to gain experience in more than one RWE where practical.

Learners must have experience of interacting with babies (0 to 11 months), toddlers (1 year to 2 years 11 months), and pre-school children (3 to 5 years) during the qualification. Centres should plan for learners to engage with each age group, which may include placements in the RWE or simulation activities.

Progression

Successful learners can progress to other qualifications such as:

- VQA Level 5 Diploma for Senior Early Years Practitioners
- VQA Level 6 Diploma in Applied Innovative Practice in Early Childhood Pedagogy and Care.

Upon completion, learners can seek employment in various settings, including private nurseries, local authority nurseries, playgroups, pre-schools, school nurseries, reception classes, and school foundation units, working with children from birth to five years.

Structure

This qualification comprises 17 mandatory units. There are no optional units. All units must be achieved in order to successfully achieve this qualification.

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Understand Development of Babies and Young Children	R/650/9537	3	15	3
Prepare Young Children for the Transition to School	T/650/9538	3	25	3
Safeguarding and Child Protection in the Early Years	Y/650/9539	3	40	5
Promote the Health, Safety, and Welfare of Babies and Young Children	F/650/9540	3	40	6
Support the Physical Care, Health, and Wellbeing of Babies and Young Children in Early Years Settings	J/650/9542	3	35	5
Promote Equality, Diversity, and Inclusive Practice in Early Years Settings	R/650/9546	3	12	3
Support Self-regulation, Emotional Wellbeing, and Positive Behaviour within the Early Years	A/650/9549	3	37	5
Support Children with Special Educational Needs and Disability	L/650/9553	3	28	4

Title	Unit ref.	Level	Guided learning hours	Credit value
Promote Positive Attachments in Early Years Settings	R/650/9555	3	32	4
Support Babies and Young Children through Transitions and Significant Life Events	T/650/9556	3	15	2
Promote Purposeful Play Activities within Early Years Settings	Y/650/9557	3	35	4
Develop Early Literacy, Reading, and Mathematical Skills with Young Children	A/650/9558	3	45	6
The Role of Assessment in Early Years and Child Development	D/650/9559	3	27	4
Effective Record Keeping and Information Sharing in the Early Years	J/650/9560	3	20	3
Promoting Effective Partnership in Early Years Settings	K/650/9561	3	42	6
Professional Practice and Developing as an Early Years Educator	L/650/9562	3	15	2
Promote Speech, Language, and Communication in the Early Years	M/650/9563	3	35	5

Guided Learning Hours

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.
The GLH for this qualification is 498 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 202 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected 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 is 70 credits, which is determined by TQT, as one credit corresponds to 10 hours of learning.

The Total Qualification Time for this qualification is 700 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.

Units must be assessed in line with the Skills for Care and Development Assessment Principles available here.

All learning outcomes that assess knowledge and understanding (usually beginning 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, or workbooks.
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 VQA 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**: sets out the mandatory conditions that must be met for assessment to be valid. They specify how an assessment must be conducted. Centres must adhere to these requirements.
- **Mandatory range**: defines the required breadth and depth of coverage for specific assessment criteria. It sets out the minimum and mandatory expectations for assessment.
- **Assessment guidance**: provides clarification to support the consistent interpretation and application of the assessment criteria. It explains intent, defines key terms where necessary, and offers contextual information to support understanding.
- **Useful websites**: 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 include references to parents, carers, or collaborative work with other agencies, centres should adopt a practical approach to the 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 practise 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 judgement, 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 VQA 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**: appropriate 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 such as Microsoft Teams or similar can be used. Discussions conducted this way should be recorded using the VQA 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, VQA 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.
VQA has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.vqa.org.uk.
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 VQA 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 VQA 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 requirement 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 VQA 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 VQA'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, such as a Level 4 or 5 Certificate/Diploma in Early Years or Foundation Degree or Degree in Childcare or Early Years
- 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 VQA 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 VQA 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 VQA 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 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process.

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 VQA to ensure that centres are satisfying VQA quality assurance compliance with the requirements associated with their VQA recognised centre status and formal written agreement. This will comprise a face-to-face or remote scheduled 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:

- Department for Education (DfE)
- 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

Understand Development of Babies and Young Children

Title:		Understand Development of Babies and Young Children	
Unit reference number:		R/650/9537	
Level:		3	
Credit value:		3	
Guided learning hours:		15	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Understand the expected rate of development of babies and young children	1.1	Explain the expected **development patterns** for babies and young children aged from birth to 7 years
		1.2	Explain own role in supporting the **development** of babies and young children
		1.3	Identify a **range** of individual factors and significant events and how these can impact the rate of development in babies and young children
		1.4	Explain how cultural backgrounds and family circumstances can impact babies' and children's learning and development.
2.	Understand theory and philosophy of child development	2.1	Explain **theoretical approaches** to the development and learning of young children
		2.2	Assess the impact of theoretical and philosophical understanding on current **early years frameworks**
		2.3	Explain how theories and philosophical approaches influence **day-to-day practice** within the setting
		2.4	Explain the importance of only following theories that are evidence-based when working in practice

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

This unit is a knowledge-based unit that must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Where the term 'babies and young children/children' is included, learners should reflect both age ranges within their evidence. 'Babies' refers to children aged 0 to 11 months, and 'young children/children' refers to those aged 1 to 5 years.

Range:
•**Development patterns** to include:
•cognitive
•speech, language, and communication development
•physical
•emotional
•neurological and brain development.

•**Development** to include the role in supporting all areas:
•cognitive

speech, language, and communication development
•physical
•emotional
•neurological and brain development.

1.3 A **range** includes at least three individual factors and three significant events.

2.1 **Theoretical approaches** to include:
•cognitivist
•behaviourist
•constructivist
•humanist.

2.2 **Early years framework** refers to the current framework in own home nation. For example, the EYFS in England, the Curriculum for Excellence in Scotland, the Foundation Curriculum for Wales, and Minimum Standards of Care, and the Foundation Stage in Northern Ireland.

2.3 **Day-to-day practice** should reflect both care and learning.

Prepare Young Children for the Transition to School

Title:		Prepare Young Children for the Transition to School	
Unit reference number:		T/650/9538	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand the early years framework and how it prepares children for school	1.1	Explain the overarching principles of the **Early Years framework** in own home nation
		1.2	Outline **areas of learning and development** in the early years framework in own home nation
		1.3	Describe the Early Learning Goals and how they are informed by specific areas of learning
		1.4	Explain the concept of **characteristics of effective learning** and how these support children's readiness for school
2.	Understand the role of the Early Years Educator in preparing a child's transition from the early years setting and into school	2.1	Describe how the Early Years Educator builds **foundational skills** to support children to thrive in a structured school environment
		2.2	Explain how the Early Years Educator can promote independence and confidence in readiness for the child to attend school
		2.3	Describe how the Early Years Educator can support resilience building in preparation for the child to attend school
		2.4	Analyse opportunities that the Early Years Educator can provide to promote social skills in young children
		2.5	Explain the role of the Early Years Educator in providing a **structured environment** for learning
3.	Be able to prepare young children for school readiness	3.1	Demonstrate how to liaise with parents and/or carers and schools to promote effective communication and transition
		3.2	Model a positive attitude to learning
		3.3	Implement transition activities to support the children to prepare for school
		3.4	Prepare the environment to provide opportunities for structured learning
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.			

Outcomes 1 and 2 focus on knowledge and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.
Outcome 3 is a 'be able to' learning outcome with assessment criteria that should be assessed through the observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.
In this unit, the following ACs should be primarily assessed through observation of practice: 3.1, 3.2, 3.3, 3.4.

Range:

1.1 **Early Years framework** refers to the current framework in own home nation. For example, the EYFS in England, the Curriculum for Excellence in Scotland, the Foundation Curriculum for Wales, and Minimum Standards of Care, and the Foundation Stage in Northern Ireland. Overarching principles include unique child, positive relationships, enabling environments with teaching and support from adults, and learning and development.

1.2 **Areas of learning and development** to include:

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

1.4 **Characteristics of Effective Learning** (CoEL) incorporate:

- playing and exploring
- active learning
- creative and critical thinking.

2.1 **Foundational skills** comprise:

- social and emotional skills
- physical skills
- language skills
- cognitive skills
- self-help and independence
- creativity and imagination.

2.5 **Structured environment** can be achieved by design, resourcing, and adapting the use of the indoor and outdoor physical environment.

Safeguarding and Child Protection in the Early Years

Title:		Safeguarding and Child Protection in the Early Years	
Unit reference number:		Y/650/9539	
Level:		3	
Credit value:		5	
Guided learning hours:		40	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand legislation, guidelines, policies, and procedures in relation to safeguarding of babies and young children	1.1	Identify **legislation and statutory guidelines** that outline the roles, responsibilities, and requirements of early years settings and educators in relation to safeguarding and child protection
		1.2	Describe how legislation and statutory guidelines influence policies and procedures in own setting
		1.3	Explain how to stay up to date and informed of changes to legislation and statutory guidance in relation to safeguarding and child protection
		1.4	Explain own setting's policies, procedures, and processes in relation to: •security and safety •identifying children at risk of abuse •child protection •online safety •whistleblowing
		1.5	Explain **own role in relation to safeguarding**
2.	Understand child protection in the early years	2.1	Explain own role in keeping children safe in the setting
		2.2	Explain the role of colleagues and other professionals in the setting
		2.3	Explain the **signs, symptoms, and indicators** of **abuse**
		2.4	Explain the **signs** that may indicate that a baby or young child is at risk of harm or abuse
		2.5	Explain how **Child Safeguarding Practice Reviews** impact policy and practice in the early years
3.	Understand the process and importance of whistleblowing in the early years	3.1	Explain statutory requirements of whistleblowing as outlined in own **home nation's early years' inspectorate**
		3.2	Describe the whistleblowing procedure within own setting, including: •wrongdoing or a cover-up by an employee •cover-up by an organisation
		3.3	Analyse how and when poor practice should be reported
		3.4	Explain actions to take when you become aware of or

			witness illegal activity taking place in the setting
		3.5	Explain the risks and consequences of poor practice by self or others to: •babies •young children •colleagues and visitors' welfare •wellbeing, safety, and health
4.	Be able to keep babies and young children safe and secure in the setting	4.1	Show how to ensure children are supervised **at all times**
		4.2	Demonstrate how to work with colleagues to maintain required ratios within the setting
		4.3	Implement **strategies** to keep the setting secure for babies and children
		4.4	Show how to monitor children's registration and collection from the setting
		4.5	Implement setting processes to allow parents, visitors, and external professionals into the setting
		4.6	Demonstrate confidence in challenging poor practice and the failure to apply statutory requirements by others within the setting

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

Outcomes 1, 2, and 3 focus on knowledge and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Outcome 4 is a 'be able to' learning outcome with assessment criteria that should be assessed through the observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

Where the term 'babies and young children/children' is included, learners should reflect both age ranges within their evidence. 'Babies' refers to children aged 0 to 11 months, and 'young children/children' refers to those aged 1 to 5 years. Observation of practice may need to take place more than once to allow for age-related requirements.

In this unit, the following ACs should be primarily assessed through observation of practice: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6.

Range:

1.1 Legislation and statutory guidance relating to safeguarding and child protection including:
•EYFS (or other relevant framework depending on the learner's home nation)

•Children Act 1989
•Children Act 2004
•Safeguarding Vulnerable Groups Act 2006
•Childcare Act 2006
•Protection of Freedoms Act 2012
•Working Together to Safeguard Children 2023
•Keeping Children Safe in Education
•Data Protection Act 2018 and UK GDPR
•The Prevent Duty element of the Guidance – Guidance: England and Wales (2021)
•Counter-Terrorism and Security Act (2015)
•British Values.

1.5 **Own role in relation to safeguarding** must include children and adults connected to the setting and reflect current employer, local and national safeguarding policies and procedures, and reflect:
•keeping children safe and secure
•recognising the signs and symptoms of abuse
•child protection
•duty of care
•reporting and confidentiality of information
•supervision of others
•teaching children to develop skills to manage risk and maintain their own and others' safety.

2.3 **Signs**, **symptoms, and indicators of abuse** must reflect:
•neglect
•physical
•emotional
•online
•domestic
•sexual abuse.

2.4 Signs comprise both physical and behavioural indicators.

2.5 Learners should be aware of **Child Safeguarding Practice** Reviews including Rapid Reviews, Local Safeguarding Practice Reviews, and National Safeguarding and their impact at both national and local levels. Learners could discuss reviews that have impacted the early years sector.

3.1 **Home nation's early years' inspectorate** includes:
•England - Ofsted
•Wales - ESTYN
•Scotland - The Care Inspectorate
•Northern Ireland - The Education and Training Inspectorate.

4.1 **At all times**: to include inside and outside routines such as arrivals and departures, intimate care, mealtimes, and outdoor play which present higher risks and additional supervision.

4.3 **Strategies** to reflect inside and outside of the building.

Promote the Health, Safety, and Welfare of Babies and Young Children

Title:		Promote the Health, Safety, and Welfare of Babies and Young Children	
Unit reference number:		F/650/9540	
Level:		3	
Credit value:		6	
Guided learning hours:		40	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand legislation and statutory guidelines in relation to health and safety in the early years	1.1	**Identify** legislation and statutory requirements in relation to: •health and safety •food hygiene •first aid •hygiene •security •confidentiality of information •infection control •risk assessment •promoting children's welfare
		1.2	Describe **policies and procedures** in place within own setting in relation to: •health and safety •food hygiene •first aid •hygiene •security •confidentiality of information •infection control •risk assessment •promoting children's welfare
		1.3	Explain how legislation and statutory guidelines inform health and safety practice in the early years
		1.4	Explain own responsibilities in relation to: •health and safety •security •confidentiality of information •infection control •risk assessment •promoting children's welfare
2.	Understand food safety practice in the early years	2.1	Describe **policies and procedures** in place in own setting in relation to safety during food preparation and mealtimes
		2.2	Describe the signs that a **child** may be choking

		2.3	Explain the process to take if a child shows **signs** of choking
		2.4	**Explain** the importance of supervising children at all times during mealtimes
		2.5	**Explain** signs, symptoms, and causes of food allergies and anaphylaxis
		2.6	Describe actions to take if a child shows signs of an allergic reaction or anaphylaxis
		2.7	Demonstrate how to prepare, serve, clear away, and store food in a hygienic manner
		2.8	Show how to clean and sterilise bottles and other feeding equipment
		2.9	Maintain records that show a baby or young child's special dietary requirements or needs
3.	Be able to support children who are unwell and minimise the spread of infection	3.1	Explain the importance of infection control in the setting
		3.2	Analyse consequences of poor infection control in the setting
		3.3	Describe the **signs and symptoms** that a child is: •unwell •injured •experiencing an allergic reaction •in need of urgent medical attention •in need of urgent dental attention
		3.4	Describe the signs, symptoms, and exclusion periods of **childhood illnesses**
		3.5	Show how to respond appropriately to the following: •a medical emergency •a dental emergency •a child shows signs of illness •a child requires non-urgent medical attention •an accident
		3.6	Guide parents and/or carers to the setting's exclusion periods when a child has shown signs or symptoms of illness
		3.7	Explain the immunisation schedule for babies and young children
4.	Be able to manage risk in the early years setting	4.1	Explain the terms: •hazard •risk
		4.2	Describe own setting's risk assessment process
		4.3	Carry out a risk assessment in line with: •employer, local and national requirements •own setting's policies and procedures

		4.4	Identify risks and minimise hazards within the setting
		4.5	Follow manufacturer's instructions when using and assisting others to use equipment, furniture, and materials
		4.6	Evaluate the consequences of not following manufacturer's instructions when using equipment, furniture, and materials
		4.7	Complete and maintain health, safety, and security records: •accidents •incidents •near misses
		4.8	Demonstrate how to work safely in the setting, showing awareness for own and others' safety
		4.9	Explain how to set up the sleep environment to minimise risk to safety, including the risk of SIDS
		4.10	Show how to prepare the sleep environment to minimise risk to safety, including the risk of SIDS
5.	Be able to apply hygienic practice in the early years	5.1	Show hygienic practice by demonstrating effective: •handwashing •food hygiene •dealing with spillages safely •safe disposal of waste •using correct personal protective equipment (PPE)
6.	Understand the importance of safe medication procedures in the setting	6.1	Explain setting procedures for the safe receiving, storing, recording, administering and the disposal of medicines
		6.2	Explain the potential consequences of not recording children's medication intake accurately
		6.3	Explain actions to take in the event of a medication-related incident

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

Outcomes 1, 2, and 6 focus on knowledge and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Outcomes 3, 4, and 5 are 'be able to' learning outcomes with assessment criteria that should be assessed through observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

Where the term 'babies and young children/children' is included, learners should reflect both age ranges within their evidence. 'Babies' refers to children aged 0 to 11 months, and 'young children/children'

refers to those aged 1 to 5 years. Observation of practice may need to take place more than once to allow for age-related requirements.

In this unit, the following ACs should be primarily assessed through observation of practice: 2.7, 2.8, 2.9, 3.5, 3.6, 4.4, 4.5, 4.7, 4.8, 4.10, 5.1.

Range:

•**Identity** could include a short summary or annotation of a document showing the requirements of each legislation or statutory guidance. Health and safety is a general term and related regulations such, for example COSHH and RIDDOR should be covered.

•The policy from the early years setting must be identified and a description must show how the policy is implemented in the setting.

•and 2.4 The **policies and procedures** must reflect children at different ages and stages and include the different procedures required for babies and children at different stages of weaning considering first taste of solid food and the weaning approach applied.

3.3 **Signs and symptoms** must include physical and behavioural signs.

3.4 **Childhood illnesses:** Learners must be aware of the signs and symptoms and relevant exclusion periods of common childhood illnesses for the following:

•Asthma
•Bronchiolitis
•Chickenpox
•Cold
•Cough
•Croup
•Diarrhoea and vomiting
•Fever in children
•Earache
•Measles
•Meningitis
•Mumps
•Skin rashes in babies
•Skin rashes in children
•Scarlet fever
•Sore throat
•Whooping cough
•Urinary tract infections.

Support the Physical Care, Health, and Wellbeing of Babies and Young Children in Early Years Settings

Title:		Support the Physical Care, Health, and Wellbeing of Babies and Young Children in Early Years Settings	
Unit reference number:		J/650/9542	
Level:		3	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Be able to promote safe and healthy eating in the early years setting	1.1	Explain the benefits of a healthy, balanced, and nutritious diet for babies and young children in the: •long term •short term
		1.2	Describe the consequences of babies and young children having a poor diet in the: •long term •short term
		1.3	Describe the nutritional requirements of babies and young children from 1 year to age 5
		1.4	Describe the nutritional guidelines for babies from birth to one year, including stages of weaning
		1.5	Demonstrate effective handwashing before preparing food
		1.6	Demonstrate how to prepare and handle food safely
		1.7	Identify a range of dietary requirements
		1.8	Explain the importance of meeting children's individual dietary needs
		1.9	Share information with parents and/or carers about the importance of healthy eating for babies and young children
2.	Be able to promote oral health with young children	2.1	Explain the importance of promoting oral health in young children
		2.2	Analyse the consequences of poor oral health in young children
		2.3	Demonstrate strategies to promote oral health in babies and young children
		2.4	Work in partnership with parents and/or carers to promote oral health both in the setting and at home
3.	Be able to support physical activity within the early years	3.1	Explain the benefits of physical activity and exercise for young children in the: •long term •short term

		3.2	Describe consequences of young children having limited access to physical activity and exercise in the: •long term •short term
		3.3	Describe strategies to promote planned and spontaneous physical activity and exercise for: •babies aged 0-11 months •toddlers aged 1 year to 2 years and 11 months •pre-school aged children aged 3-5 years
		3.4	Demonstrate how to create an environment that promotes physical activity and exercise: •indoors •outdoors
		3.5	Work in partnership with parents and/or carers to share strategies that promote physical activity and exercise at home
4.	Be able to support babies and young children with physical care routines	4.1	Explain the role of the educator in carrying out **respectful care routines** appropriate to the development, stage, dignity, and needs of the child
		4.2	Plan for and carry out **respectful care routines** appropriate to the development, stage, dignity, and needs of the child
		4.3	Safely dispose of waste after carrying out care routines with babies or young children
		4.4	Deal with any spillages safely
		4.5	Show how to support children to manage their personal hygiene in an age and developmentally appropriate manner

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

This unit includes 'be able to' learning outcomes with assessment criteria that should be assessed through observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

Where the term 'babies and young children/children' is included, learners should reflect both age ranges within their evidence. 'Babies' refers to children aged 0 to 11 months, and 'young children/children' refers to those aged 1 to 5 years. Observation of practice may need to take place more than once to allow for age-related requirements.

In this unit, the following ACs should be primarily assessed through observation of practice: 1.5, 1.6, 2.3, 3.4, 4.2, 4.3, 4.4, 4.5.

Range:

4.1 Respectful care routines to comprise:

- eating (feeding and weaning and complementary feeding, using up-to-date guidance provided by the NHS)
- nappy-changing procedures
- potty and toilet training
- care of skin, teeth, and hair
- rest and sleep provision.

Promote Equality, Diversity, and Inclusive Practice in Early Years Settings

Title:		Promote Equality, Diversity, and Inclusive Practice in Early Years Settings	
Unit reference number:		R/650/9546	
Level:		3	
Credit value:		3	
Guided learning hours:		12	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand legislation in relation to equality, diversity, and inclusion	1.1	Describe **current frameworks, legislation, and statutory guidelines** in relation to equality, diversity, and inclusion in the early years
		1.2	Identify **policies and procedures** within own setting that relate to equality, diversity, and inclusion
		1.3	Explain own role in promoting policies and procedures that relate to equality, diversity, and inclusion
		1.4	Explain the **impact** that gender, cultural, or racial stereotypes might have on children's emotional wellbeing
2.	Be able to promote equity and inclusion within the early years setting	2.1	Create an environment that is inclusive of the needs of all children in own setting
		2.2	Adapt planned activities to meet the individual needs of babies and young children in own setting
		2.3	Adapt communication to meet the individual needs of children, to include: •speech, language, and communication difficulties •English as an additional/second language
		2.4	Demonstrate how to promote cultural sensitivity and inclusivity within the setting
		2.5	Demonstrate how to adapt activities to meet the needs and preferences of children within own setting

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

Outcome 1 is knowledge-based and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Outcome 2 is a 'be able to' learning outcome with assessment criteria that should be assessed through observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

In this unit, the following ACs should be primarily assessed through observation of practice: 2.1, 2.3, 2.4, 2.5.

Range:

1.1 Current frameworks, legislation, and statutory guidelines: It is the centre's responsibility to ensure that the learner is using the most up-to-date framework, legislation, and statutory guidance. Description could include a summary or annotation of a document showing the requirements relating to equality, diversity, and inclusion from each of the following current frameworks, legislation, and guidelines:

- The current Early Years Foundation Stage (EYFS) or relevant statutory framework to own home Nation
- Equality Act 2010
- SEND Code of Practice 2014
- Children and Families Act 2014
- United Nations Convention on the Rights of the Child (UNCRC).

1.2 Policies and procedures from own setting must be identified and a description given to show the link between the policy and procedure that supports equality, diversity, and inclusion.

1.4 **Impact:** The short- and long-term impact of stereotypes including the following must be examined:

- resilience
- self-esteem
- self-identity
- body image
- mental wellbeing
- sense of belonging
- future aspirations.

Support Self-regulation, Emotional Wellbeing, and Positive Behaviour within the Early Years

Title:		Support Self-regulation, Emotional Wellbeing, and Positive Behaviour within the Early Years	
Unit reference number:		A/650/9549	
Level:		3	
Credit value:		5	
Guided learning hours:		37	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand co-regulation and self-regulation in the early years	1.1	Define the terms: •co-regulation •self-regulation
		1.2	Explain the role of the Early Years Educator in supporting **co-regulation** in young children
		1.3	Explain the role of the Early Years Educator in promoting self-regulation in young children
		1.4	Explain how opportunities for co-regulation support a child to be able to self-regulate
2.	Understand strategies to promote regulation in young children	2.1	Explain **strategies** that an Early Years Educator can use to promote self-regulation in young children
		2.2	Describe ways in which the Early Years Educator can support children to understand, express, and regulate their feelings
		2.3	Explain how the environment can contribute to a child's ability to regulate their emotions
3.	Understand how to promote emotional wellbeing and positive behaviour in the early years	3.1	Explain the **role** of the key person in promoting emotional wellbeing
		3.2	Identify strategies to support children in regulating their behaviour
		3.3	Explain the importance of the Early Years Educator and **others** in modelling positive behaviour
		3.4	Explain **reasons** why a child may be demonstrating challenging or withdrawn behaviour
4.	Be able to support young children to understand and regulate their emotions and behaviour	4.1	Provide opportunities for children to express their feelings and emotions
		4.2	Model positive behaviour as an Early Years Educator within own setting
		4.3	Support children to regulate their own behaviour
		4.4	Show how to co-regulate with a young child to aid them in regulating their emotions
5.		5.1	Explain the importance of promoting personal, social,

	Be able to support children's emotional wellbeing in the early years setting		and emotional development of young children in relation to theoretical understanding and research
		5.2	Promote the self-esteem and sense of self of children in own care
		5.3	Support children to understand the emotions of self and others
		5.4	Explain how mental and emotional health and wellbeing can **impact** on the development of a baby or young child
		5.5	Interact with babies and children with confidence to positively impact their health and wellbeing

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

Outcomes 1, 2, and 3 focus on knowledge and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Outcomes 4 and 5 are 'be able to' learning outcomes with assessment criteria that should be assessed through observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

Where the term 'babies and young children/children' is included, learners should reflect both age ranges within their evidence. 'Babies' refers to children aged 0 to 11 months, and 'young children/children' refers to those aged 1 to 5 years. Observation of practice may need to take place more than once to allow for age-related requirements.

In this unit, the following ACs should be primarily assessed through observation of practice: 4.1, 4.2, 4.3, 4.4, 5.2, 5.3, 5.5.

Range:
1.2 **Co-regulation**: The role of promoting co-regulation generally, as well as co-regulation to support children experiencing intense emotions, must be included.

2.1 **Strategies**: The strategies to promote self-regulation generally as well as to support children experiencing intense emotions must be reflected.

3.1 **Role** should encompass working with parents and or/carers as well as the child. Physical and emotional support roles should be reflected.

3.3 **Others** must include:

- parents and/or carers
- other family members
- colleague
- other professionals who work with or support the children and families.

3.4 **Reasons**: the learner must include why a child may demonstrate behaviours that might challenge or why they appear withdrawn to include at least:

- SEND
- health issues
- communication or language barriers
- unmet needs
- emotional distress
- difficulties in self-expression
- other environmental or personal factors the learner may wish to explore.

5.4 **Impact** should reflect holistic development.

Support Children with Special Educational Needs and Disability

Title:		Support Children with Special Educational Needs and Disability	
Unit reference number:		L/650/9553	
Level:		3	
Credit value:		4	
Guided learning hours:		28	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand legislation in relation to special educational needs and disability	1.1	Describe **current frameworks, legislation, and statutory guidelines** in relation to supporting children with special educational needs and disability in the early years
		1.2	Identify policies and procedures within own setting that relate to supporting children with special educational needs and disability
		1.3	Explain own role in promoting policies and procedures in relation to supporting children with special educational needs and disability
2.	Be able to support children with special educational needs and disability within own setting	2.1	Identify the special educational or additional needs of children within own setting, including those with: •communication and interaction •cognition and learning •social, emotional, and mental health •physical and sensory needs
		2.2	Use individualised strategies that support the learning and development of children with additional needs within own setting
		2.3	Prepare the environment to ensure inclusivity for babies and children with special educational needs or disability
		2.4	Identify and use aids, resources, and equipment that support the individual needs of babies and children with additional needs in an appropriate and safe way
3.	Be able to work with others to support babies and young children with special educational needs and disability	3.1	Explain the importance of partnership working to support babies and young children who have **additional** support needs
		3.2	Describe the roles and responsibilities of self and others in supporting babies and young children who have additional **support needs**
		3.3	Work in partnership with **others** to support the additional needs of children in own setting
		3.4	Share information appropriately with others regarding

			the learning and development of babies and young children who have additional needs
4.	Be able to implement the graduated approach to support babies and young children with additional support needs	4.1	Describe how to identify when babies or young children require additional support
		4.2	Explain the importance of early intervention
		4.3	Explain the stages of the graduated approach
		4.4	Explain own role in relation to each stage of the graduated approach
		4.5	Demonstrate how to prepare and follow a child's care plan alongside parents and/or carers, including the initial assessment, implementation, and ongoing review
		4.6	Analyse how a child demonstrating a gap in learning, development, or knowledge is not necessarily a special educational need or disability

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

Outcome 1 is knowledge-based and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Outcomes 2, 3, and 4 are 'be able to' learning outcomes with assessment criteria that should be assessed through observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

Where the term 'babies and young children/children' is included, learners should reflect both age ranges within their evidence. 'Babies' refers to children aged 0 to 11 months, and 'young children/children' refers to those aged 1 to 5 years. Observation of practice may need to take place more than once to allow for age-related requirements.

In this unit, the following ACs should be primarily assessed through observation of practice: 2.2, 2.3, 2.4, 3.3, 3.4, 4.5.

Range:

1.1 Current frameworks, legislation, and statutory guidelines: It is the centre's responsibility to ensure that the learner is using the most up-to-date framework, legislation, and statutory guidance Description could include a short and brief summary, or the annotation of a document, showing the requirements related to supporting children with special educational needs and disability from each of the following current frameworks, legislation, and guidelines:
•The EYFS or relevant statutory framework for own home nation
•Equality Act 2010

- SEND Code of Practice
- Children and Families Act 2014
- United Nations Convention on the Rights of the Child (UNCRC).

3.1 Additional support needs must reflect the short- and long-term importance.

3.2 Support needs must reflect the four broad areas of need defined in the SEND Code of Practice.

3.3 Others must comprise of:
- parents and/or carers
- colleagues
- key person
- external organisations and professionals.

Promote Positive Attachments in Early Years Settings

Title:		Promote Positive Attachments in Early Years Settings	
Unit reference number:		R/650/9555	
Level:		3	
Credit value:		4	
Guided learning hours:		32	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand attachment in the early years	1.1	Explain **research and theories of attachment** in early childhood
		1.2	Explain the importance of positive attachments on children's holistic development
		1.3	Explain the concepts of bonding and attachment
		1.4	Describe attachment styles
2.	Understand the role of the practitioner in promoting positive attachments	2.1	Explain the role of the Early Years Educator in creating a secure and nurturing environment
		2.2	Explain the role of the key person in developing positive and secure attachments
		2.3	Explain the importance of consistency in developing secure and positive attachments in the setting
3.	Be able to promote positive attachments in the setting	3.1	Create a secure and nurturing environment for young children to play, learn, and develop
		3.2	Respond to children's needs by responding to their emotional cues
		3.3	Show how to understand the needs and wishes of children within own setting
		3.4	Provide emotional support and comfort when a child shows **signs of distress**
		3.5	Demonstrate how to build trusting relationships with children in own setting
		3.6	Promote positive attachments and relationships between children in the setting, supporting them to understand personal boundaries during their play

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

Outcomes 1 and 2 focus on knowledge and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Outcome 3 is a 'be able to' learning outcome with assessment criteria that should be assessed through observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

In this unit, the following ACs should be primarily assessed through observation of practice: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6.

Range:
1.1 Research and theories of attachment: the learner must include:
•Bowlby's attachment theory
•Ainsworth's attachment styles
•Mary Main's 'disorganised attachment' style
•Harry Harlow's attachment research.

3.4 **Signs of distress** must include social withdrawal, crying, irritability, clinging to parent and/or carer, and fear.

Support Babies and Young Children through Transitions and Significant Life Events

Title:		Support Babies and Young Children through Transitions and Significant Life Events	
Unit reference number:		T/650/9556	
Level:		3	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand the impact of transitions and significant life events on babies and young children	1.1	Describe a range of **transitions and significant events** that babies or children might face
		1.2	Explain how a range of transitions and significant events might **impact** a baby or young child's wellbeing
		1.3	Explain how a range of transitions and significant events might impact a baby or young child's resilience
		1.4	Explain how a range of transitions and significant events might impact a baby or young child's self-regulation
		1.5	Explain how a range of transitions and significant events might impact a baby or young child's **holistic learning and development**
2.	Be able to implement strategies to support babies and young children through transitions and significant events	2.1	Explain the role of the key person in supporting children who are experiencing transitions and significant events in their lives
		2.2	Evaluate a range of strategies to support children through transitions and significant events
		2.3	Prepare babies and young children who are going to experience a **change** in their life
		2.4	Demonstrate implementing strategies to support babies and young children through life**,** transitions, and significant events

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

Outcome 1 is a knowledge-based unit and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Outcome 2 is a 'be able to' learning outcome with assessment criteria that should be assessed through observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

Where the term 'babies and young children/children' is included, learners should reflect both age ranges within their evidence. 'Babies' refers to children aged 0 to 11 months, and 'young children/children' refers to those aged 1 to 5 years. Observation of practice may need to take place more than once to allow for age-related requirements.

In this unit, the following ACs should be primarily assessed through observation of practice: 2.3, 2.4.

Range:

1.1 Transitions and significant events, or life changes:
•moving school
•starting and moving through or between early years settings
•birth of a sibling
•moving home
•family breakdown
•living outside of the home
•loss of significant people or bereavement
•social events that impact their lives, such as COVID-19
•adoption and care.

The learner should include the significance of adverse childhood experiences and trauma.
1.**5 Holistic learning and development** comprises:
•social and emotional
•physical
•cognitive
•speech, language, communication.

Promote Purposeful Play Activities within Early Years Settings

Title:		Promote Purposeful Play Activities within Early Years Settings	
Unit reference number:		Y/650/9557	
Level:		3	
Credit value:		4	
Guided learning hours:		35	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand the importance of play in the early years	1.1	Explain the **child's right to play**
		1.2	Explain how play promotes **learning and development** in babies and young children
		1.3	Describe strategies to promote a playful learning environment in the: •indoors •outdoors
2.	Plan for purposeful play in the indoor environment	2.1	Plan and implement play-based activities with a group of children in the indoor environment that promote: •communication and language •physical development •personal, social, and emotional development •literacy •mathematics •understanding the world •expressive arts and design
		2.2	Reflect on how planned activities promoted opportunities for: •group socialisation •resilience •confidence •independence •sustained shared thinking
3.	Plan for purposeful play in the outdoor environment	3.1	Plan and implement play-based activities with a group of children in the outdoor environment that promote: •communication and language •physical development •personal, social, and emotional development •literacy •mathematics •understanding the world •expressive arts and design
		3.2	Reflect on how planned activities promoted opportunities for:

			•group socialisation •resilience •confidence •independence •sustained shared thinking

Assessment requirements:
Outcome 1 is knowledge-based and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Outcomes 2 and 3 are planning-based learning outcomes. Due to the command verbs used, the focus is on planning and implementation rather than demonstration.

Assessment Criteria 2.1, 2.2, 3.1, and 3.2 refer to planning and implementation of activities. Plans created should be implemented in the Real Work Environment (RWE). Activity plans can focus on a specific area of learning or take a holistic approach to promote multiple areas of learning simultaneously. However, each area of learning included in AC 2.1 and 3.1 must be reflected in at least one (1) of the activity plans. In addition, a minimum of two (2) of the activity plans must be prepared for and implemented with each of the following age groups:

•babies aged birth – 0- 11 months
•toddlers aged from 1– 2 years 11 months
•pre-school aged children from 3 – 4 years.

Range

1.1 **Child's right to play**: Rights of the UN Convention on the Rights of the Child (UNCRC) to be included.
1.2 **Learning and development** comprises of:
•social and emotional development
•physical development
•cognitive development
•speech, language, and communication development.

2.1 and 3.1 play-based activities should offer child centred opportunities and experiences, based on the setting's curriculum and pedagogy.

Develop Early Literacy, Reading, and Mathematical Skills with Young Children

Title:		Develop Early Literacy, Reading, and Mathematical Skills with Young Children	
Unit reference number:		A/650/9558	
Level:		3	
Credit value:		6	
Guided learning hours:		45	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand how to plan and implement a curriculum suitable for the needs of the children in the setting	1.1	Describe **pedagogical approaches** to the development of early years curriculum
		1.2	Explain the importance of structured learning objectives for the implementation of activities for early literacy, reading, and mathematics
		1.3	Explain the importance of a balance between child-initiated and adult-led activities
		1.4	Describe ways in which play can be integrated into the curriculum in both the: •indoor environment •outdoor environment
		1.5	Explain how the curriculum should be designed to ensure the preparation for future learning
		1.6	Describe methods to contextualise the curriculum for cultural relevance and diversity
		1.7	Explain how to involve parents and or/carers in the learning process: •in the setting •at home
		1.8	Explain how to **promote inclusivity and diversity within curriculum planning**
2.	Be able to plan activities that promote the emergent literacy skills of babies and young children	2.1	Plan and implement an activity that promotes emergent literacy for each of the following age groups: •babies aged 0- 11 months •toddlers aged 1 year to 2 years and 11 months •pre-school aged children aged 3-5 years
		2.2	Plan and implement activities for emergent literacy that consider the child's: •stage of development •individual interests, needs, and circumstances •entitlement to new, important, and interesting knowledge
		2.3	Explain how non-statutory guidance is used to support

			own activity planning and implementation
		2.4	Assess how sustained shared thinking is promoted through planned activities for emergent literacy
		2.5	Select and use appropriate pedagogical strategies for supporting early literacy for own activity
		2.6	Adapt own literacy activity to meet the individual needs of the children in the group
		2.7	Demonstrate giving positive praise and encouragement to support children to learn new concepts and develop new interests through literacy learning
		2.8	Demonstrate how to explain new early literacy concepts clearly and in a way that young children understand
		2.9	Plan and implement activities that promote group learning and socialisation in literacy-based learning
3.	Be able to plan activities that promote the emergent mathematics skills of babies and young children	3.1	Plan and implement an activity that promotes emergent mathematics for each of the following age groups: •babies aged 0-11 months •toddlers aged 1 year to 2 years and 11 months •pre-school aged children aged 3-5 years
		3.2	Plan and implement activities for emergent mathematics that consider the child's: •stage of development •individual interests, needs, and circumstances •entitlement to new, important, and interesting knowledge
		3.3	Explain how non-statutory guidance is used to support the implementation of activity plans
		3.4	Assess how sustained shared thinking is promoted through planned activities for emergent mathematics
		3.5	Select and use appropriate pedagogical strategies for supporting early mathematics for own activity
		3.6	Adapt own mathematics activity to meet the individual needs of the children in the group
		3.7	Demonstrate giving positive praise and encouragement to support children to learn new concepts and develop new interests through mathematical learning
		3.8	Demonstrate how to explain new mathematical concepts clearly and in a way that young children understand
		3.9	Plan and implement activities that promote group learning and socialisation in mathematics learning
4.	Be able to plan activities that promote	4.1	Plan and implement an activity that promotes early reading for each of the following age groups:

	the emergent early reading for babies and young children		•babies aged 0-11 months •toddlers aged 1 year to 2 years and 11 months •pre-school aged children aged 3-5 years
		4.2	Plan and implement activities for early reading that consider the child's: •stage of development •individual interests, needs, and circumstances •entitlement to new, important, and interesting knowledge.
		4.3	Explain how non-statutory guidance is used to support the implementation of activity plans
		4.4	Assess how shared sustained thinking is promoted through planned activities for early reading
		4.5	Show how to read to children with expression and clarity
		4.6	Adapt your literacy activity to meet the individual needs of the children in the group
		4.7	Demonstrate giving positive praise and encouragement to support children to learn new concepts and develop new interests during the literacy activity
		4.8	Demonstrate how to explain new literacy concepts clearly and in a way that young children understand
		4.9	Plan and implement activities that promote group learning and socialisation in literacy learning
5.	Be able to implement a phonics programme within the early years	5.1	Explain the **fundamentals of systematic synthetic phonics**
		5.2	Explain the benefits and limitations of systematic synthetic phonics for the development of early reading
		5.3	Plan and implement an activity based on the setting's chosen phonics scheme
		5.4	Demonstrate adaptation and inclusivity in the delivery of a phonics session

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

Outcome 1 is knowledge-based and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Outcomes 2, 3, 4, and 5 are 'be able to' learning outcomes with assessment criteria that should be assessed through observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

Where the term 'babies and young children/children' is included, learners should reflect both age ranges within their evidence. 'Babies' refers to children aged 0 to 11 months, and 'young children/children' refers to those aged 1 to 5 years. Observation of practice may need to take place more than once to allow for age-related requirements.

In this unit, the following ACs should be primarily assessed through observation of practice: 2.7, 2.8, 3.7, 3.8, 4.7, 4.8, 5.4.

Learning Outcomes 2-3 and 4: Planning and implementing activities:
Learners must demonstrate that they can plan, implement, and reflect on their planned activities for babies and young children across the age ranges. Learners will need to demonstrate that they can use their statutory and non-statutory frameworks and guidance from their own home nation. For example, Statutory: The Early Years Foundation Stage (EYFS) in England, the Curriculum for Excellence in Scotland, the Foundation Curriculum for Wales, and Minimum Standards of Care and the Foundation Stage in Northern Ireland. Non-statutory: Development Matters, Birth to Five Matters.

An assessor must observe practice in the Real Work Environment (RWE) to assess the learner's ability to implement activities that promote emergent literacy, emergent mathematics, and emergent early reading for babies and young children. Although not all planned activities will be observed, the assessor must observe at

least one activity for each of the following age groups to show that a learner is able to implement as well as plan:
•babies aged 0-11 months
•toddlers aged 1 year to 2 years and 11 months
•preschool-aged children aged 3-5 years.

Range:

1.1 **Pedagogical approaches** to include:
•play

•direct teaching
•adult explanations
•adult modelling
•learning from peers
•guided learning.

1.8 **Promote inclusivity and diversity within curriculum planning**: to include:
•adaptations to planning
•adapting the learning environment
•adaptation of outcomes
•selecting appropriate teaching strategies
•methods of celebrating diversity
•resources and materials.

5.1 **Fundamentals of systematic synthetic phonics** to include concepts and key terminology:
•phoneme
•grapheme
•blending
•segmenting
•decoding
•encoding
•digraph
•trigraph
•split digraph
•high-frequency words
•synthetic, phases
•systematic instruction
•direct and explicit teaching
•regular practice
•assessment/screening
•application across the curriculum.

The Role of Assessment in Early Years and Child Development

Title:		The Role of Assessment in Early Years and Child Development	
Unit reference number:		D/650/9559	
Level:		3	
Credit value:		4	
Guided learning hours:		27	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand the importance of assessment in the early years	1.1	Identify a range of **formative and summative strategies** that aid the Early Years Educator in understanding the child's current progress and future learning or development needs
		1.2	Describe a range of **observational methods** used in the early years setting and their purpose in assessment practice
		1.3	Describe the **benefits and limitations** of assessment types used in the early years setting
		1.4	Explain the **importance of assessment** in the early years for the development of children's learning
		1.5	Explain actions to take if a child has a learning or developmental concern identified: •in the short term •in the long term
		1.6	Explain how assessment can aid parents and/or carers and practitioners to: •recognise children's progress •understand children's learning and development needs •provide appropriate activities and support
		1.7	Explain the importance of ensuring that assessment is about noticing what children can do and what they know and not used as a data gathering tool
		1.8	Identify the **components** of the planning cycle and the role of assessment within the cycle
2.	Be able to use knowledge of children's learning and development needs to adapt practice	2.1	Conduct a range of observations on babies and children's **learning and development** within the setting
		2.2	Assess observation findings and draw conclusions on babies and young children's development
		2.3	Apply adaptive teaching methods to planned learning activities
		2.4	Plan for opportunities that allow children to build on

			and develop existing, different starting points, experience, and knowledge
		2.5	Demonstrate diversity and inclusive practice for the learning and development needs of all children in an activity
		2.6	Adapt own pedagogical approach to meet the needs of the babies and young children in own setting
		2.7	Share findings of observations and assessment with **others**, ensuring that: •confidentiality is maintained
			•correct record keeping procedures are followed
		2.8	Work with colleagues to identify efficient approaches to assessment

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

Outcome 1 is knowledge-based and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Outcome 2 is a 'be able to' learning outcome with assessment criteria that should be assessed through observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

Where the term 'babies and young children/children' is included, learners should reflect both age ranges within their evidence. 'Babies' refers to children aged 0 to 11 months, and 'young children/children' refers to those aged 1 to 5 years. Observation of practice may need to take place more than once to allow for age-related requirements.

In this unit, the following ACs should be primarily assessed through observation of practice: 2.5.

Range:
1.1 Formative and summative strategies must include the key stages in assessing children's progress including:
•the progress check at age 2
•Reception baseline assessment
•Early Years Foundation Stage Profile- or the equivalent assessments for the learner's home nation.

1.2 Observational methods to comprise of:
•narrative
•time sampling

•event sampling
•checklists
•sociograms
•photos/videos
•learning journeys
•learning journals.

1.3 Benefits and limitations to reflect impact on practitioner, child, and others in the early years setting.

1.4 The **importance of assessment** should include:
•the baby/child, parents, and/or carers
•curriculum adaptations
•the early years setting
•key stakeholders
•in planning next steps.

1.8 **Components:** to include how the assessment element of the planning cycle can be used to trigger analysis and support a child-centred approach.

2.1 **Learning and development** to include more than three different observational methods such as, post-it, narrative, time sample, checklists, and event sample, and include:

social and emotional development
•physical development
•cognitive development
•speech, language, and communication development.

2.7 **Others** to include:
•colleagues
•management
•parents and/or carers
•external professionals.

Effective Record Keeping and Information Sharing in the Early Years

Title:		Effective Record Keeping and Information Sharing in the Early Years	
Unit reference number:		J/650/9560	
Level:		3	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand the importance of following guidelines regarding record keeping and confidentiality of information	1.1	Outline relevant **legislation** in relation to the creation, storage, and sharing of records
		1.2	Describe policies and procedures in own setting relating to the creation, storage, and sharing of records
		1.3	Explain the **consequences** of not adhering to confidentiality and data protection requirements
2.	Be able to maintain and share records	2.1	Complete a **range of records** in a legible format, following setting procedures
		2.2	Demonstrate how to store records in a safe manner, both electronically and in hard copy format
		2.3	Share information with **others** and in accordance with the setting's policy and procedure
3.	Understand the importance of maintaining confidentiality	3.1	Explain the concept of confidentiality
		3.2	Describe how you maintain confidentiality in your **day-to-day practice**
		3.3	Analyse situations when confidentiality may need to be broken

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

Outcomes 1 and 3 focus on knowledge and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Outcome 2 is a 'be able to' learning outcome with assessment criteria that should be assessed through observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

In this unit, the following ACs should be primarily assessed through observation of practice: 2.2.

Range:

1.1 Legislation: it is the centre's responsibility to ensure that the learner is being taught and assessed against the most up-to-date and current legislation. The outline could include a brief and short general description of the main requirements of each of the following:
•Data Protection Act 2018
•UK General Data Protection Regulation (UK-GDPR)
•Human Rights Act 1998
•Care Act 2014.

1.3 **Consequence** for the child, parents, and/or carers, the setting's reputation, and individual practitioners must be included.

2.1 **Range of records** to include:
medication requirements
•special dietary needs
•planning
•observation and assessment
•health, safety, and security such as risk assessment
•accidents and near misses
•daily registers.

2.3 Others to include:
•colleagues
•management
•parent and /or carers
•external professionals.

3.2 **Day-to-day practice** to include different methods and different types of confidential information to be stored and dealt with.

Promoting Effective Partnership in Early Years Settings

Title:		Promoting Effective Partnership in Early Years Settings	
Unit reference number:		K/650/9561	
Level:		3	
Credit value:		6	
Guided learning hours:		42	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand the importance of partnership working with parents and/or carers in the early years	1.1	Explain how to develop and maintain positive relationships with parents and/or carers to ensure the needs of all children are met
		1.2	Analyse the importance of partnership with parents and/or carers in supporting the holistic development, learning, and wellbeing of children
		1.3	Identify how partnership with parents and/or carers leads to ensuring that the individual needs of children are met
		1.4	Explain a range of strategies to overcome **barriers** to partnership working with parents and/or carers and promote positive partnership with parents and/or carers
2.	Be able to work in partnership with parents	2.1	Demonstrate how to **work collaboratively** with parents and/or carers, and how they will be encouraged to take an active role in the baby's/child's care, play, and learning
		2.2	**Show** how to share information with parents and/or carers on their children's achievements and progress
		2.3	Demonstrate how to communicate effectively with parents and/or carers: •verbally •non-verbally •electronic
3.	Be able to work with management and colleagues within the setting	3.1	Describe the **roles and responsibilities** of: •the Early Years Educator •senior team members •management staff •others who work within the setting
		3.2	Explain the importance of partnership working with **others** within the setting
		3.3	Identify ways in which colleagues and managers can share important information and updates with one another
		3.4	Work in collaboration with other staff within the setting

			to promote the development and wellbeing of the children in own care
4.	Be able to work in partnership with other agencies	4.1	Explain the roles and responsibilities of a range of **agencies** that can aid in the development and wellbeing of babies and young children
		4.2	Identify barriers to effective partnership working with other agencies
		4.3	Describe strategies to overcome these barriers
		4.4	Explain the benefits that working collaboratively with outside agencies can have on the healthy development and wellbeing of babies and young children
		4.5	Demonstrate collaborative working with other agencies for the benefit of babies and young children
5.	Be able to work as an advocate for babies and young children	5.1	Explain the term advocate in relation to own role in working with babies and young children
		5.2	Explain own role in being an advocate for a baby or young child in relation to: •the child's learning and development •parental and carer engagement •the home learning environment •provision of early learning
		5.3	Show how to make additional provisions for children who need additional support for their development or wellbeing, where the parents and/or carers cannot fully meet these needs
6.	Understand the roles and responsibilities of government bodies	6.1	Explain the responsibilities of Ofsted, or own home nation's regulatory body, in ensuring quality provision of children's care
		6.2	Outline own responsibilities in relation to meeting own home nation's early years inspection framework
		6.3	Explain the role of the Health and Safety Executive in relation to early years settings
		6.4	Explain the consequences of not meeting the requirements of the regulatory bodies

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

Outcomes 1 and 6 are knowledge-based and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Outcomes 2, 3, 4, and 5 are 'be able to' learning outcomes with assessment criteria that should be assessed through observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

In this unit, the following ACs should be primarily assessed through observation of practice: 2.1, 2.2, 2.3, 3.4, 4.5.

Range:
1.4 **Barriers** to working in partnership with parents and/or carers must include:
•work commitments/time constraint
•English as an additional language
•family members' personal engagement
•negative educational experiences.

•**Work collaboratively:** using and modelling good communication skills including a good command of the English language in spoken and written communication for example, emails, meetings, and discussions must be included. Different methods both in person and online must be included.

•**Show:** different methods both in person and online must be included.

3.1 **The role and responsibility** of the Early Years Educator is diverse and may include key person roles and responsibilities.

3.2 **Others** in the setting to include:
•practitioners
•key persons
•SENCO
•colleagues.

4.1 **Agencies**: to include statutory and non-statutory, local authorities, and other agencies and bodies:
•Local Authorities
•Ofsted or own home nation inspectorate
•NHS Services
•social care services
•charities
•professional bodies (such as, the National Day Nursery Association)
•other relevant agencies and bodies identified by the learner.

Professional Practice and Developing as an Early Years Educator

Title:		Professional Practice and Developing as an Early Years Educator	
Unit reference number:		L/650/9562	
Level:		3	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Be able to adhere to the professional behaviours and standards of the early years professional	1.1	Explain the **knowledge, skills, and behaviours** required of the Early Years Educator
		1.2	Outline own roles and responsibilities within the setting and the responsibilities of colleagues in own setting and team
		1.3	Identify when an Early Years Educator will be required to act as a mentor or supervisor to others
		1.4	Follow setting **policies and procedures** and their importance to a safe and effective setting
2.	Be able to engage in coaching, supervision, and reflective practice for professional development	2.1	Explain the importance of supervision and its impact on own development as an early years professional
		2.2	Explain how engaging in coaching can improve own practice in working with babies and young children
		2.3	Show how to act on feedback to improve own practice
		2.4	Describe **models** of reflective practice
		2.5	**Reflect on own practice** and identify areas of strength and areas for improvement
		2.6	Use feedback from others to identify and develop own career goals and use mentoring and or supervised observations to support development

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

Outcomes 1 and 2 are 'be able to' learning outcomes with assessment criteria that should be assessed through observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

In this unit, the following ACs should be primarily assessed through observation of practice: 1.4, 2.3.

Range:
•Knowledge, skills, and behaviours to include:
•reporting
•whistleblowing

•protecting and promoting the welfare of children
•safeguarding
•confidentiality
•sharing information
•use of technology
•referring to development concerns
•maintaining continuous professional development
•protecting practitioners, for example, online presence, staff health and safety, including mental health and wellbeing support
•other relevant knowledge, skills, and behaviours of the Early Years Educator.

1.4 Policies and procedures:
•reporting
•whistleblowing
•protecting and promoting the welfare of children
•safeguarding
•confidentiality
•information sharing
•use of technology
•referring developmental concerns
•protecting practitioners, for example, media and online presence
•staff health and safety, including mental health and wellbeing support.

2.4 **Models** could include:
•Schön
•Kolb
•Gibbs.

2.5 **Reflect on own practice**: reflective and reflexive practices should be part of reflective practice.

Promote Speech, Language, and Communication in the Early Years

Title:		Promote Speech, Language, and Communication in the Early Years	
Unit reference number:		M/650/9563	
Level:		3	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Understand how to promote speech, language, and communication in the early years	1.1	Define the terms: •speech •language •communication •speech, language, and communication needs
		1.2	Analyse a range of **strategies** to promote speech, language, and communication in the early years
		1.3	Describe how to create a language-rich environment
		1.4	Explain strategies to support bilingual children and children with English as an additional language
		1.5	Explain strategies to promote effective communication for children with additional or special educational needs
2.	Be able to create an environment that promotes the speech, language, and communication of babies and young children	2.1	Use strategies to promote a language-rich environment
		2.2	Implement stories, songs, and rhymes into everyday practice
		2.3	Use strategies to support the speech, language, and communication development of bilingual children and children with English as an additional language
		2.4	Use strategies to support the speech, language, and communication development of children who have speech and language differences such as SEND or neurodivergent children
3.	Be able to work with others to support children with speech, language, and communication needs	3.1	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
		3.2	Evaluate the roles and responsibilities of external support services that can support children who have speech, language, and communication needs
		3.3	Work in partnership with others to support children who have speech, language, and communication needs, to include: •colleagues •SENCO

			•parents and/or carers •external professionals
4.	Be able to communicate effectively with children	4.1	Explain how a language-rich environment can promote the development of children's vocabulary, through the planned use of pronunciations, words, and phrases
		4.2	Explain the impact of a language-rich environment on the holistic development of babies and young children
		4.3	Explain how a language-rich environment supports the narrowing of the achievement gap for children from disadvantaged backgrounds
		4.4	Explain how a language-rich environment can promote the development of language skills for multilingual children
		4.5	Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development

Assessment requirements:
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles guidance.

Outcomes 1 and 4 focus on knowledge and must be assessed through a portfolio of evidence. This portfolio may include a range of formats such as written answers, essays, verbal responses, presentations, and any other appropriate evidence that allows the learner to demonstrate how they meet the assessment criteria.

Outcomes 2, 3, and 4 are 'be able to' learning outcomes with assessment criteria that should be assessed through observation of practice. However, because of the command verbs used, some criteria can be assessed through other methods.

Where the term 'babies and young children/children' is included, learners should reflect both age ranges within their evidence. 'Babies' refers to children aged 0 to 11 months, and 'young children/children' refers to those aged 1 to 5 years. Observation of practice may need to take place more than once to allow for age-related requirements.

In this unit, the following ACs should be primarily assessed through observation of practice: 2.1, 2.2, 2.3, 2.4, 3.3, 4.5.

Range:
1.2 **Strategies** that include planned adult interactions, reading stories and talking, exploring vocabulary in wider contexts, conversation and sensitive questioning, using a rich range of vocabulary and language structures, rhymes, and songs.

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