



Qualification Specification

# **TQUK Level 5 Diploma for Senior Practitioner in an Early Years Setting (RQF)**

Qualification Number: 610/2932/4

Version 1



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# Summary of changes

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

Version number	Summary of changes
Version 1	Rebrand

# Introduction

## Welcome to TQUK

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

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

Qualifications offered by TQUK are designed to support and encourage learners in developing their knowledge and skills. This qualification may lead to employment opportunities or career progression into the workplace. TQUK qualifications also provide opportunities to progress to further qualifications. The TQUK [website](#) provides news and updates on upcoming developments.

## Centre Recognition

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

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre 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. Centres must also have access to appropriate support in the form of specialist resources. Qualification approval must be confirmed prior to any assessment of learners taking place.

## Qualification Specifications

Each qualification offered by TQUK is supported by a specification that includes all the information required by a centre to deliver the qualification. The specification provides unit information, assessment details, and learning outcomes.

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

It is recommended to read the qualification specification alongside the TQUK Centre Handbook. TQUK's procedures and policies can be found on the [website](#).

Qualification specifications are also available on the [website](#). If you have any further questions, please contact TQUK for assistance.

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

#### **Reproduction of this document**

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

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

## **Use of TQUK Logo, Name and Qualifications**

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

When using the TQUK logo, it is important not to make any changes or amendments to it, including colour, size, border, or shading. The logo should only be used in a way that clearly identifies it as TQUK's logo. Any representation of the TQUK logo must be an accurate representation of the true logo.

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

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

# The Qualification

The TQUK Level 5 Diploma for Senior Practitioners in an Early Years Setting is regulated by Ofqual.

## Qualification Purpose

The TQUK Level 5 Diploma for Senior Practitioners in an Early Years Setting is a high-quality qualification designed to provide learners with the knowledge, skills, and behaviours required for roles which are in demand from employers in the early years sector, including in a senior role such as setting management. It serves as a pathway for learners to develop expertise and prepare for further study or apprenticeships.

## Aim and Objectives

The aim of this qualification is to provide learners with a comprehensive understanding of senior practitioner roles in early years settings. The objectives include:

- Equipping learners with the necessary knowledge, skills, and behaviours for skilled job roles.
- Offering a practical and employer-led course to develop practical experience and expertise.
- Providing retraining or upskilling opportunities for individuals aged 18 and over.
- Preparing learners for progression to further study or training in the field.

## Entry Requirements

This qualification is suitable for individuals who are:

- Aged 18 and over and seeking to retrain or upskill in the early years sector.
- Focused on gaining the knowledge and practical experience needed for senior practitioner roles.
- Working or volunteering in a role that is within a senior capacity within the early years. The setting must be Ofsted Registered as an early years provider and the learner must be working in the age range of birth-5. Reception classes within schools are appropriate, providing the learner can demonstrate the opportunity to implement leadership skills.
- Learners who thrive in practice-led study with a strong employer-led ethos.
- Interested in progressing to further study or training opportunities.
- While not mandatory, TQUK recommends that a level 3 in a related subject area has been achieved.
- Providers may set their own additional entry requirements.

## What will the learner study as part of this qualification?

The learner will study a range of key topics in the early years sector, including but not limited to:

- Promoting health, well-being, and resilience in children.
- Effective interaction and deep-level learning facilitation.
- Leadership in daily routines, practice, and physical environment maintenance.
- Key person approach and child advocacy.
- Best practices in observation, assessment, and planning for individual needs.
- Inclusion, diversity, and equality in early years settings.
- Safeguarding legislation and strategies implementation.
- Effective resource deployment and child-centred practice.
- Reflective practice and ongoing professional development.
- Collaborative partnerships with parents, carers, and multi-agencies.

By completing this course, learners will develop the following knowledge, practical, and technical skills:

- In-depth understanding of child development and its impact on learning and well-being.
- Application of ethical and rights-based approaches in supporting children's individual journeys.
- Competence in planning and facilitating engaging and inclusive learning environments.
- Effective communication and collaboration with parents, professionals, and multi-agencies.
- Skills in observation, assessment, and planning for individual developmental needs.
- Knowledge of safeguarding policies and procedures and their implementation.
- Leadership and management skills for operational aspects of early years provision.
- Reflective practice and continuous professional development techniques.
- Proficient record-keeping, report writing, and administrative skills.

These knowledge and skills will be highly valuable for further studies, enabling learners to pursue advanced degrees or specialised training in early childhood education, leadership, or related fields.

## Which subjects will complement this course?

Subjects that would complement this course include:

- Child development theories and practice.
- Early childhood education and pedagogy.
- Leadership and management in the early years sector.
- Inclusion and diversity in education.
- Safeguarding and child protection.
- Reflective practice and professional development.

# What could this qualification lead to?

Successful completion of this qualification provide progression opportunities for learners including:

- Entry-level positions in the early years sector.
- Progression into senior practitioner or management roles within early years settings.
- Advancement to higher-level apprenticeships or further study in early childhood education.
- Specialisation in specific areas such as child development, inclusion, or leadership.

## Structure

Learners must achieve all mandatory units.

### Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Lead Safeguarding and Welfare Practice within the Early Years Setting	K/650/7707	5	40	6
Champion Inclusive Practice and Equity in the Early Years	D/650/7730	5	30	5
Manage the Care, Health, and Well-being processes within Early Years	F/650/7731	5	45	7
Lead and Promote Positive Change in the Early Years Setting	H/650/7732	5	45	7
The Principles and Practice of Effective Leadership and Coaching in the Early Years	J/650/7733	5	35	5
Champion Learning and Development Opportunities for Young Children	K/650/7734	5	45	8
Promote the Personal and Professional Development of Self and Others who work in Early Years Provision	L/650/7735	5	30	5
Support and Lead the Development of Partnership in Early Years Settings	M/650/7736	5	45	8
Support Babies and Young Children Through Periods of Transition and Significant Life Events	R/650/7737	5	40	6
Champion Playful Pedagogy within the Early Years Setting	T/650/7738	5	45	7
Lead Opportunities for the Holistic Development of Babies and Young Children	Y/650/7739	5	45	7
Promote Health, Safety, and Security within the Early Years Setting	F/650/7740	5	35	5
Promote Innovative Practice in the Development of an Enabling Environment within the Early Years Setting	H/650/7741	5	45	7
Lead Practice in the Storage, Handling, and Use of Information in the Early Years Setting	J/650/7742	5	20	5
Prepare for and Lead or Support Mandatory Inspection Processes within the Early Years Sector	K/650/7743	5	35	5
Promote an Inclusive Environment to Support the Development and Wellbeing of Babies and Children with Additional Needs	L/650/7744	5	45	7
Promote Positive Attachments and Co-Regulation in the Early Years Setting	M/650/7745	5	32	5
Effective Assessment for Learning and Development	R/650/7746	5	25	4

## Guided Learning Hours (GLH)

GLH encompass all learning activities under the immediate guidance or supervision from a lecturer, supervisor, tutor. This includes the activity of being assessed when the assessment takes place under the immediate guidance or supervision.

The GLH for this qualification is calculated based on the cumulative time that learners will spend in direct contact with their educators, including assessment activities conducted under their immediate guidance or supervision. This includes lectures, tutorials, practical sessions, workshops, and any other scheduled delivery activities.

It is important to note that GLH does not include time spent on self-study or independent study without the direct guidance or supervision. Any study or preparation time outside the immediate guidance or supervision is accounted for separately in the Directed Study Requirements section.

GLH for this qualification is 682 hours.

## Directed Study Requirements

In addition to the guided learning hours, learners are expected to dedicate a certain amount of time to self-study and completion of their assessment portfolio. This directed study time allows learners to review and consolidate their learning, engage in independent research, and prepare for assessments.

For this qualification, learners are expected to allocate approximately 398 hours of directed study time over the duration of the qualification. This additional time spent on independent study and assessment preparation is an essential component of the learning process and contributes to the overall achievement of the qualification.

## Total Qualification Time (TQT)

TQT provides an estimate of the overall time a learner is expected to spend in order to achieve and demonstrate the required level of attainment for the qualification. TQT includes both the guided learning hours and the directed study requirements.

For this qualification, the TQT is calculated by combining the guided learning hours and the estimated directed study hours. The TQT reflects the total commitment required from learners to successfully complete the qualification.

The TQT for this qualification is estimated to be 1080 hours, comprising the guided learning hours and the directed study requirements.

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

Guided learning hours (GLH)	Direct study	Total qualification time (TQT)
682	398	1080

# 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.

## Assessment overview

This assessment has been designed to ensure its validity and fitness for purpose in meeting the requirements of HTQs. Emphasis has been placed on the validity of tasks and assessments, ensuring that learners who successfully complete the qualification are well-equipped to secure employment in related roles.

The qualification aligns with the level 5 standard in this field of expertise. Unless specified, the assessment method can be selected by the centre based on appropriateness.

The qualification comprises 18 units, each are internally assessed to evaluate theoretical knowledge, understanding, skills application, and personal disposition through competence achievement. Various suitable assessment methods will be employed for the units, such as assignment writing, research, reflective practice, and professional discussion.

## Example assessment methods

All units will be internally assessed using an internally marked, internally quality assured and externally quality assured assessment of learning. A range of methods, including assignment writing, research, reflective practice, and professional discussion, may be employed for each unit. Other assessment methods can be chosen by the centre as deemed appropriate.

## Real world environment (RWE)

The observed assessment in a RWE is an internal assessment that measures subject-specific knowledge and skills that cannot be effectively assessed through timed written examinations.

This assessment aims to evaluate learners' ability to respond to real-life situations and demonstrate the interconnection and coherence between different aspects of the qualification and the sector. It is conducted in a genuine work setting, such as a workplace, to effectively assess the essential skills required for the sector, which cannot be adequately replicated in a simulated environment.

## Centre selected assessment method

These assessments, internally set by the centre, measure subject-specific knowledge and skills using a variety of assessment methods. They should mimic tasks that naturally occur within the job role and be occupationally relevant.

## Rationale for use of RWE assessment

The chosen assessment methods align with the knowledge, skills, and behaviours outlined in the occupational standard. Observed assessments in real-world environments provide employers with confidence in learners' competency for skills that cannot be effectively assessed in simulated environments. Centre-selected assessment methods allow for flexibility and the use of diverse assessment approaches relevant to the industry's requirements.

# Centre Devised Assessment (CDA) guidance

When designing assessments for learners, assessors should carefully consider the opportunity for both depth and breadth of knowledge allowed by their assessment tasks. During the review of centre devised assessments, TQUK will assess the effectiveness and appropriateness of these assessments.

Within this qualification, it is essential that all assessment criteria are assessed and passed. TQUK recognises the need to balance breadth and depth while avoiding over-assessing. It is acceptable for a single assessment item to cover content from two or more assessment criteria across one or more units, provided that mapping documentation is provided to demonstrate the coverage of all assessment criteria at the point of sign-off.

Centres are permitted to select and use their own combinations of command verbs to assess learners, enabling flexibility and tailored assessments. This greater degree of flexibility for the design of assessments that align with their specific needs. However, TQUK has a requirement to review and approve all CDAs before use to ensure that they provide sufficient opportunities for learners to demonstrate competence and maintain comparability across the qualification. This review process is designed to identify any areas of improvement or refinement in the assessments before the EQA stage and prior to learners undertaking their assessments.

TQUK is committed to working collaboratively with centres to develop their CDAs and encourages centres to engage with TQUK early in the process. Further assistance and guidance can be obtained from Training Qualifications UK by contacting them at 03333 58 3344.

## Qualification grade descriptors

These descriptors demonstrate the required standards learners must evidence to achieve the pass grade.

Grade	Grading descriptor
Pass	<ul style="list-style-type: none"><li>• The evidence demonstrates logical reasoning and displays a comprehensive understanding of the early years education sector, effectively addressing the assessment criteria.</li><li>• The learner effectively utilises relevant knowledge and understanding, incorporating its practical application in the early years sector, and demonstrating a clear grasp of industry standards.</li><li>• The learner exhibits a strong command of facts, theories, approaches, and concepts, showcasing a breadth and depth of knowledge and understanding.</li><li>• The learner proficiently identifies and utilises information from credible sources, critically assessing its relevance, and synthesises information to make contextually appropriate decisions.</li><li>• The learner demonstrates sound judgment, problem-solving abilities, and the capacity to resolve challenges in both simulated and real-life scenarios.</li><li>• The learner applies sector-specific skills, conceptual understanding, and techniques effectively in their practice.</li><li>• The learner showcases a discerning understanding of novel problems, employing their knowledge and understanding to devise innovative solutions and justifications for problem-solving strategies within the sector.</li><li>• The learner exhibits a strong comprehension of leadership and management skills, effectively applying them in collaboration with colleagues and other stakeholders.</li></ul>

# Course Delivery

## Pre-Course Information

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

## Initial Assessment

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

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

## Teaching resources

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

# Learner Registration

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

Centres must register learners before any assessment can take place.

# Assessor Requirements

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

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

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

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

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

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 are up to date with work practices and developments in the qualifications they are involved with.

## Internal Quality Assurer (IQA) Requirements

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

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 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 National Occupational Standard 11 - Internally monitor and maintain the quality of assessment.

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

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

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 CPD to ensure they are up to date with work practices and developments in the qualifications they are involved with.

## External Quality Assurance (EQA)

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

## Useful Websites

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

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

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

# Mandatory Units

Title:	Lead Safeguarding and Welfare Practice within the Early Years Setting	
Unit reference number:	K/650/7707	
Level:	5	
Credit value: (delete row if no credit)	6	
Guided learning hours:	40	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand current legislation and guidelines in relation to safeguarding and the welfare of children	1.1	Explain the <b>current legislation and regulatory guidelines</b> in relation to safeguarding and child protection
	1.2	Evaluate how own setting's policies and procedures meet the <b>legislation and statutory requirements</b> in relation to <b>safeguarding and child protection</b>
	1.3	Analyse the role of the Senior Practitioner in ensuring setting safeguarding policies and procedures are understood and adhered to by the team
	1.4	Explain the role of the Senior Practitioner in ensuring a <b>safe environment</b> within the setting
	1.5	Explain why Senior Practitioner's must maintain their understanding of safeguarding and welfare requirements in the early years
	1.6	Suggest improvements that can be made to own setting's safeguarding policies and procedures
	1.7	Evaluate Child Safeguarding Practice Reviews and their impact upon legislation, policy, and practice in the early years sector
2. Understand how babies and children may experience neglect and abuse	2.1	Explain the signs, symptoms, and indicators that a child in your care might be experiencing <b>abuse or neglect</b>
	2.2	Explain actions to take if you suspect abuse or neglect, or if abuse or neglect is disclosed to you
	2.3	Analyse the role of the Senior Practitioner in supporting colleagues in identifying signs, symptoms, or indicators of abuse
	2.4	Explain the steps to take if you witness <b>poor practice</b> within your own setting
	2.5	Reflect upon your own knowledge of safeguarding and child protection and make suggestions for self-development
	2.6	Explain the term whistleblowing and when this process should be followed
3. Be able to support others to follow safeguarding policies and procedures	3.1	Implement induction training for new staff in relation to children's safeguarding, welfare, and child protection
	3.2	Support others to follow procedures when abuse is suspected or disclosed
	3.3	Support others to reflect and develop on their own safeguarding knowledge and practice
	3.4	Promote a <b>safe environment for staff</b> to reflect and act upon issues related to safeguarding and poor practice,
4. Be able to work with others in relation to safeguarding or welfare concerns	4.1	Explain different groups and individuals with whom you will work as a Senior Practitioner in relation to the safeguarding and welfare of babies and young children
	4.2	Work with colleagues to promote the welfare of babies and young children when they are within their care

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

**Assessment requirements:**

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

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

**Assessment guidance:**

**1.1 Current Legislation and Regulatory Guidance:** ensure that current and up to date safeguarding related legislation is discussed. Guidance and Frameworks must also refer to the guidance stipulated in the most up to date Early Years framework, i.e., the current version of the EYFS in England.

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

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

**1.4 Safe environment:** an environment where children and babies can be safe from harm, neglect, or abuse. An environment that ensures children are kept secure.

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

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

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

Title:	Champion Inclusive Practice and Equity in the Early Years				
Unit reference number:	D/650/7730				
Level:	5				
Credit value: (delete row if no credit)	5				
Guided learning hours:	30				
Learning outcomes	Assessment criteria				
The learner will:	The learner can:				
1. Understand legislation, guidance, policy, and procedure relating to inclusive practice in the Early Years	1.1	Explain the terms: <ul style="list-style-type: none"><li>• Equality</li><li>• Diversity</li><li>• Inclusivity</li><li>• Equity</li><li>• Discrimination</li><li>• Stereotype</li></ul>			
	1.2	Analyse relevant <b>legislation</b> and <b>statutory guidance</b> in relation to promoting inclusive practice in the early years			
	1.3	Evaluate setting's own policies and procedures in relation to equality, diversity, and inclusion			
	1.4	Analyse own role as a Senior Practitioner in ensuring a diverse and inclusive community within your setting			
	1.5	Identify and act upon <b>areas of improvement</b> in own policies and procedures in relation to equality, diversity, and inclusive practice			
2. Be able to promote inclusive practice within the setting	2.1	Demonstrate methods to support team members to promote inclusivity in their own practice			
	2.2	Evaluate own setting's environment in terms of inclusivity and diversity			
	2.3	Propose improvements to the setting's practice in relation to inclusion and diversity			
	2.4	Support team members to work in ways that promote equality, diversity, and inclusive practice			
3. Be able to challenge discrimination and poor practice	3.1	Support colleagues to understand the impacts of <b>discrimination and stereotyping</b>			
	3.2	Implement processes to challenge discriminatory or stereotyping behaviours amongst team members			
	3.3	Promote anti-discriminatory practice within the setting's wider community, such as with parents/carers, local organisations, and local events			
<b>Assessment requirements:</b>					
<b>Outcome 1</b> is knowledge based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to application of knowledge in practice.					
<b>Outcomes 2 and 3</b> must be assessed in a real work environment.					
<b>Assessment guidance:</b>					
<b>1.2 Legislation</b> such as the Equality Act. <b>Statutory guidance</b> should include, at a minimum, current early years framework, such as the EYFS in England, or in the learner's home country, and the SEN Code of Practice.					
<b>1.5 Areas of improvement:</b> A Senior Practitioner should actively engage in reviewing all policies and procedures, ensuring their compliance with evolving guidelines and legislation. Additionally, they should possess the confidence to propose enhancements to the setting's approach regarding equality, diversity, and inclusive practice.					

**3.1 Discrimination and stereotyping:** The Senior Practitioner needs to have a clear understanding of discrimination and stereotyping in their different forms, both direct and indirect. They should make sure that practitioners are aware of their own behaviours in these areas, as well as how children and families in their care may be affected. Additionally, the Senior Practitioner should be ready to address instances of discrimination and stereotyping if they occur, whether it's from children or their parents/carers.

Title:	Manage the Care, Health, and Well-Being Processes within Early Years	
Unit reference number:	F/650/7731	
Level:	5	
Credit value: (delete row if no credit)	7	
Guided learning hours:	45	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Be able to lead the provision of personal and physical care of babies and young children	1.1	Evaluate setting policies and procedures in place for the <b>physical and personal care</b> in relation to requirements of current frameworks
	1.2	Demonstrate effective practice in the provision of physical and personal care routines of babies and young children
	1.3	Mentor others in safe and effective practice of the physical and personal care routines of babies and young children
	1.4	Explain the importance of clear record keeping and information management in relation to physical and personal care routines of babies and young children
	1.5	Show how to record and store information effectively in relation to the physical and personal care routines of babies and young children
	1.6	Support colleagues to record and store information effectively in relation to the physical and personal care routines of babies and young children
	1.7	Liaise with parents in relation to the physical and personal care routines of babies and young children
2. Be able to lead practice in promoting healthy lifestyles in babies and young children	2.1	Explain the requirements of current frameworks in relation to the provision of food, drink, and nutrition within the early years sector
	2.2	Evaluate own setting in relation to requirements for the provision of food, drink, and nutrition for babies and young children
	2.3	Analyse the impact of a poor diet for babies and young children, in both the short term and the long term
	2.4	Evaluate local and national initiatives that promote healthy lifestyles for babies, young children, and families
	2.5	Explain the importance of promoting exercise and physical activity in the early years
	2.6	Explain the importance of working with parents in relation to the promotion of healthy lifestyles in the early years
	2.7	Support colleagues to plan meaningful activities that support and promote healthy eating and physical activity across all ages in the early years setting
3. Be able to support the provision of food and drink in early years settings	3.1	Explain the current NHS guidance for the provision of food and drink for a baby from birth to 12 months
	3.2	Plan <b>weaning programmes</b> suitable for the needs and preferences of babies in own setting
	3.3	Support colleagues to plan nutritional meals for babies and young children
	3.4	Analyse own policies in relation to the <b>provision of food and drink</b> in your own setting, for: <ul style="list-style-type: none"><li>• Allergies and Health Requirements</li><li>• Preferences</li><li>• Cultural Needs</li></ul>
	3.5	Ensure self and colleagues understand the signs of choking and actions to take should a choking incident occur

4.	Be able to promote positive oral health to babies, young children, and their families	4.1	Explain current guidance in relation to the provision of oral health according to early years frameworks
		4.2	Analyse a range of strategies to encourage <b>oral health</b> and hygiene for babies and young children who attend the setting
		4.3	Work with colleagues to implement strategies that promote oral health and hygiene for babies and young children who attend the setting
		4.4	Liaise with parents or carers to promote oral hygiene strategies with the support of local and National guidance

**Assessment requirements:**

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

**Assessment guidance:**

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

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

**3.4 Provision of food and drink:** Analyse all policies that relate to food and drink provision- including food safety, hygiene, planning of food, snack procedures, communicating nutritional requirements and specialist needs with parents/carers.

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

Title:	Lead and Promote Positive Change in the Early Years Setting				
Unit reference number:	H/650/7732				
Level:	5				
Credit value: (delete row if no credit)	7				
Guided learning hours:	45				
Learning outcomes	Assessment criteria				
The learner will:	The learner can:				
1. Understand change management theories, strategies, and techniques	1.1	Analyse a range of <b>change management theories, strategies, and techniques</b> that can be used within early years practice			
	1.2	Explain how to engage team members in change management processes			
	1.3	Explain how to <b>manage conflict</b> in teams during processes of change			
	1.4	Explain reasons why settings might need to implement changes			
	1.5	Evaluate a <b>range of changes</b> that have been implemented across the early years sector			
2. Be able to evaluate an area for change within the setting	2.1	Evaluate an area of own setting's environment or practice			
	2.2	Identify areas for improvement in an area of own setting's environment or practice			
	2.3	Work with colleagues to plan a range of strategies that can be used to implement positive change to an area of own setting's environment or practice			
3. Be able to implement and lead change within the setting	3.1	Lead a team to implement positive change to an area of own setting's environment or practice			
	3.2	Manage conflict between team members during times of change			
	3.3	Gather <b>feedback from team members</b> , managers, children, parents/carers, and others on the impact of the change within the setting			
	3.4	Evaluate the impact of the change in relation to: <ul style="list-style-type: none"><li>the setting</li><li>those who attend the setting</li><li>those who work in the setting</li></ul>			
<b>Assessment requirements:</b>					
<b>Outcome 1</b> is knowledge based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to application of knowledge in practice.					
<b>Outcomes 2 and 3</b> must be assessed in a real work environment.					
<b>Assessment guidance:</b>					
This unit is assessed as an EYSP and supports the development of leadership skills. It is not mapped to the DfE Early Years Educator Standards at level 3 (2024).					
<b>1.1 Change management theories, strategies, and techniques:</b> Examples might include- Lewin's Change Management Model, Kotter's 8-Step Change Model, Communication and Stakeholder Engagement, Training and Professional Development, Support and Resources, Continuous Evaluation.					
<b>1.3 Manage conflict:</b> could include open Communication, Mediation, Clarify Roles and Responsibilities; Resolution Training, Provide Emotional Support to your Team.					
<b>1.5 Range of changes:</b> Could include- updates to the EYFS, changes within the setting environment, staff changes, policy, or legislative changes.					
<b>3.3 Feedback from team members:</b> 360 feedback, aids self-reflection and improvement, staff surveys, seek feedback on their well-being and workload.					

Title:		The Principles and Practice of Effective Leadership and Coaching in the Early Years	
Unit reference number:		J/650/7733	
Level:		5	
Credit value: (delete row if no credit)		5	
Guided learning hours:		55	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1. Understand management, leadership, coaching models, strategies, and frameworks.	1.1	Analyse a range of <b>management and leadership models</b> and frameworks.	
	1.2	Evaluate your own management and leadership style as a Senior Practitioner.	
	1.3	Analyse a range of <b>coaching and mentoring models</b> and frameworks.	
	1.4	Evaluate your own coaching and mentoring style as a Senior Practitioner.	
	1.5	Explain how to manage both individuals and teams within own setting.	
2. Be able to mentor colleagues to develop their practice and performance.	2.1	Explain own role as coach and mentor as a Senior Practitioner in the Early Years.	
	2.2	Demonstrate a range of coaching mentoring strategies with team members in own setting.	
	2.3	Carry out <b>appraisals and supervisions</b> to support the performance and development of team members in the setting.	
3. Be able to support teams through change and challenges within the sector.	3.1	Explain <b>strategies and techniques</b> to manage teams and individuals through times of change.	
	3.2	Demonstrate how to support a team member who is dealing with a challenge within the workplace.	
	3.3	Gain feedback from colleagues on ability to support and manage teams and individuals.	
	3.4	Use feedback from colleagues to evaluate on practice as a senior leader within the early years.	

**Assessment requirements:**

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

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

**Assessment guidance:**

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

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

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

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

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

Title:	Champion Learning and Development Opportunities for Young Children	
Unit reference number:	K/650/7734	
Level:	5	
Credit value: (delete row if no credit)	8	
Guided learning hours:	45	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the current frameworks for early years practice	1.1 Explain the learning and development aims and principles of <b>current early years frameworks</b> 1.2 Analyse changes and developments to current early years frameworks 1.3 Explain how learning and development aims and principles of current early years frameworks are implemented into own setting 1.4 Explain the role of the Senior Practitioner in promoting learning and development in relation to current early years frameworks 1.5 Explain how to share updates or changes to current early years frameworks with colleagues within the setting	
2 Be able to promote an enabling environment that promotes learning and development of babies and young children		
3 Be able to support colleagues to plan, implement, and evaluate a range of purposeful activities to support the learning and development of babies and young children		
4 Be able to promote emergent literacy in the early years		
5 Be able to promote emergent numeracy in the early years		

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

**Assessment requirements:**

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

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

**Assessment guidance:**

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

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

**3.2 Differentiate learning:** to meet the individual needs, interests, and abilities of each child

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

**4.1 and 5.1 Concept of emergent literacy and numeracy:** the foundational skills and knowledge that children develop in relation to reading, writing, and mathematics before formal instruction begins

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

Title:		Promote the Personal and Professional Development of Self and Others who Work in Early Years Provision	
Unit reference number:		L/650/7735	
Level:		5	
Credit value: (delete row if no credit)		5	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1. Understand the wider roles and responsibilities of the Early Years Senior Practitioner	1.1	Explain the roles and responsibilities of the Senior Practitioner	
	1.2	Analyse areas of strength and areas for development in own role as a Senior Practitioner	
	1.3	Evaluate the impact of own role as a Senior Practitioner on: <ul style="list-style-type: none"><li>• The setting</li><li>• Babies and young children</li><li>• Early Years Practitioners/Educators</li><li>• Other professionals</li><li>• Parents/Carers</li></ul>	
	1.4	Explain the importance of effective communication and maintaining positive relationships with: <ul style="list-style-type: none"><li>• Early Years Practitioners/Educators</li><li>• Other professionals</li><li>• Parents/Carers</li></ul>	
	1.5	Analyse the role of the Early Years Senior Practitioner in supporting and promoting children's well-being, including responsibility for creating a safe, nurturing, and inclusive environment	
2. Understand the importance of professional development in early years	2.1	Explain the importance of professional development in the field of early years and how it leads to better outcomes for babies and young children	
	2.2	Explain the relationship between professional development and quality improvement in early years settings	
	2.3	Explain the process of reflection and its impact on personal and professional development	
3. Be able to develop own professional career in the early years sector	3.1	Reflect on personal and professional development goals and aspirations, identifying areas for development and improvement	
	3.2	Actively seek feedback from experienced senior professionals in the early years sector to support personal career development	
	3.3	Evaluate personal career development progress and assess achievements against set goals and targets	
	3.4	Engage in relevant training, workshops, conferences, and professional networks to enhance knowledge, skills, and understanding in the sector to support own career development in the Early Years	
4. Be able to support others to develop personally and professionally within the early years sector.	4.1	Facilitate learning opportunities for colleagues through the implementation of training sessions based on staff needs	
	4.2	Demonstrate how to supervise and appraise staff through formal and informal methods	
	4.3	Observe staff practice and provide feedback to support goal setting, reflection, and continuous development	
	4.4	Support staff to engage in regular reflective practice	

**Assessment requirements:**

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

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

**Assessment guidance:**

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

Title:		Support and Lead the Development of Partnership in Early Years Settings
Unit reference number:		M/650/7736
Level:		5
Credit value: (delete row if no credit)		8
Guided learning hours:		45
Learning outcomes The learner will:		Assessment criteria The learner can:
1. Understand the importance of effective partnerships in the early years sector.	1.1	Explain the importance of effective partnerships in the early years sector.
	1.2	Analyse the roles of a range of individuals and groups when working in partnership: <ul style="list-style-type: none"><li>• Parents/carers</li><li>• Management/senior team</li><li>• Early Years Practitioners and Educators</li><li>• External agencies</li></ul>
	1.3	Explain the importance of understanding and respecting the knowledge and expertise that parents/carers and other professionals bring.
	1.4	Analyse the principles and values that underpin effective partnerships in the early years sector.
2. Be able to work in partnership within own setting.	2.1	Demonstrate how to <b>foster a positive and inclusive environment</b> within own setting
	2.2	Share relevant information and updates with colleagues, parents, and external agencies, following appropriate policies and procedures.
	2.3	<b>Evaluate</b> the effectiveness of partnerships within the early years sector
3. Be able to work in partnership with parents, carers, and families.	3.1	Analyse the benefits of working in partnership with parents/carers and families in the early years.
	3.2	Demonstrate an inclusive environment within the own setting, promoting respect, trust, and mutual respect with parents/carers and families.
	3.3	Demonstrate how to engage parents/carers in the care and development of their children.
	3.4	Support practitioners to develop professional relationships with parents/carers.
	3.5	Share relevant resources, materials, and information with parents, carers, and families to support their understanding of early years practices, child development, and learning opportunities.
4. Be able to work in partnership with external agencies and other professionals within the early years.	4.1	Establish effective partnerships with external agencies and professionals in the early years sector to support the development and care of babies and young children.
	4.2	Communicate regularly and effectively with external agencies and professionals, ensuring clear and timely sharing of information, assessments, and progress reports to facilitate collaborative working.
	4.3	Advocate for the needs and best interests of children by working collaboratively with external agencies and professionals to access necessary support services and resources.
	4.4	Evaluate the effectiveness of partnerships with external agencies and professionals and suggest how these partnerships can be further improved.
5	Understand the statutory requirements in relation to partnership working.	5.1 Explain the <b>statutory requirements</b> , legal frameworks, and regulations relevant to partnership working in the early years sector.

		5.2	Analyse the impact of statutory requirements on partnership working.
		5.3	Explain the rights of children, families, and professionals when working in partnership and sharing information.

**Assessment requirements:**

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

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

**Assessment guidance:**

**1.2 External agencies:** such as social care, health professions, paediatric nurses, Speech and Language Therapists, Occupational Therapists, and other support professionals.

**2.1 Foster a positive and inclusive environment:** create a supportive and welcoming setting for all children and families. Promoting respect, trust, and mutual understanding among all involved in the partnership. Language and Communication, Collaboration, Cultural Understanding, Sensory Considerations.

**2.3 Evaluate:** learners must consider the impact on children, families, and the broader community. They must also identify areas for improvement or further development.

**5.1 Statutory requirements, legal frameworks, and regulations:** for example, The Children's Act 2004, EYFS or equivalent, Working Together to Safeguard Children regulations, GDPR, Equality Act 2010, Ofsted regulations.

Title:	Support Babies and Young Children Through Periods of Transition and Significant Life Events	
Unit reference number:	R/650/7737	
Level:	5	
Credit value: (delete row if no credit)	6	
Guided learning hours:	40	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand periods of change, transition, and significant events for babies and young children	1.1	Analyse a range of transitions and significant events that babies, and young children may experience
	1.2	Explain the potential impact of changes, transitions, and significant events on babies and young children's: <ul style="list-style-type: none"><li>• Relationships</li><li>• Attachment</li><li>• Development</li></ul>
	1.3	Explain the emotional, cognitive, and social aspects of changes, transitions, and significant events in the lives of babies and young children
	1.4	Evaluate a range of strategies that can be used to support babies and young children during periods of changes, transitions, and significant events
	1.5	Explain how the senior practitioner can work with other team members to support babies and young children during periods of changes, transitions, and significant events
2. Be able to support babies, young children, and families through periods of change, transition, and significant events	2.1	Establish a supportive and nurturing environment for babies, young children, and families during periods of change, transition, and significant events
	2.2	Communicate effectively with families, providing information and guidance to support them through periods of change
	2.3	Collaborate with families, colleagues, and other professionals to develop individualised plans and strategies that meet the specific needs of babies, young children, and their families during periods of change
3. Be able to support team members and colleagues when supporting babies, young children, and families during periods of change, transition, and significant events	3.1	Provide resources, materials, and information to team members and colleagues when supporting babies, young children, and families through periods of change
	3.2	Support team members with their own emotional needs while supporting babies, children, and families through difficult times
	3.3	Evaluate the effectiveness of team members' and colleagues' practices and approaches in supporting babies, young children, and families during periods of change, transition, and significant events, providing feedback and guidance for improvement
4. Be able to work with others when supporting babies, young children, and families through periods of change, transition, and significant events	4.1	Analyse the roles and responsibilities of external professionals and specialist services in supporting babies, young children, and families through a range of periods of change, transition, and significant events
	4.2	Collaborate with <b>external professionals</b> to develop a coordinated approach to support babies, young children, and families through periods of change and transition
	4.3	Refer families to appropriate external professionals or agencies as appropriate
	4.4	Consult with external professionals to seek their expertise and advice when supporting babies, young children, and families through complex periods of change, transition, and significant events

**Assessment requirements:**

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

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

**Assessment guidance:**

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

Title:	Champion Playful Pedagogy within the Early Years Setting	
Unit reference number:	T/650/7738	
Level:	5	
Credit value: (delete row if no credit)	7	
Guided learning hours:	45	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the importance of play to children's holistic learning and development.	1.1	Explain the significance of play in supporting children's holistic learning and development.
	1.2	Analyse a range of playful pedagogies and their influence on practice within the early years setting.
	1.3	Explain how different types and forms of play supports children's cognitive, physical, social, and emotional development.
	1.4	Analyse the role of play in promoting children's: <ul style="list-style-type: none"><li>• Creativity</li><li>• Problem-solving skills</li><li>• Socialisation</li><li>• Language development</li><li>• Emotional wellbeing</li></ul>
	1.5	Explain the connection between play and brain development.
	1.6	Explain the difference between child-led and adult initiated play and when each approach should be used.
	1.7	Explain heuristic play and how meaningful heuristic play activities support the development of babies.
	2.1	Plan purposeful play opportunities for babies aged 0-1 year and 11 months to encourage: <ul style="list-style-type: none"><li>• Literacy</li><li>• Numeracy</li><li>• Understanding of the world</li><li>• Expressive art and design</li><li>• Personal, social, and emotional development</li><li>• Communication and language</li><li>• Physical development</li></ul>
2. Be able to implement purposeful play opportunities within the setting.	2.2	Plan purposeful play opportunities for toddlers aged 2 years-2 years and 11 months to encourage: <ul style="list-style-type: none"><li>• Literacy</li><li>• Numeracy</li><li>• Understanding of the world</li><li>• Expressive art and design</li><li>• Personal, social, and emotional development</li><li>• Communication and language</li><li>• Physical development</li></ul>
	2.3	Plan purposeful play opportunities for pre-schoolers aged 3 years- 5 years to encourage: <ul style="list-style-type: none"><li>• Literacy</li><li>• Numeracy</li><li>• Understanding of the world</li><li>• Expressive art and design</li><li>• Personal, social, and emotional development</li><li>• Communication and language</li><li>• Physical development</li></ul>
	2.4	Implement purposeful play opportunities for babies aged 0-1 year and 11 months to encourage: <ul style="list-style-type: none"><li>• Literacy</li><li>• Numeracy</li><li>• Understanding of the world</li><li>• Expressive art and design</li></ul>

			<ul style="list-style-type: none"> <li>• Personal, social, and emotional development</li> <li>• Communication and language</li> <li>• Physical development</li> </ul>
	2.5		<p>Implement purposeful play opportunities for toddlers aged 2 years-2 years and 11 months to encourage:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Understanding of the world</li> <li>• Expressive art and design</li> <li>• Personal, social, and emotional development</li> <li>• Communication and language</li> <li>• Physical development</li> </ul>
	2.6		<p>Implement purposeful play opportunities for pre-schoolers aged 3 years- 5 years to encourage:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Understanding of the world</li> <li>• Expressive art and design</li> <li>• Personal, social, and emotional development</li> <li>• Communication and language</li> <li>• Physical development</li> </ul>
	2.7		<p>Reflect on purposeful play opportunities for babies aged 0-1 year and 11 months to encourage:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Understanding of the world</li> <li>• Expressive art and design</li> <li>• Personal, social, and emotional development</li> <li>• Communication and language</li> <li>• Physical development</li> </ul>
	2.8		<p>Reflect on purposeful play opportunities for toddlers aged 2 years-2 years and 11 months to encourage:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Understanding of the world</li> <li>• Expressive art and design</li> <li>• Personal, social, and emotional development</li> <li>• Communication and language</li> <li>• Physical development</li> </ul>
	2.9		<p>Reflect on purposeful play opportunities for pre-schoolers aged 3 years- 5 years to encourage:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Understanding of the world</li> <li>• Expressive art and design</li> <li>• Personal, social, and emotional development</li> <li>• Communication and language</li> <li>• Physical development</li> </ul>
3.	Be able lead others in the planning, implementation, and evaluation of purposeful play activities.	3.1	<p>Support practitioners to plan, implement and reflect upon purposeful play opportunities for babies aged 0 years-1 year and 11 months to encourage:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Understanding of the world</li> <li>• Expressive art and design</li> <li>• Personal, social, and emotional development</li> <li>• Communication and language</li> <li>• Physical development</li> </ul>

		3.2	Support practitioners to plan, implement and reflect upon purposeful play opportunities for toddlers aged 2 years-2 years and 11 months to encourage: <ul style="list-style-type: none"><li>• Literacy</li><li>• Numeracy</li><li>• Understanding of the world</li><li>• Expressive art and design</li><li>• Personal, social, and emotional development</li><li>• Communication and language</li><li>• Physical development</li></ul>
		3.3	Support practitioners to plan, implement and reflect upon purposeful play opportunities for pre-schoolers aged 3 years-5 years to encourage: <ul style="list-style-type: none"><li>• Literacy</li><li>• Numeracy</li><li>• Understanding of the world</li><li>• Expressive art and design</li><li>• Personal, social, and emotional development</li><li>• Communication and language</li><li>• Physical development</li></ul>
		3.4	Provide feedback to practitioners on their activity planning and implementation to support their own self-reflection and development.
4.	Be able to manage an environment of purposeful play that promotes the holistic learning and development of babies and young children.	4.1	Establish an environment of purposeful play that is safe, nurturing, and conducive to babies and young children's holistic learning and development.
		4.2	Design and arrange the physical space of the play environment to support various types of play and accommodate the developmental needs of babies and young children.
		4.3	Monitor and assess babies and young children's engagement, participation, and progress in purposeful play, making necessary adjustments and providing support when needed.
		4.4	Promote the use of open-ended materials, diverse resources, and sensory experiences within the play environment to stimulate babies and young children's curiosity, imagination, and learning.
		4.5	Demonstrate how to facilitate opportunities for group socialisation and social play opportunities for babies and young children.
		4.6	Show how to plan meaningful play opportunities in both the indoor and outdoor environments, and externally away from the main setting.

**Assessment requirements:**

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

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

**Assessment guidance:**

Learners must produce adequate planning and promotion of effective planning of their team members in line with their own setting's curriculum. Although plans are required for each subject area, holistic planning is allowed and encouraged. Providers should produce templates for learners to ensure that the full cycle of plan, do, assess, planning next steps, and self-reflection is covered if setting paperwork does not meet all of these requirements.

Title:		Lead Opportunities for the Holistic Development of Babies and Young Children
Unit reference number:		Y/650/7739
Level:		5
Credit value: (delete row if no credit)		7
Guided learning hours:		45
Learning outcomes The learner will:		Assessment criteria The learner can:
1. Understand physical development in early childhood	1.1	Explain the expected sequence and rate of development of physical development of children from birth to age 7 years
	1.2	Analyse the factors that influence and contribute to physical development in early childhood, including genetic factors and environmental factors
	1.3	Explain the link between physical development and other areas of development, such as cognitive, social-emotional, and self-regulation skills
	1.4	Evaluate a range of theories and perspectives in relation to physical development and their impact upon practice within the early years
	1.5	Explain physical development in terms of current early years frameworks
	1.6	Explain the importance of including the child in planning their own development and learning plans
	1.7	Analyse strategies for including children in the evaluation and planning of their own learning and development, taking into account the age and ability of the individual child
2. Be able to lead opportunities for the physical development of babies and young children in the early years	2.1	Lead the provision of an enabling environment that promotes the physical development of babies and young children
	2.2	Plan meaningful opportunities for babies and young children to develop their physical skills in the indoor environment and the outdoor environment
	2.3	Support others to plan meaningful opportunities for babies and young children to develop their physical skills in the indoor environment and the outdoor environment
3. Understand cognitive and sensory development in early childhood	3.1	Explain the expected sequence and rate of development of sensory and cognitive development of children from birth to age 7 years
	3.2	Analyse the <b>factors</b> that influence and contribute to cognitive development in early childhood, including genetic factors and environmental factors
	3.3	Explain the link between cognitive development and <b>other areas of development</b>
	3.4	Evaluate a range of theories and perspectives in relation to sensory and cognitive development and their impact upon practice within the early years
	3.5	Explain the requirements of current Early Years Frameworks in relation to sensory and cognitive development
4. Be able to lead opportunities for the cognitive and sensory development of babies and young children in the early years	4.1	Lead the provision of an enabling environment that promotes the sensory cognitive development of babies and young children
	4.2	Plan meaningful opportunities for babies and young children to develop their sensory and cognitive skills in the indoor environment and the outdoor environment
	4.3	Support others to plan meaningful opportunities for babies and young children to develop their sensory and cognitive skills in the indoor environment and the outdoor environment

5.	Understand social, emotional, and personal development in early childhood	5.1	Explain the expected sequence and rate of development of personal, social, and emotional development of children from birth to age 7 years
		5.2	Analyse the factors that influence and contribute to personal, social, and emotional development in early childhood
		5.3	Explain the link between personal, social, and emotional development and other areas of development
		5.4	Evaluate a range of theories and perspectives in relation to personal, social, and emotional development and their impact upon practice within the early years
		5.5	Explain personal, social, and emotional development in terms of current early years frameworks
6.	Be able to lead opportunities for the personal, social, and emotional development of babies and young children in the early years	6.1	Lead the provision of an enabling environment that promotes the personal, social, and emotional development of babies and young children
		6.2	Plan meaningful opportunities for babies and young children to develop their personal, social, and emotional skills in the indoor environment and the outdoor environment
		6.3	Support others to plan meaningful opportunities for babies and young children to develop their personal, social, and emotional skills in the indoor environment and the outdoor environment
7	Understand speech, language, and communication development in early childhood	7.1	Explain the expected sequence and rate of development of speech, language, and communication development of children from birth to age 7 years
		7.2	Analyse the factors that influence and contribute to personal, social, and emotional development in early childhood, including genetic factors and environmental factors
		7.3	Explain the link between speech, language, and communication development and other areas of development, such as cognitive, social, and emotional, and self-regulation skills
		7.4	Evaluate a range of theories and perspectives in relation to speech, language, and communication development and their impact upon practice within the early years
		7.5	Explain speech, language, and communication development in terms of current early years frameworks
8.	Be able to lead opportunities for the speech, language, and communication development of babies and young children in the early years	8.1	Lead the provision of an enabling environment that promotes the speech, language, and communication development of babies and young children
		8.2	Plan meaningful opportunities for babies and young children to develop their speech, language, and communication skills in the indoor environment and the outdoor environment
		8.3	Support others to plan meaningful opportunities for babies and young children to develop their speech, language, and communication skills in the indoor environment and the outdoor environment
9.	Be able to work with others to support children who are not meeting expected patterns of development	9.1	Explain the roles and responsibilities of internal and external support agencies and professionals who can support children demonstrating signs of developmental delays
		9.2	Work with <b>professionals</b> within the setting to develop strategies for the child to aid their development
		9.3	Work with external agencies or professionals to develop strategies for the child to aid their development
		9.4	Demonstrate sensitive communication and collaboration with parents/carers when sharing concerns and strategies for their child's development

**Assessment requirements:**

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

**Outcomes 2, 4, 6, 8 and 9:** must be assessed in a real work environment.

**Assessment guidance:**

**3.2 Factors:** could include genetic, environmental, parent/carer interaction, socioeconomic, nutrition and health.

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

**9.2 Professionals:** internal professionals may include the child's key person or the settings SENCO.

Title:	Promote Health, Safety, and Security within the Early Years Setting		
Unit reference number:	F/650/7740		
Level:	5		
Credit value: (delete row if no credit)	5		
Guided learning hours:	35		
Learning outcomes	Assessment criteria		
The learner will:	The learner can:		
1. Be able to implement legislation and regulatory guidelines in relation to the health and safety within the early years setting	1.1	Identify the relevant <b>legislation and regulatory guidelines</b> that govern health and safety within the early years setting	
	1.2	Explain the purpose and importance of legislation and regulatory guidelines in ensuring the health, safety, and well-being of children, staff, and visitors within the early years setting	
	1.3	Review policies, procedures in relation to Health and Safety, making recommendations for improvement	
	1.4	<b>Mentor</b> staff members on the implementation of health and safety policies and procedures,	
2. Be able to lead positive practice in relation to health and safety within the early years setting	2.1	Model and promote health and safety practice within the early years setting, including: <ul style="list-style-type: none"><li>• Handwashing</li><li>• Food hygiene</li><li>• Dealing with spillages safely</li><li>• Using PPE</li></ul>	
	2.2	Communicate effectively with staff, parents/carers, and external stakeholders about health and safety policies and procedures	
	2.3	Monitor the implementation of health and safety practices, conducting regular checks and assessments to ensure adherence to policies and procedures	
3. Be able to manage risk and hazards within the early years setting	3.1	Explain the importance of risk assessments in the Early Years	
	3.2	Evaluate own settings risk policies in line with current legislation	
	3.3	Analyse incidents, accidents, and near-miss events within own early years setting	
	3.4	Plan and implement actions to reduce incidents, accidents and near miss events and ensure lessons are learned within own early years setting	
	3.5	Support staff members to identify and address potential hazards	

**Assessment requirements:**

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

**Assessment guidance:**

**1.1 Legislation and regulatory guidelines:** could include those related to safety at work and food safety, and control of infection.

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

Title:		Promote Innovative Practice in the Development of an Enabling Environment within the Early Years Setting	
Unit reference number:		H/650/7741	
Level:		5	
Credit value: (delete row if no credit)		7	
Guided learning hours:		45	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1. Be able to evaluate own early years environment in relation to current frameworks	1.1	Explain the <b>key principles of an enabling environment</b> within the early years sector according to the current early years framework	
	1.2	Evaluate own play and learning environment against the current requirements in terms of: <ul style="list-style-type: none"><li>• Outdoor provision</li><li>• Indoor provision</li><li>• Prime and specific areas of learning</li><li>• Additional support needs of children within the setting</li></ul>	
	1.3	Explain the development of the current early years framework and how and why early years frameworks have changed over time	
	1.4	<b>Compare</b> your home country's early years framework with the early years frameworks used in other countries	
2. Be able to work with others to identify and implement positive and innovative change to the early years' environment	2.1	Identify areas of improvement within your setting's environment	
	2.2	Select an area of improvement for your setting's environment and suggest ways, along with your team's contribution to ideas to make improvements to this area	
	2.3	Implement an agreed innovative improvement to your environment	
3. Be able to monitor the impact of innovation in the early years	3.1	Work with colleagues to review the progress of an agreed innovation to positively impact upon an area of your early years environment	
	3.2	Observe babies' or young children's reaction or response to the implementation,	
	3.3	Record the impact of your setting's innovative change to promote an enabling environment based on children's learning and development	
	3.4	Gather <b>feedback</b> to identify the impact that has been made, from: <ul style="list-style-type: none"><li>• Colleagues</li><li>• Parents</li><li>• Children (where appropriate)</li><li>• Senior staff members</li><li>• External agencies/professionals</li></ul>	
4. Be able to review and evaluate the impact of innovative practice in the early years setting	4.1	Assess the impact of the innovative change using information from: <ul style="list-style-type: none"><li>• Observations</li><li>• Records of children's development</li><li>• Stakeholder feedback</li></ul>	
	4.2	Analyse the benefits of the implemented innovative change to: <ul style="list-style-type: none"><li>• Children's learning and development</li><li>• An enabling environment</li><li>• Group socialisation and interaction</li></ul>	

			<ul style="list-style-type: none"><li>• Children's behaviour and self-regulation opportunities</li></ul>
	4.3		Make suggestions for further development or improvement

**Assessment requirements:**

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

**Assessment guidance:**

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

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

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

Title:		Lead Practice in the Storage, Handling, and Use of Information in the Early Years Setting			
Unit reference number:		J/650/7742			
Level:		5			
Credit value: (delete row if no credit)		5			
Guided learning hours:		20			
Learning outcomes The learner will:		Assessment criteria The learner can:			
1. Understand legislation and statutory requirements in relation to the storage, handling, and use of information within the early years	1.1	Identify the relevant <b>legislation and statutory requirements</b> that govern the storage, handling, and use of information within the early years setting, to include: <ul style="list-style-type: none"><li>• Data protection</li><li>• Confidentiality</li></ul>			
	1.2	Explain the purpose and importance of legislation and statutory requirements in protecting the privacy, confidentiality, and security of information within the early years setting			
	1.3	Explain the principles and practices of data protection, to include: <ul style="list-style-type: none"><li>• Consent</li><li>• Data accuracy</li><li>• Subject access rights</li></ul>			
	1.4	Analyse the procedures and protocols for securely storing and handling information within the early years setting, to include: <ul style="list-style-type: none"><li>• Physical data such as paperwork</li><li>• Digitally stored data and information</li></ul>			
	1.5	Analyse the potential risks and vulnerabilities associated with the storage, handling, and use of information within the early years setting, to include: <ul style="list-style-type: none"><li>• Internal threats</li><li>• External threats</li></ul>			
2 Be able to promote effective use of information according to legislative and statutory requirements	2.1	Demonstrate the safe and effective storage, handling, and use of information and data			
	2.2	Conduct regular <b>audits and reviews</b> of information management practices within the early years setting to ensure compliance with legislation and statutory requirements			
	2.3	Provide guidance to staff members on data protection principles, confidentiality obligations, and best practices for secure information handling			
<b>Assessment Requirements:</b>					
<b>Outcome 1:</b> is knowledge based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to application of knowledge in practice.					
<b>Outcome 2:</b> must be assessed in a real work environment.					
<b>Assessment guidance:</b>					
<b>1.1 Legislation and statutory requirements</b> refer to current legal expectations, such as GDPR.					
<b>2.2 Audits and Reviews:</b> Learners must demonstrate that they are monitoring and managing the effective use of information in the setting and supporting their staff to do the same. Evidence should include procedures and work-based product to show this.					

Title:	Prepare for and Lead or Support Mandatory Inspection Processes within the Early Years Sector	
Unit reference number:	K/650/7743	
Level:	5	
Credit value: (delete row if no credit)	5	
Guided learning hours:	35	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the current inspection requirements that early years settings must adhere to	1.1	Explain the purpose and importance of inspections in the early years sector, including the role of the Early Years Inspection Framework in promoting quality and ensuring regulatory compliance
	1.2	Identify the key <b>components and areas</b> of focus within the Early Years Inspection Framework
	1.3	Analyse the criteria, standards, and expectations outlined in the Current Early Years Inspection Framework, considering how they relate to the quality and effectiveness of early years settings
	1.4	Explain the impact of inspection requirements on early years settings, including their influence on practice, provision, and continuous improvement
	1.5	Explain the process and procedures involved in the inspection, including pre-inspection activities, on-site inspections, evaluations, and post-inspection outcomes
2. Understand the roles and responsibilities of management, staff, and others in the inspection process	2.1	Explain the role of the setting manager in preparation for, and during the Early Years Inspection
	2.2	Explain the role of the Early Years Senior Practitioner in preparation for, and during the Early Years Inspection
	2.3	Explain the role of the practitioner staff in preparation for, and during the Early Years Inspection
	2.4	Explain the involvement of parents in the preparation for, and during the Early Years Inspection
3. Be able to demonstrate how to prepare colleagues and others for a regulatory inspection process	3.1	Collaborate with colleagues and management to ensure a coordinated approach to the inspection process, sharing information, and aligning practices to meet regulatory requirements
	3.2	Communicate effectively with management and other staff to ensure awareness and understanding of their roles, responsibilities, and expectations during the inspection
	3.3	Prepare relevant documentation, evidence, and records that demonstrate compliance with regulatory requirements and support the inspection process
	3.4	Implement any recommendations or actions resulting from the inspection process, working collaboratively with management and staff to continuously improve the quality of the early years setting
Assessment requirements:		
<b>Outcomes 1 and 2:</b> are knowledge based and should be assessed at level 5 using a range of appropriate knowledge assessment methods with evidence of reference to wider reading and links to application of knowledge in practice.		
<b>Outcomes 3:</b> must be assessed in a real work environment.		
Assessment guidance:		
<b>1.2 components and areas:</b> such as leadership and management, teaching and learning, safeguarding, and outcomes for children		

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

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

Title:		Promote an Inclusive Environment to Support the Development and Wellbeing of Babies and Children with Additional Needs	
Unit reference number:		L/650/7744	
Level:		5	
Credit value: (delete row if no credit)		7	
Guided learning hours:		45	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1. Understand a range of needs that may require additional support for babies and young children	1.1	Analyse a range of <b>needs</b> that may require additional support for babies and young children,	
	1.2	Define and describe the characteristics, features, and potential impact of different needs that may require additional support for babies and young children	
	1.3	Explain the importance of early identification and intervention for addressing the needs of babies and young children	
	1.4	Explain the diversity of needs that may require additional support provision, considering cultural, linguistic, and socio-economic factors that can influence children's development and well-being	
	1.5	Evaluate the potential challenges and barriers faced by babies, young children, and their families when additional support provision is required, and the importance of providing inclusive and equitable services	
2. Be able to work effectively with colleagues to promote an inclusive and diverse environment that meets the needs of a range additional support requirements for babies and young children	2.1	Communicate effectively with colleagues to share information, insights, and resources related to inclusive practice and supporting babies and young children with additional support requirements	
	2.2	Plan collaboratively with colleagues to design and implement strategies, activities, and adaptations that address the specific needs of babies and young children with additional support requirements	
	2.3	Adapt activity strategies, materials, and resources in collaboration with colleagues to meet the individual needs of babies and young children with additional support requirements	
	2.4	Support practitioners to implement the graduated approach to support babies and young children with additional support needs	
3. Be able to work collaboratively with a range of professionals to meet the needs of a range additional support requirements of babies and young children	3.1	Communicate effectively and regularly with professionals to share information, assessments, and observations related to the needs and progress of babies and young children, ensuring a coordinated and holistic approach to support provision	
	3.2	Consult with professionals to seek their expertise, guidance, and advice in addressing specific needs and challenges of babies and young children, incorporating their recommendations into support plans	
	3.3	Advocate for the needs and rights of babies and young children with additional support requirements when collaborating with professionals	
	3.4	Actively participate in joint meetings, case conferences, and multidisciplinary team discussions to contribute insights, share perspectives, and contribute to the decision-making process	
	3.5	Implement strategies and recommendations from professionals into daily practice, adapting approaches and activities to meet the individual needs of babies and young children with additional support requirements	
4. Be able to support children whose first language is not English and bilingual or multilingual children	4.1	Assess the language development and communication needs of children whose first language is not English, considering their individual strengths, background, and experiences	

		4.2	Plan and implement language-rich activities and experiences that promote the development of English language skills while respecting and valuing children's home languages
		4.3	Support children's language development through targeted interventions, scaffolding their learning, and providing appropriate language support strategies
		4.4	Show respect to the linguistic and cultural diversity of children whose first language is not English and those who are bilingual or multilingual

**Assessment requirements:**

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

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

**Assessment guidance:**

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

Title:		Promote Positive Attachments and Co-Regulation in the Early Years Setting	
Unit reference number:		M/650/7745	
Level:		5	
Credit value: (delete row if no credit)		5	
Guided learning hours:		32	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1. Understand concepts of co-regulation and self-regulation and its importance in early childhood	1.1	Define the concepts of co-regulation and self-regulation in the context of early childhood	
	1.2	Explain the importance of co-regulation and self-regulation in supporting children's emotional well-being	
	1.3	Analyse the role of caregivers, educators, and the environment in promoting and supporting co-regulation and self-regulation skills in young children	
	1.4	Evaluate the impact of co-regulation and self-regulation on children's social and emotional development and behaviour	
2. Be able to promote an environment that supports co-regulation and self-regulation of babies and young children	2.1	Create a nurturing environment, providing a foundation for the development of co-regulation and self-regulation skills in babies and young children	
	2.2	Establish consistent routines, schedules, and expectations within the environment, promoting a sense of security and predictability	
	2.3	Support babies and young children in recognising their emotions, offering guidance and strategies for managing and expressing their feelings	
3. Understand attachment theories, processes, and practice	3.1	Analyse key concepts and principles of <b>attachment theories</b>	
	3.2	Explain the different attachment styles and patterns that can develop between infants/young children and their primary caregivers, including: <ul style="list-style-type: none"><li>• secure attachment</li><li>• insecure attachment</li><li>• disorganised attachment</li></ul>	
	3.3	Evaluate factors that influence the formation of secure attachments	
	3.4	Explain the impact of early attachment experiences on children's social-emotional development, self-regulation, and relationships later in life	
4. Be able to lead colleagues in fostering positive attachments within the setting	4.1	Demonstrate effective leadership skills by modelling and exemplifying nurturing, responsive, and attachment-focused interactions with babies and young children	
	4.2	Coach and mentor colleagues in attachment-informed practices	
	4.3	Evaluate and monitor the implementation of attachment-focused practices within the setting, providing feedback to key person colleagues and practitioners on their relationships with babies and young children	
	4.4	Lead a supportive environment for sharing experiences, challenges, and successes related to fostering positive attachments	

**Assessment requirements:**

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

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

**Assessment guidance:**

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

Title:	Effective Assessment for Learning and Development			
Unit reference number:	R/650/7746			
Level:	5			
Credit value: (delete row if no credit)	4			
Guided learning hours:	25			
Learning outcomes	Assessment criteria			
The learner will:	The learner can:			
1. Understand the purpose, process, and practice of assessment in the early years environment	1.1	Explain types of assessments used across the early years from birth to Reception, to include the purpose and use, to include: <ul style="list-style-type: none"><li>• Formative assessment</li><li>• Summative assessment</li></ul>		
	1.2	Explain how assessment supports planning for the further development of babies and young children		
	1.3	Analyse methods of formative assessment and how these can be used effectively without impacting the practitioners' directly working with the children		
	1.4	Explain the roles of others in the assessment process of babies and young children, to include: <ul style="list-style-type: none"><li>• Practitioners and other colleagues</li><li>• Parents</li><li>• External agencies and professionals</li></ul>		
	1.5	Explain how to involve the children in their assessment processes in an age-appropriate way		
2. Be able to use assessment to effectively plan for children's next steps and an individualised journey for each child	2.1	Demonstrate how to use assessment to plan next steps for children's learning and development in line with current early years frameworks and early learning goals		
	2.2	Use a range of assessment strategies to effectively understand children's progress This should include observations of the children		
	2.3	Collaborate with other practitioners and the child's key person to discuss findings from assessment and planning of next steps		
	2.4	Use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed and support the child's development		

**Assessment requirements:**

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

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

**Assessment guidance:**

**1.1 Formative and summative assessment:** Formative assessment focuses on improving how a child learns. It helps monitor the child's learning progress so that practitioner can identify learning needs early and promote appropriate intervention. Summative assessment focuses more on evaluating the overall understanding of what children have learned.

- Formative, some examples: observations, recording of interaction and play, engaging in interaction and play.
- Summative, some examples: Two Year Check, Reception Baseline, Phonics screening, end of year reports.