Pearson Level 2 Occupational Certificate: Early Years Practitioner

Specification

First teaching September 2027

Pre-accreditation draft

Pre-Accreditation Draft

This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to Pearson Level 2 Occupational Certificate In Early Years Practitioner. Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form.

At Pearson, our purpose is simple: to help people realise the life they imagine through learning. We believe that every learning opportunity is a chance for a personal breakthrough. That's why our c.18,000 Pearson employees are committed to creating vibrant and enriching learning experiences designed for real-life impact. We are the world's lifelong learning company, serving customers in nearly 200 countries with digital learning and assessments experiences, verified skills, and credentials. For us, learning isn't just what we do. It's who we are.

Visit us at plc.pearson.com.

Pre-Accreditation Draft

References to third party materials made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Materials may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication

Publication code VQ000589

All the material in this publication is copyright
© Pearson Education Limited 2026

Introduction

About Occupational Certificates

Occupational Certificates are Level 2 occupationally specific qualifications for post-16 students who want to develop skills and Early Years Practitioner knowledge through applied, work-relevant learning to progress into employment or an apprenticeship.

Based on Department for Education (DfE) set content aligned to occupational standards, Occupational Certificates include the knowledge and skills that are applicable across a range of occupations in the same, or similar Early Years Practitioners, including key transferable skills that are needed to succeed, and occupation-specific content. They provide students with the knowledge, skills and behaviours to enter relevant level 2 employment and work towards full competence in their given occupation.

Students who achieve the qualification will be prepared to begin work in the occupations covered, or continue developing their occupational competence through apprenticeships or further technical or professional training

As part of a post-16 programme, students may study an Occupational Certificate alongside English and maths qualifications.

Pearson have developed the qualifications in consultation with employers and subject specialists to ensure that they are engaging, rigorous and support progression to employment. Our approach to the qualification reflects our experience in vocational and technical education, with assessment designed to encourage students to apply their knowledge and skills to authentic, work-related contexts.

This specification document should be used in conjunction with the *Pearson Occupational Certificate Supplementary Specification* document which is available on our website.

Pre-Accreditation Draft

1 Pearson Level 2 Occupational Certificate: Early Years Practitioner – Purpose 1
Who is the qualification for? 1
What does the qualification cover? 1
Transferable skills 2
What can the qualification lead to? 2
2 Qualification overview and key information 3
Qualification at a glance 3
Total qualification time 4
Work placement requirement 5
Workplace mentor 5
Qualification structure 7
Assessment 8
Non-exam assessment (NEA) 8
Examined assessment 10
Synoptic assessment 12
Language of assessment 12
Grading of the qualification 12
3 Units 13
Understanding your units 13
Examined assessment units 13
Non-exam assessment (NEA) units 15
Unit 1: Foundations of Early Years Practice 17
Unit 2: Children's Development 39
Unit 3: Safeguarding, Health and Wellbeing 59
Unit 4: Communication and Professional Practice 87
4 Planning your programme 105
5 Final grading and awarding 106
Awarding and reporting for the qualification 106
Eligibility for an award 106
Calculation of the qualification grade 107
The uniform marks required for each grade for each unit 107

Pre-Accreditation Draft

Results issue 108

6 Resources and support 109

Support for setting up your course and preparing to teach 109

Delivery Guide 109

Support for assessment 109

Centre standardisation materials for NEA units 109

Training and support from Pearson 109

Training and professional development 109

People to talk to 109

Appendix 1 110

Command word taxonomy for examined assessment units 110

Appendix 2 111

Mapping between Department for Education (DfE) subject content and Pearson content and Pearson Level 2 Occupational Certificate Early Years Practitioner 111

Appendix 3 – Assessment Principles 120

Pre-Accreditation Draft

1 Pearson Level 2 Occupational Certificate: Early Years Practitioner – Purpose

Who is the qualification for?

The Pearson Level 2 Occupational Certificate: Early Years Practitioner has been developed for post-16 students who want to prepare for the role of Early Years Practitioner through an occupationally focused qualification. Students will build essential Early Years Practitioner knowledge and put work-relevant skills into practice, both in the classroom and through a work placement.

This qualification has been designed to help students connect their learning to the job role while developing the confidence, judgement and transferable skills needed to progress. It can support progression to employment, apprenticeships or other further technical or professional training.

This qualification can be combined with English and maths qualifications.

What does the qualification cover?

This Occupational Certificate has four mandatory units:

- Unit 1: Foundations of Early Years Practice
- Unit 2: Children's Development
- Unit 3: Safeguarding, Health and Wellbeing
- Unit 4: Communication and Professional Practice

The qualification covers the knowledge, skills and behaviours required for student preparing for the role of an Early Years Practitioner. Across the four mandatory units, students develop knowledge and understanding of the foundations of early years practice, children's development, safeguarding, health and wellbeing, communication and professional practice. The qualification content is based on the Department for Education subject content for the Level 2 Occupational Certificate Early Years Practitioner.

Pre-Accreditation Draft

Transferable skills

Through the Pearson Level 2 Occupational Certificate: Early Years Practitioner, students have the opportunity to develop transferable skills including:

- Communication / Conveying information to an audience
- Collaboration / Working as a team member
- Research Skills
- Interpreting information

The Department for Education's *Framework for transferable skills and work-related behaviours* sets out the common language used for transferable skills and work-related behaviours.

What can the qualification lead to?

This qualification can lead to progression to the following:

- Early Years Practitioner Apprenticeship
- Early Years Educator Apprenticeship
- T Level Education and Early Years

Pre-Accreditation Draft

2 Qualification overview and key information

Qualification at a glance

Qualification title	Pearson Level 2 Occupational Certificate: Early Years Practitioner
Qualification Number (QN)	XXX/XXX/X
Regulation start date	DD/MM/YYYY
Operational start date	01/08/2027
First certification date	Summer 2029
Approved age ranges	16 –18
Total qualification time (549)	727 hours
Guided learning hours (GLH)	540
Duration	Intended to be taken over a 2-year programme of study.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before students register for this qualification. Centres must be confident that students are able to participate in placement activities and demonstrate competence without ongoing individual support to achieve the qualification's occupational outcomes, for DfE Licence to Practice requirements.
Qualification requirements	Students must complete the four mandatory units in the specification plus 250 hours of work placement.
Assessment model	Units 2, 3 and 4 are assessed by Non-exam Assessments (NEAs). These are marked by centres but set and moderated by Pearson. Unit 1 is assessed by Examined assessment, which is set and marked by Pearson. Further information on assessment requirements is provided in each unit

Pre-Accreditation Draft

Qualification title	Pearson Level 2 Occupational Certificate: Early Years Practitioner
Examined assessment availability	Assessments are available in May/June each academic year First assessment: May/June 2028
NEA submission	There is one submission window in May each academic year . Students must be registered for the qualification and entered for the unit before you can submit NEA outcomes for moderation.
Resubmission of NEA	One internal resubmission opportunity may be approved by the centre before marks and evidence are submitted for moderation. Information on the conditions for authorising NEA resubmissions is in the *Pearson Occupational Certificates Supplementary Specification.*
Retakes	• NEA - following moderation, students can retake an NEA in the next available assessment window. • Examined assessment - students may retake the assessment in any available series.
Grade aggregation	In line with Licence to Practice requirements, students must pass all NEA units to achieve the qualification.
Grading	The qualification and units are graded as Distinction, Merit, Pass.

Total qualification time

For all regulated qualifications, Pearson specifies a Total Qualification Time (TQT). This is the total number of hours that it is estimated students will need to complete and show achievement for the qualification. Within the TQT, Pearson specifies the number of Guided Learning Hours (GLH). These are the hours that we estimate a centre delivering the qualification will provide.

Guided learning means activities such as lessons, tutorials, online instruction, supervised study, and feedback on performance where teachers or assessors are directly involved in teaching, supervising or invigilating students. It also includes the time students spend taking examined assessments under supervised conditions.

Pre-Accreditation Draft

In addition to guided learning, students will spend time on other activities directed by teachers or assessors. These may include private study, assessment preparation and unsupervised assessment activities, such as preparatory reading, revision and independent research.

The Pearson Level 2 Occupational Certificate: Early Years Practitioner has:

- Total Qualification Time: 727 hours of which guided Learning Hours: 540 hours.
- Work placement hours are additional to this- set at :250

Centres should take these hours into account when planning their programme. However, they should also use their professional judgement to determine the amount of guided learning and study time across the units.

Work placement requirement

Work experience, is essential to prepare students to work in a qualified role in an early years provision. Therefore, in addition to the 540 guided learning hours for the Occupational Certificate, students must complete 250 hours of work experience, or practical placement to enable them to demonstrate competence in both knowledge and skills. The hours must be recorded and verified in the placement experience logbook. All placement provisions should have been rated 'good' or 'outstanding' by Ofsted.

The following provisions would meet the requirements of the qualification:

- day nurseries
- registered childminders
- preschools
- playgroups
- maintained nursery schools
- nursery classes as part of local schools' offering.

To ensure that students can meet all the assessment requirements, they might need to attend more than one provision. For example, if a playgroup or nursery class does not serve meals, students might not be able to achieve Unit 3: Safeguarding, Health and Wellbeing.

Photographic or video evidence is not permitted as evidence of assessment.

Workplace mentor

We strongly encourage employers to support students with a workplace mentor who can support their introduction to the workplace and their understanding of work

Pre-Accreditation Draft

practice. The workplace mentor should not have a formal assessment role but should be available to support the student informally, supporting understanding of workplace best practice.

Wider study programme content

Relevant content that can be studied alongside the Occupational Certificate: Early Years Practitioner as part of the wider study programme, these are not required to be formally assessed and are not embedded into the qualification.

- Early Years Child Development Training Programme (EYCDT) modules (Early years child development training: Home page). A self-guided online training programme which offers a foundational base of child development knowledge suitable for a Level 2/16-18 year old student and is pitched at those who are new to the sector.
- Coverage of the Early Years Foundation Stage nutrition guidance (Early Years Foundation Stage nutrition – GOV.UK) linked to statement K14 in the occupational standard.
- Coverage of food safety guidance: Help for early years providers: Food safety (Help for early years providers : Get help for your setting)
- Coverage of safe sleeping guidance Sudden infant death syndrome (SIDS) – NHS

Disclaimer – these are links to external websites that Pearson is not responsible for maintaining.

Pre-Accreditation Draft

Qualification structure

This table shows all units and the weighting they contribute to the qualification. Students must complete four mandatory units.

Unit number	Unit title	GLH	Weighting	How assessed	Mandatory or optional
1	Foundations of Early Years Practice	162 GLH	30%	Examined assessment	Mandatory
2	Children's Development	135 GLH	25%	NEA (Centre graded, Pearson moderated)	Mandatory
3	Safeguarding, Health and Wellbeing	135 GLH	25 %	NEA (Centre graded, Pearson moderated)	Mandatory
4	Communication and Professional Practice	108 GLH	20 %	NEA (Centre graded, Pearson moderated)	Mandatory

Pre-Accreditation Draft

Assessment

Assessment is specifically designed to meet the purposes of the Occupational Certificate qualification. It includes a combination of assessment types and different forms or styles of assessment that reflect the qualification content. The two types of assessment are: examined assessment and non-exam assessment (NEA). Students will also respond to synoptic assessments within each type.

Non-exam assessment (NEA)

Units 2, 3 and 4 are assessed through non-exam assessment (NEA) set by Pearson, graded by centres and moderated by Pearson. The assessments are available on the Pearson website and will remain in place for the lifetime of the qualification.

The NEA units are assessed using assessment criteria that describe level of achievement across the grade range.

Assessor requirements

Assessment of all NEA units must be carried out by tutors with relevant expertise in the occupational area and with relevant assessment experience. Expertise in the occupational area can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than these qualifications. Assessment expertise can be evidenced by qualifications in teaching or assessing and/or internal quality assurance or current (within three years) experience of assessing or internal verification. See *Appendix 3 – Assessment Principles* and list of acceptable qualifications for delivery.

Pre-Accreditation Draft

Centres will assess the completed assessments using the assessment criteria provided in each unit.

Unit	NEA description	Window for assessment
Unit 2: Children's Development	5 tasks to be completed over 15 hours (Excluding tasks completed in placement)	Workbook available from course start.
Unit 3: Safeguarding, Health and Wellbeing	7 tasks to be completed over 20 hours (Excluding tasks completed in placement)	Workbook available from course start.
Unit 4: Communication and Professional Practice	3 tasks to be completed over 10 hours (Excluding tasks completed in placement)	Workbook available from course start.

For further information on the design of the assignments, retakes and the approach to marking, see the *Occupational Certificate Supplementary Specification* document which is available on our website.

All NEA assessments contain tasks that students must complete under high control conditions. These are identified as desk based tasks. Centres must make appropriate arrangements for students to complete these tasks.

Level of Control	Description
High	Task Setting • Tasks are set by Pearson and centres must follow rules about their use as stated on the NEA Task Timetabling • Tasks are taken by students at a time determined by teachers • Materials will be distributed to students on the dates and times determined by the teacher. • Task taking can be split into sessions but must meet the overall timing maximum for the assessment Task Marking

Pre-Accreditation Draft

	• Tasks are marked by teachers and moderated by Pearson Task Taking • Access to the internet is not permitted • The accommodation, arrangement of workspaces and supervision must be set up in a way that minimises the opportunity for collusion and/or malpractice. • All work completed must be completed independently with no interaction between students. • Direct supervision is required at all times • Students must declare that the work is entirely their own. • Teachers feedback must align with rules in the supplementary specification • Students can bring course notes and materials that the teacher has checked and may not take the task or their response out of the assessment room.

Examined assessment

Unit 1 is assessed through an examined assessment that is timetabled, set and marked by Pearson.

The examined assessment takes the form of a written examination taken under supervised conditions, which is then marked and a grade awarded by Pearson.

The assessment comprises 30% of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

Unit	Description of external assessment	Assessment
Unit 1: Foundations of Early Years Practice	A written examination, set and marked by Pearson and completed under supervised conditions. The examination is worth 80 marks and lasts for 2 hours.	May/June First assessment May/June 2028

Assessment objectives

The examined assessment is assessed using assessment objectives. Assessment objectives are the hierarchy of the specific skills and abilities students are expected to demonstrate in assessments.

The assessment objectives, and their weightings, for Unit 1 are shown below.

	Assessment objectives (what students must do)	% in unit

Pre-AccreditationDraft

AO1	Demonstrate knowledge and understanding of concepts, principles, requirements and approaches relevant to the subject area	27.5%
AO2	Apply knowledge and understanding to plan, carry out tasks, produce outputs, and use information appropriately	55%
AO3	Interpret, analyse and review information, situations and evidence to make judgements, draw conclusions and make recommendations	17.5%

For more information about examined assessments, please refer to the *Pearson Occupational Certificate Supplementary Specification* document which is available on our website.

Pre-Accreditation Draft

Synoptic assessment

Synoptic assessment in Unit 4 requires students to demonstrate that they can apply their overall knowledge, understanding and skills, from across the course of study.

Through NEA or timetabled assessment students will have the opportunity to:

(a) demonstrate the ability to draw together different areas of knowledge, understanding and/or skills from across the full course of study, and

(b) construct and develop an extended line of reasoning which is relevant, coherent and effectively structured.

Synoptic links between Unit 4 and units 1-3 share common themes:

- The roles and responsibilities of an Early Years Practitioner.
- Communication skills.
- Safeguarding, Health & safety.
- Reflective practice.
- Play, learning and development.

Language of assessment

Assessments for all units will be available in English. All student work must be in English. A student taking the qualification may be assessed in British Sign Language where this is permitted for reasonable adjustment. Further information about reasonable adjustments is provided in the *Occupational Certificate Supplementary Specification*, available on our website.

Grading of the qualification

The qualification is graded using a scale of Distinction, Merit, Pass. Further information about grading is provided in *Section 5: Final grading and awarding*.

Pre-Accreditation Draft

3 Units

Understanding your units

The units in this specification set out details of all the knowledge and skills a student must acquire, and the assessment requirements that will support you in preparing your students. We have sequenced the units in the order we believe best supports sustained learning, and we recommend that centres deliver them in this order. Where synoptic assessment requires that a unit must be delivered towards the end of the course, this will be stated in the unit guidance.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- Non-exam assessment (NEA).
- Examined assessment.

This section explains how the units work. It is important that all teachers, assessors, and other staff responsible for the programme review this section.

Examined assessment units

Section	Explanation
Assessment type	This confirms how the unit is assessed, (non-exam assessment (NEA) or examined assessment).
Unit type	This confirms whether the unit is mandatory or optional.
Guided learning hours	This indicates the number of hours of teaching, directed activity and supervised assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit introduction	This is designed with students in mind. It indicates why the unit is important and how learning is structured. It might be applied when progressing to further study.
Assessment outcomes	These show the knowledge, understanding and skills that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
Teaching content	This gives the content that must be taught for the examined assessment.

Pre-Accreditation Draft

	The content has been purposefully structured to support teaching, learning and assessment, and is presented in a sequence that reflects a logical teaching order while helping students build the knowledge and skills needed for successful assessment. The content provides detail on the breadth and depth of content to be taught, ensuring clarity and consistency in the interpretation and delivery of the specification. All content is mandatory. Content will be sampled through the examined assessment over time
Transferable skills	This identifies the transferable skills students are expected to develop in this unit and how they will apply them in work-related contexts relevant to the sector.
Assessment summary	This sets out the form of examined assessment and the way in which it is used to assess achievement.
Resource requirements	This section lists any specific resources that you need to be able to teach and for students to take the assessment. For information on support resources see *Section 6: Resources and support*.

Pre-Accreditation Draft

Non-exam assessment (NEA) units

Section	Explanation
Assessment type	This confirms how the unit is assessed, (non-exam assessment (NEA) or examined assessment).
Unit type	This confirms whether the unit is mandatory or optional.
Guided learning hours	This indicates the number of hours of teaching, directed activity and supervised assessment expected.
Unit introduction	This is designed with students in mind. It indicates why the unit is important and how learning is structured. It might be applied when progressing to further study.
Learning outcomes	These help to define the scope, style and depth of learning of the unit.
Teaching content	This details the knowledge and skills that must be taught. It also includes additional information, such as synoptic links, where needed. The content has been purposefully structured to support teaching, learning and assessment, and is presented in a sequence that reflects a logical teaching order while helping students build the knowledge and skills needed for successful assessment. Content outcome statements provide the overarching focus for each area of content, enabling teachers to understand the key themes and intended learning at a glance. The content detail then provides further detail on the breadth and depth of content to be taught, ensuring clarity and consistency in the interpretation and delivery of the specification. All content is mandatory. The content sets out the full requirement for teaching and assessment except where: a) the content detail is followed by 'e.g.' – in these instances, the content is indicative within the topic and is not an exhaustive list of what should or could be covered. This content is included to provide clarity around the interpretation of the topic area by providing indicative areas that might be covered. b) the content detail includes inexhaustive lists, denoted as 'including'. Content following 'including'

Pre-Accreditation Draft

	statements show content that must be taught, but centres may wish to include further examples. Centres should ensure that delivery of content is kept up to date.
Transferable skills	This identifies the transferable skills students are expected to develop in the unit and how they will apply them in work-related contexts relevant to the sector.
Assessment summary	This gives a description of the NEA for the unit, including the nature of the tasks, duration and availability.
Assessing the NEA	This gives an overview of the approach for marking the NEA.
Assessment criteria	The assessment criteria details what to need to achieve each grade.
Resource requirements	This section lists any specific resources that you need to be able to teach and for students to take the assessment. For information on support resources see *Section 6: Resources and support*.

Pre-Accreditation Draft

Unit 1: Foundations of Early Years Practice

Assessment type: Examined assessment
Unit type: Mandatory
Guided learning hours: 162 GLH

Introduction

This unit introduces you to the early years sector and the role, responsibilities, skills and personal qualities of an Early Years Practitioner. You will explore different early years settings, safeguarding, health and safety, and how the Early Years Foundation Stage supports children's learning and development.

You will develop your understanding of partnership working with parents, carers and other professionals, alongside effective communication and teamwork. You will also explore environmental sustainability in early years settings and appropriate responses and escalation procedures for first aid emergency situations.

The knowledge and skills developed in this unit provide a foundation for learning across the qualification and will support your progression to further study, an apprenticeship or employment in the early years sector.

Assessment outcomes

AO1 - Demonstrate knowledge and understanding of concepts, principles, requirements and approaches relevant to the subject area.
AO2 - Apply knowledge and understanding of concepts, principles, requirements and approaches to plan, carry out tasks, produce outputs, and use information appropriately
AO3 - Interpret, analyse and review information, situations and evidence to identify issues, draw conclusions, and make recommendations.

Pre-accredited Draft

Teaching content

Content area A: Conveying information to an audience to outline the role of an Early Years Practitioner and the knowledge, skills and qualities needed to work successfully in the early years sector	
Content outcome	**Content detail**
A1 Demonstrate knowledge and understanding of the different settings in the early years sector	**A1.1 Private early years settings:** • Full day care private nursery– privately owned nurseries providing childcare and education for children from birth to 5 years. • Pre-schools – sessional childcare and education for children aged 2 to 5 years. • Playgroups – play-based sessional provision, various age groups. • Home-based provision – registered childminders providing childcare and education in a home environment for children from birth upwards. **A1.2 Public early years settings:** • Nursery schools – maintained schools specialising in early years education, typically for children aged 3 to 5 years. • Reception classes – school-based provision for children aged 4 to 5 years within the Early Years Foundation Stage. • Children's centres – local authority services providing support for families with children from birth to 5 years. • Family hubs – community-based services offering a whole family approach with support for health, education, parenting, and social needs for children, young people and families. • Local authority provision – services such as Portage, SEND support, educational psychology and early help services. **A1.3 Specialist settings and services:** • Hospitals – paediatric wards, children's hospitals and neonatal units supporting babies and young children with medical needs.

Pre-Accreditation Draft

	• Social care settings – services supporting vulnerable children and families - foster care, children's homes, family support services and safeguarding teams.
A2 Demonstrate knowledge and understanding of The role of an Early Years Practitioner	**A2.1 Welfare and care of children:** how to work as part of a professional team to safeguard children; support care routines; supporting medical conditions, special educational needs and disabilities; work in partnership with parents/carers and professionals. **A2.2 Learning and development:** how working as part of a team supports children's learning and development: setting up and tidying up the environment; sharing observations; planning activities as a team; applying digital skills to support team working with others; collaborating with parents/carers and professionals. **A2.3 Planning and delivering daily activities:** how to work directly with children: observing and assessing children's development; planning activities to support children's stage of development, needs and interests; adapting and providing support for activities, organising, storing, retrieving and sharing any created digital content
A3 Demonstrate knowledge and understanding of the main responsibilities of an Early Years Practitioner	**A3.1 Supporting activities:** how Early Years Practitioners can support children's learning and development: **A3.1.1 Child-initiated activities:** children choose resources and how to play with them **A3.1.2 Adult-led activities:** adults plan, organise and lead the children in a play activity **A3.1.3 Planned and purposeful play:** observe; assess; plan; implement; observe - respond and adapt to child's needs through play-based learning. **A3.2 Enabling environments:** how to provide enabling environments for children to support safety, security, confidence, independence and participation: **A3.2.1 Physical Environment:** safe, accessible indoor and outdoor spaces; open-ended resources that encourage exploration and independence; continuous provision

Pre-Accreditation Draft

	A3.2.2 Emotional Environment: secure, calm, and predictable setting where children feel valued and supported. **A3.2.3 Positive Relationships:** practitioners observe, support, and extend children's learning through responsive interactions, modelling and questioning; sustained shared thinking; practitioners support care routines to assist with children's care needs **A3.2.4 Partnerships with Parents:** working with families to ensure children's individual needs, interests, and backgrounds are reflected in the setting. **A3.2.5 Supervision and security:** children are appropriately supervised at all times: secure entrances and exits; dropping off and collection procedure; visitor procedure. **A3.3 Safeguarding awareness:** recognise signs of danger, harm or abuse - physical signs, emotional signs, behavioural signs, neglect indicators; follow settings procedures for reporting concerns.
A4 Demonstrate knowledge and understanding of the purpose of safeguarding: - The need for safeguarding policies and procedures including child protection and online safety. - Why safeguarding and child protection is paramount when working as an Early Years Practitioner.	**A4.1 Safeguarding policies:** protect children from harm; promote children's welfare and wellbeing; provide clear guidance for staff responsibilities; ensure legal requirements are met; staff training. **A4.2 Child protection procedures:** help staff recognise signs and symptoms of abuse; explain how to record and report concerns; ensures concerns are acted on quickly and appropriately; protect children at risk of significant harm. **A4.3 Online safety:** protect children from online risks and inappropriate content; promote safe use of technology and digital devices; guidance for staff on the use of mobile phones, cameras and social media; help prevent cyberbullying, grooming and online exploitation. **A4.4 Prevent duty:** protects children from radicalisation and extremism; practitioners' responsibilities under the Prevent Duty - recognising vulnerability factors and reporting concerns.

Pre-Accreditation Draft

	A4.5 Security: secure entry and exit procedures; visitor management; collection procedures and risk assessments; ensure children are protected from unauthorised access, going missing, accidents and potential harm within the setting. **A4.6 Confidentiality:** keeping children's information secure; sharing information on a need-to-know basis; when confidentiality can be broken to protect a child; safeguards children's privacy, maintain trust with families, comply with data protection requirements and ensure concerns are shared when a child may be at risk of harm. **A4.7 Why safeguarding is paramount:** children are vulnerable and rely on adults for protection; safeguarding promotes children's welfare, wellbeing and development; early identification and intervention can prevent harm; legal and professional responsibility.
A5 Demonstrate knowledge and understanding of how to comply with the legal requirements in relation to health and safety and food hygiene in early years settings including risks and hazards infection control techniques, and use of personal protective equipment.	**A5.1 Risks and hazards in early years settings:** • Definition of a risk: the likelihood or chance that a hazard will cause harm to someone • Definition of a hazard: anything that has the potential to cause harm, injury or ill health • Definition of a control measure: an action to eliminate or reduce a risk **A5.2 Understand how to maintain safe routines and environments: daily checks;** setting up the environment; risk assessments; control measures; checking equipment and materials; observation; supervision; seeking advice; reporting procedures; environmental - ventilation, temperature, noise; maintained equipment and toys; declutter floors; maintain surfaces; doors and windows; manage heights - stairs, climbing frames; safe use of hazardous substances, electrical equipment; adequate supervision; maintained outdoor spaces; water - ponds, trays; access points of the provision; maintain hygiene standards; maintain food hygiene; maintain personal hygiene. **A5.3 Infection control techniques:** promote effective handwashing for children and staff; clean and disinfect equipment, toys and surfaces regularly; follow exclusion procedures for infectious illnesses; dispose of waste, nappies and bodily fluids safely; follow food hygiene procedures when preparing and serving food – handwashing, clean surfaces and equipment, correct food storage; prevent cross-contamination; manage allergies safely.

Pre-Accreditation Draft

	A5.4 Personal protective equipment: understand when PPE must be used - using gloves and disposable aprons when dealing with wounds or bodily fluids; using gloves, hair covering and aprons when preparing foods; why it must be used correctly.
A6 Demonstrate knowledge and understanding of the Early Years Foundation Stage - The existence of expected early learning goals within the statutory framework and the stages of learning and development requirements from birth to five years - Why setting specific learning goals for learning and development is important in the early years sector	**A6.1 Statutory and non-statutory guidance to support learning and development:** Early years foundation stage (EYFS) statutory framework: For group and school-based providers; Development Matters: Non-statutory curriculum guidance for the early years foundation stage. **A6.1.1 Definition of early learning goals:** the level of development children should be expected to have reached by the end of the Early Years Foundation Stage (EYFS) **A6.1.2 Early learning goals and areas of development:** **Prime areas of learning and development:** • Communication and Language development - Listening, Attention and Understanding; Speaking. • Personal, Social and Emotional development – Self-Regulation; Managing Self; Building Relationships. • Physical Development – Gross Motor Skills; Fine Motor Skills. **A6.1.3 Specific areas of learning and development:** • Literacy – Comprehension; Word reading; Writing. • Mathematics – Numbers; Numerical Patterns. • Understanding the World – Past and Present; People Culture and Communities; The Natural World. • Expressive Arts and Design – Creating with Materials; Being Imaginative and Expressive. **A6.2 Using frameworks to support children's learning and development:** using statutory expectations to inform planning, observation, monitor progress, adapt support and provide early intervention; goals provide direction for supporting children's learning and development; school and Year 1 readiness; statutory goals guide practice but should not replace professional judgement or knowledge of individual children - learning and development is progressive and varies between

Pre-Accreditation Draft

	children; goals should reflect children's age, stage, interests, needs and prior learning; unclear or goals set too high or too low may limit children's progress, confidence and participation.
A7 Demonstrate knowledge and understanding of the skills required by employers in the early years sector	**A7.1 Planning:** how to plan effectively to support practice; benefits of effective planning – supports children's development, ensures safe practice, improves organisation. **A7.2 Communicating:** how to communicate effectively; benefits of good communication skills – encourages participation, reduces misunderstandings, promotes teamwork. **A7.3 Teamworking:** the skills needed to work effectively as a team; benefits of teamworking – consistent care and support for the children, shared knowledge and expertise, positive working environment **A7.4 Self-managing:** how to self-manage; time management; flexibility; motivation; benefits of self-management – better organisation, reliability, reduced stress, independence.

Pre-Accreditation Draft

	A7.5 Problem solving identify problems; think critically; make decisions; find solutions; benefits of problem solving – promotes children's safety and wellbeing, able to adapt to unexpected situations, supports effective teamwork and communication. **A7.6 Adaptability:** ability to adjust and respond effectively to changing situations and needs – adjust activities due to weather or to meet children's abilities and interests, working with different age ranges; benefits of adaptability – ensures high-quality support for children, ensures the setting runs smoothly, promotes resilience.
A8 Demonstrate knowledge and understanding of the personal qualities required by employers in the early years sector	**A8.1 Punctuality and reliability:** being on time, completing tasks on time, being dependable; importance of punctuality and reliability - being trustworthy, respectful, effective teamwork. **A8.2 Inclusivity:** valuing and respecting others; importance of inclusivity - equality of opportunity, participation for all staff, builds trust and respect, builds a stronger team. **A8.3 Positivity and enthusiasm:** positive attitude and energy; importance of positivity and enthusiasm - improved teamwork, better morale, positive atmosphere. **A8.4 Professional conduct:** behaving responsibly, ethically and professionally in the workplace; importance of professional conduct – reliability, respect, positive role model, confidentiality, following policies and procedures. **A8.5 Empathy:** understand and respond to the feelings, needs and experiences of others; importance of empathy - builds positive relationships, supports wellbeing, promotes effective communication, meets individual needs

Pre-Accreditation Draft

Content area B: Collaborating as a team member to promote the importance of partnership working in the early years sector	
Content outcome	**Content detail**
B1 Demonstrate knowledge and understanding of the relationship between safeguarding and confidentiality of information, including exceptions to confidentiality	**B1.1 Definition of safeguarding:** the process of protecting children from harm, abuse, neglect, or exploitation **B1.2 Definition of confidentiality:** not sharing information with others, not using information in an inappropriate manner, only sharing it with authorised individuals when necessary **B1.3 Confidentiality of information:** understand that essential personal information about a child that is needed to care for their needs must be kept confidential and only shared, when necessary - health details, special educational needs, family circumstances. **B1.4 Safeguarding and confidentiality:** awareness that confidentiality is an important part of safeguarding children; information sharing is a legal requirement where safeguarding concerns exist; information about a child at risk of harm can be passed on without permission to specific people who 'need to know' - Designated Safeguarding Lead, Police, Local Authority. .
B2 Demonstrate knowledge and understanding of working in partnership with parents/carers, agencies and childcare professionals - The range of different individuals and professionals that Early	**B2.1 Working with family and colleagues:** • parents/carers, wider family – grandparents, siblings. • colleagues within the same setting – early years practitioners, room leaders and managers, catering and cleaning staff. **B2.2 Working with agencies, services and childcare professionals that support children and parents/carers:**

Pre-Accreditation Draft

Years Practitioners and educators work with. - The role of different agencies and childcare professionals.	• **Area SENCO –** supports early years settings in identifying and meeting the needs of children with special educational needs and disabilities (SEND), provides advice, guidance and training to staff. • **Local Authority Advisor –** supports settings to improve the quality of education and care, ensures statutory requirements are met, and provides professional advice and training. • **Health Visitor –** monitors children's health, growth and development, provides health advice to families, and identifies any concerns that may require support • **Social Worker –** safeguards children who may be at risk of harm, supports vulnerable families, and helps ensure children's welfare needs are met. • **Speech and Language Therapist** - assesses and supports children with speech, language and communication difficulties, and provides advice/strategies/activities/resources to practitioners and families to meet children's individual needs. • **Children's Centre Worker –** provides support services for families, including parenting advice, family support, health services, and access to early learning opportunities.
B3 Demonstrate knowledge and understanding of working with others to provide high-quality care and to ensure best outcomes for children - The core principle in the early years sector of working as part of a professional team to provide high-quality care and to ensure the best outcomes for children. - The benefits of professional teamwork in early intervention: to	**B3 Working with others to provide high-quality care and to ensure best outcomes for children** **B3.1 The importance of working with others to provide high-quality care and ensuring best outcomes for children:** effective communication; collaboration and shared decision making; information sharing; partnership working with parents/carers; supporting children's learning, development and wellbeing; multi-agency working; understanding roles and responsibilities; mutual trust and respect. **B3.2 Benefits of professional teamwork in early intervention:** collaborating with professionals; sharing information and expertise; early identification of individual needs; joint planning and coordinated approach to care and intervention; setting goals and monitoring and reviewing progress.

Pre-Accreditation Draft

collaborate, plan and provide appropriate and comprehensive support for individual children.	
B4 The important considerations when working with others to accomplish a task	**B4.1 Active listening techniques:** clarify information, repeat back key points and respond constructively; give full attention; avoid interruptions; tone of voice; use non-verbal cues - eye contact, nodding. **B4.2 Benefits of active listening:** helps reduce misunderstanding; supports agreed actions; clarifies understanding; supports problem solving; encourages teamwork and collaboration; builds trust and positive relationships. **B4.3 Effect of non-verbal communication:** eye contact; posture and body language; gestures; facial expressions; appropriate use of personal space; how non-verbal communication can positively and negatively impact on working with others. **B4.4 Working with others and inclusion:** recognising and respecting different ways of working; being aware of individual needs including special educational needs and disabilities; valuing different opinions and perspectives; encouraging participation from all the team; resolving conflicts and negotiating solutions; respond respectfully. **B4.5 Being courteous:** how being courteous promotes participation and positive working relationships; ensures all members of the team can participate; shows respect; builds trust; supports effective collaboration.

Pre-Accreditation Draft

Content area C: Applying research skills to identify and propose ways to improve environmental sustainability and encourage children to participate in sustainable practice	
Content outcome	**Content detail**
C1 Improving environment sustainability - Why improving environmental sustainability in early years settings will help to ensure the long-term future of the environment. - How resources used in early years settings may impact on sustainability.	**C1.1 Environmental sustainability definition**: responsible use of resources to reduce environmental impact and support long-term environmental protection **C1.2 Resources that may impact on sustainability:** how early years settings use energy, water, materials, food, equipment and consumables: • **Equipment** – items that increase energy consumption and carbon emissions; leaving equipment such as computers, whiteboards and lights switched on when not in use. • **Materials** – items that do not decompose naturally; cause pollution on land and in water; build up on landfill sites; use of non-biodegradable items for creative activities such as glitter, plastic glue sticks, plastic straws, foam and plastic beads; plastic toys; use of water; durability, use, cleaning and replacing; safety and hygiene. • **Products** – harmful chemicals can pollute the environment; cleaning products; toiletries; paints and craft materials. • **Consumables** – can create large amounts of waste; food, paper, tissues, nappies, wipes, paint, glue and food packaging; cost; disposal. **C1.3 Long-term impact:** how environmental sustainability helps to ensure the long-term future of the environment: • **reducing water use**: conserves water supplies and helps ensure enough water is available in the future. • **reducing energy use**: lowers carbon emissions and reduces the use of fossil fuels, reduce global warming. • **minimising and appropriate disposal of waste**: reduces the amount of waste sent to landfill and pollution in the environment. • **recycling**: reduces the need for new raw materials and conserves natural resources.

Pre-Accreditation Draft

	• **minimising single-use items**: reduces waste and the demand for resources needed to produce replacement items. • **reducing food waste**: conserves resources used to grow, produce and transport food; excess food donated to food banks. • **using equipment and materials responsibly**: extends their lifespan and reduces the need for replacement and manufacturing **C1.4 Teaching children sustainable habits:** importance of teaching children about sustainability and adults modelling good practice; promotes environmental awareness and respect for environment; active citizenship; builds lifelong habits; applying communication skills to propose ways to improve environmental sustainability in early years setting.
C2 Improving environmental sustainability in early years settings - Different approaches to improving environmental sustainability. - How the use of sustainable materials and products can support environmental sustainability. - Ways to minimise waste in the early years sector. - How to dispose of waste sustainably including composting and waste sorting.	**C2.1 Energy and water use:** how routine practice, equipment use and monitoring can reduce unnecessary consumption; turn off lights when leaving rooms; switch off electrical equipment when not in use; close windows and doors when the heating is on; use energy efficient equipment - LED light bulbs, lights that turn off; choose energy efficient equipment; encourage children to turn off taps properly; taps turn off automatically; fill water trays halfway; reuse water from water play to water plants. **C2.2 Use of greener products:** how biodegradable, reusable, durable or lower-impact products may support sustainability when suitable for children and setting routines - baby wipes and nappy bags, eco-friendly cleaning products, natural fibre cloths, toys made from natural materials; recycled card and paper; paper straws; biodegradable craft resources. **C2.3 Reduce and reuse:** how planning, purchasing and storage can prevent unnecessary waste. • **Reduce** - use less - buy and cook correct amount of food to reduce food waste; buy resources in bulk; use less energy and water; refillable products for cleaning, art and crafts - glue and paint; reducing single-use items - washable cloths, refillable cleaning products. • **Reuse:** use something again instead of throwing it away - repair toys and equipment; reuse folders and plastic wallets; use scrap paper in the mark making area.

Pre-Accreditation Draft

- How to model good practice for children to foster responsibility for sustainability.	**C2.4 Repurpose and recycle:** how materials may be used safely for other purposes or processed through appropriate recycling routes. • **Repurpose:** turn an old item into something new – use cartons and packaging for junk modelling. • **Recycle:** collecting recyclable items – use recycling bins; collect soft plastics and dispose of at supermarkets; recycle batteries and electrical equipment at a recycling centre; donate toys and books; importance of separating recyclable, compostable and general waste correctly - separating paper, cardboard, plastic, glass, metal, food into the correct recycling bins; encouraging children to use recycling bins in the classroom. **C2.5 Composting:** how appropriate organic waste may be diverted from general waste where safe and feasible-to food waste; use food waste recycling bins; garden composting bin; garden composting bin should be out of children's reach. **C2.6 Safe and hygienic practices:** recognise that waste actions must remain safe, hygienic and appropriate for children - clean and disinfect all equipment materials, check for sharp edges; keep cleaning products, batteries and electricals out of children's reach. **C2.7 Modelling environmental sustainability good practice for children:** Early Years Practitioners should switch off taps and lights; model reusing and recycling; caring for the environment – gardening, picking up litter. **C2.8 Digital Environmental sustainability** using digital communication skills to research greener products: • Assessing the reliability of the search results, using UK sites, Government approved products, following UK safety requirements: • Interpret information obtained in relation to environmental sustainability in early years settings;

Pre-Accreditation Draft

	• Apply digital skills to support making recommendations on improving environmental sustainability by producing, organising, storing and retrieving any created digital content: cuts to paper waste: increase in electricity consumption; sharing sustainable accurate information with others.
C3 The different environments in which learning activities are delivered in early years settings: indoor and outdoor.	**C3.1 Indoor environments and sustainability considerations:** the influence of lighting, heating, ventilation, materials and consumables; Types of areas - sensory; sand and water; construction; mark making/writing; role play; small-world; books and reading/quiet; creative; maths; investigation/loose parts. **C3.2 Outdoor environments and sustainability considerations:** natural resources for play and creativity - sticks, leaves, mud; supporting understanding of nature and biodiversity through nature walks, bug hotels, planting; different types of weather and opportunities for spontaneous activities, appropriate clothing for play in all weathers; outdoor equipment to support play; waste management - recycling, composting.
C4 Ways to increase children's awareness of sustainability:	**C4.1 Activities to increase children's awareness of sustainability:** sorting and matching recycling games; recycling role play; gardening role play; craft recycling – bird feeders, pencil holders; seasonal activities; exploring local outdoor environments – identifying plants and wildlife; drawing animals and plants; mini-beast hotels; junk modelling; growing fruit and vegetables; water saving activities – collecting rainwater to water plants, how to save water at home; books and stories about sustainability. **C4.2 Sustainability projects and challenges:** Eco-Schools Early Years – Eco-Club; RSPB Wild Challenge; The Wildlife Trusts' 30 Days Wild; Woodland Trust Green Tree Schools Award; other relevant and current recognised sustainability projects and environmental awareness programmes. **C4.3 Environmental sustainability and the Early Years Foundation Stage statutory framework:** Early Learning Goals: Understanding the world: The Natural World: children are expected to:

Pre-Accreditation Draft

	• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Pre-Accreditation Draft

Content area D: Assessing first aid emergency situations in early years settings to propose appropriate responses	
Content outcome	**Content detail**
D1 The overall aim of any first aid response is to preserve life, prevent any condition worsening and promote recovery	**D1.1 The outcomes of first aid:** the three overall outcomes of any first aid response, how they guide immediate action and the roles and responsibilities of first aiders: • **D1.1.1 Preserve life:** recognise the priority of maintaining breathing, circulation and safety. • **D1.1.2 Prevent worsening:** how timely, appropriate action may reduce further harm while waiting for support. • **D1.1.3 Promote recovery:** how reassurance, positioning, monitoring and handover support recovery and continuity of care. **D1.2 Roles and responsibilities of first aiders in early years settings**: safeguarding of children, ensuring child safety and well-being, responding to health emergencies, responding to accidents and emergencies and providing immediate care to infants and children before professional medical help can be given.
D2 The legal requirements for first aid training and qualifications in early years settings	**D2.1 Staff requirements** – at least one staff member with a current Paediatric First Aid (PFA) certificate must be on site whenever children are present and must accompany all outings; staff gaining level 2 or 3 qualifications after 30 June 2016 must obtain PFA within three months to be counted in staffing ratios; PFA certificate must be renewed every three years to remain eligible; staff who have completed the experience-based route must obtain a PFA qualification before they can be included in the staff: child ratios at level 3. **D2.2 First aid training and qualification requirements:** PFA certificate must be a full course, minimum 12 hours, face to face delivered by a competent provider **D2.3 Setting requirements:** providers should take into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly; requirement for trips; providers should display PFA certificates or a list of staff with current certification; Millie's law, Millie's mark.

Pre-Accreditation Draft

D3 Assessing emergency situations	**D3.1 How to assess emergency situations by considering:** • type of casualty - stage of responsiveness; age of casualty; difference in first aid procedures for babies versus children. • injury or concern • use of primary survey: DR ABCDE – Danger: check the area is safe; Response - check if the casualty responds to you; Airway - open mouth and check the airway is clear; Breathing - look and listen for normal breathing for up to 10 seconds, no breathing, begin CPR; Circulation - check for signs of heavy bleeding; Disability - check for signs of disabling conditions; Exposure - check all parts of the casualty/keep warm/maintain dignity. **D3.2 Stages of Responsiveness** • **D3.2.1 Responsive** – conscious and able to respond • **D3.2.2 Non-responsive and breathing** – unconscious, not able to respond, signs of breathing - e.g. chest rising and falling, listen for breath sounds, feel for air on your cheek • **D3.2.3 Non-responsive and not breathing** – unconscious, not able to respond and no signs of breathing - chest is not moving, no breath sounds, no air coming from nose or mouth, pale grey or blue lips or skin. **D3.3 Response priorities:** understand that level of responsiveness and breathing status determine urgency and next steps, e.g. most urgent - non-responsive and not breathing; least urgent – responsive. **D3.4 Observation:** recognise the importance of checking response, airway, breathing and immediate danger. **D3.5 First aid response:** select appropriate initial responses based on casualty presentation.

Pre-Accreditation Draft

D4 First aid responses to injuries, accidents and illnesses:	**D4 First aid responses to injuries, accidents and illnesses** **D4.1 Situations in early years settings requiring a first aid response:** • accidents: cuts, grazes, bruises, sprains, fractures and head injuries from falls, slips and trips • choking; caused by ingesting small toys or food • allergic reactions: reactions to foods, stings, substances and medicines, possible anaphylaxis • burns and scalds: caused by accidents with hot drinks, food or surfaces • electric shocks: caused by faulty equipment, biting cords or poking items into outlets • environmental incidents: bites, stings and sunburn/heat exhaustion • illnesses: asthma, diabetes, croup, epilepsy and meningitis **D4.2 Signs and symptoms of ill health and first aid response:** rash – monitor and contact parents/carers; high temperature – monitor temperature, give fluids, contact parents/carers, medication should only be administered if allowed by the setting's medication procedures and parental consent; vomiting and diarrhoea – isolate as appropriate, follow hygiene procedures, contact parents/carers, use exclusion period. **D4.3 Responding to first aid situations and escalation procedures:** how to respond to first aid situations - stay calm; check that the area is safe to approach; use appropriate PPE; assess the child; send for help and identify the type of emergency; call emergency services if required; administer first aid as necessary; and reassure and comfort the child throughout. **D4.4 Basic Life Support:** basic life support and the variations for babies and children, e.g. DRS ABCDE – Danger, Response, Airway, Breathing, Circulation, Disability, Exposure; Cardiopulmonary Resuscitation (CPR) for babies (less than 1 year) and children (1-8 years). **D4.5 First aid response for cuts, grazes and sprains:** use of covered ice pack or cold compress, cleaning, sterile dressing, wipe away from the wound, hygiene and monitoring - applying pressure; treating nosebleeds.

Pre-Accreditation Draft

	D4.6 First aid response for suspected fractures and sprains: how support, rest, cold application, bandaging and elevation may reduce worsening and promote recovery - keeping injured limb still; supporting the limb; resting an injury; applying ice pack; applying a sling; elevating the injury. **D4.7 First aid response for head injury from falls, slips and trips:** apply covered ice pack to reduce swelling; monitor for signs of concussion, e.g. dizziness, confusion, disorientation; apply pressure to wound if it is bleeding. **D4.8 First aid response for choking:** how to deal with choking and the variation for babies and children: encourage coughing if appropriate; back blows and chest thrusts for babies under 1; back blows and abdominal thrusts for children over 1; dial 999 if blockage is not dislodged; continue cycle of back blows, chest/abdominal thrusts; loss of consciousness – open the airway and check breathing; begin baby/child CPR if not breathing. **D4.9 First aid response for burns and scalds:** cool under cool running water for 20 minutes, cover loosely with clingfilm. **D4.10 First aid response for electric shocks:** turn off the electrical source if safe to do so, do not touch the child until they are no longer in contact with the electricity, dial 999, check airway, breathing and circulation, treat any burns with cool running water for 20 minutes, monitor the child until emergency help arrives. **D4.11 First aid response for bite, stings and sunburn/heat exhaustion:** bites and stings - wash area, apply cold compress, seek further medical advice; sunburn/heat exhaustion (move to a cool place, remove excess clothes, cool skin with a damp cloth, encourage child to drink cool liquids). **D4.12 First aid response for allergic reactions and illnesses:** recognise treatments for allergic reactions and illnesses • adrenaline auto-injector for allergic reactions • inhalers for asthma • glucose or sugary drinks for diabetic hypoglycaemia; check blood glucose and administer insulin for diabetic hyperglycaemia

Pre-Accreditation Draft

	• ring emergency services if allergic reactions or illnesses do not improve • epilepsy – record length of seizure, remove objects to prevent injury, cushion head, place in the recovery position, dial 999 if first seizure or if it lasts longer than 5 minutes; • croup – keep child upright, encourage child to drink fluids, monitor breathing and condition • meningitis - press the side of a clear glass firmly against the rash, if the rash does not fade (blanch) under pressure, call 999 immediately. **D4.13 Use of personal protective equipment in first aid:** disposable gloves; disposable apron; face masks; resuscitation face shield or pocket mask with a one-way valve. **D4.14 Casualty positioning depending on the situation:** students should know how casualty positioning may support breathing, circulation, comfort, safety or recovery- lying down and raising legs; sitting up and standing up; recovery position. **D4.15 Judgement:** propose appropriate responses using the casualty's condition, age and following first aid procedures for early years settings.

Pre-Accreditation Draft

Transferable skills

Through this unit students will develop transferable skills including:

- planning how to convey information in relation to early years to an audience to ensure communication is effective
- communicating information to an audience in relation to early years practice and communicating effectively as a team member
- investigating through research to source information needed in relation to environmental sustainability in early years education
- team working to collaboratively achieve an objective.
- decision making to propose appropriate first aid responses to emergency situations based on knowledge and understanding.

The qualification Delivery Guide suggests ways for centres to help students develop these transferable skills.

Assessment summary

The examined assessment for this unit takes the form of a written examination worth 80 marks. The duration of the written examination is 2 hours and it must be taken under supervised conditions.

For the examination, students will be assessed through a range of short- and extended-answer questions based on realistic early years scenarios. The questions will assess students' knowledge and understanding of early years settings, the role and responsibilities of an Early Years Practitioner, partnership working, environmental sustainability and appropriate responses to first aid situations. Students will be required to apply their knowledge and understanding to situations they may experience in an early years setting, and to interpret and analyse information to reach appropriate conclusions or recommendations.

Sample assessment materials will be available to help centres prepare students for assessment.

The assessment is available in May/June each year. The first assessment is May/June 2028.

Resource requirements

Students will require black ink or a black ball-point pen to complete the examined assessment.

A command word taxonomy for externally-assessed units is provided in Appendix 1.

Pre-Accreditation Draft

Unit 2: Children's Development

Assessment type: Non-exam assessment (NEA)

Unit type: Mandatory

Guided learning hours: 135 GLH

Introduction

This unit develops your understanding of how babies and young children learn and develop from birth to seven years. You will explore holistic development, attachments, transitions and significant events, alongside the statutory framework that supports children's learning and development.

You will apply your knowledge in an early years setting through observation, assessment and planning, and by planning and implementing inclusive activities that support children's language, literacy, numeracy, creativity and social development. You will also explore how practitioners support children with individual needs and work in partnership with parents, carers, colleagues and other professionals.

The unit will develop practical and transferable skills including communication, teamwork, observation, planning and reflective practice, supporting progression to further study and employment in the early years sector.

Learning outcomes

A: Understand children's development and the potential effects of transitions and significant events.

B: Be able to observe, assess, plan and support children's learning and development.

C: Support children's individual needs and be able to work collaboratively to support children's development and review outcomes.

Pre-Accreditation Draft

Unit Amplification

Learning Outcomes A: Understand children's development and the potential effects of transitions and significant events.

A.1 Stages and expected patterns of development

Development definition: acquisition of skills.

- Children acquire skills at varying rates in different areas of development.
- Stages and expected patterns of development indicate the development the child may meet at a particular age.

Stages: to include development of babies, Birth – 6 months, 6-9 months, 9-12 months and 12–18 months; and of young children 2-3 years, 3-4 years; further development from 5–7 years:

- cognitive
- brain development
- speech, language and communication
- physical
- emotional
- social
- literacy and numeracy.

A.2 Examples of how children learn within the expected pattern of development from birth to seven years

- Cognitive development: how children's thinking and understanding changes over time; memory; problem solving; attention.
- Brain development: neural connections (synapses); memory; development of different areas of the brain.
- Speech, language and communication: listening and attention; receptive language; expressive language; developing speech; non-verbal communication.
- Physical development: growth spurts; maturation; gross motor; fine motor; locomotion; balance; hand-eye coordination.
- Emotional development: attachments; self-confidence and self-esteem; self-awareness; emotional regulation; independence; sympathy and empathy.
- Social development: sharing; taking turns; friendships; cooperation; understanding social rules and expectations; resolving conflicts.
- Literacy development: mark making; early writing; reading and being read to; spellings; phonological awareness, phonics; vocabulary; comprehension.

Pre-Accreditation Draft

- Numeracy development: numbers; number patterns; counting; sorting and matching; shape, space and measure.

A.3 How children learn and ways to promote children's learning and development

- Learning through play, social skills, experiences, suitable activities and resources.
- Learning by doing, observation and experimenting.
- Effective characteristics of learning: playing and exploring; active learning; creating and thinking critically.
- How the key person approach supports children's learning and development, e.g. Key person knows children's interests, children feel more confident to try new experiences and explore; how empowerment contributes to children's learning and development.

A.4 Ways that aspects of development can affect other aspects

- Principles; same order but different rates of development, e.g. sitting before walking;
- Holistic development; links between areas of development:
- Speech, language and communication, literacy and numeracy: supports building relationships and friendships; emotional regulation; able to express wants and needs; engagement in learning; supports thinking; able to ask questions; develops confidence.
- Personal, social and emotional development: encourages children to try new activities; develop independence in self-care; able to cope with new challenges and take risks; able to communicate with others; persistence; effective group and individual learning.
- Physical development: exploring; confidence; supports mark making and writing; independence; confidence; self-esteem; participation in activities.

A.5 Importance of attachment for holistic development

- How emotional development helps children to develop secure attachments, enabling positive social relationships and friendships to evolve.
- Role of key person in early years provisions; how the key person supports babies and young children through transitions and significant events.

Pre-Accreditation Draft

- How secure attachments with parents/carers and others supports babies and young children through transitions and significant events.

A.6 Transitions that affect children

- Common transitions, e.g. transferring to a new class, transfer from foundation stage to primary school, transfer to secondary education; transitions relating to natural growth, e.g. baby to toddler stage, weaning, learning to walk, first words, toilet training.

A.7 Transitions and significant events that some children may experience

- Significant events and transitions, e.g. death of parent or close relative, change in health or ability, moving house, family break up, birth of sibling, entering or leaving residential care, change of carer, moving schools.

A.8 The effects of transitions on behaviour and development

- Physical signs, e.g. body language, growth spurts, losing or gaining weight.
- Behavioural signs, e.g. anxiety, bed wetting, withdrawal, moodiness; being disrespectful, losing interest, reluctance to join in; in difficulty building relationships; lack of trust; loss of self-esteem.
- Understanding that transition can have positive effects, e.g. increase in interest, development of self-identity, eagerness to learn, and development of friendships.

A.9 Factors and influences that may impact on children's growth and development

- Wellbeing and individual circumstances; individual factors, e.g. long-term health conditions, disability, including sensory, physical and learning disability, speech and language abilities; environmental factors, e.g. housing conditions, lifestyle, including diet, exercise and sleep, opportunities to attend early years provision, poverty and effects on each area of development, opportunities for outdoor play activities and its effect on physical and emotional development, family structure, looked-after children; social factors, economic/financial factors, physical factors.

Pre-Accreditation Draft

Learning outcome B: Be able to observe, assess, plan and support children's learning and development.

B.1 Statutory frameworks and curriculums

- Statutory Framework for the EYFS learning and development requirements; prime and specific areas of learning; characteristics of effective learning; Development Matters; milestones definition: skills or achievements that most children reach at a particular age or stage of development; Early Learning Goals; 2-year progress check; Baseline Assessment.
- Key Stage 1 of the National Curriculum; areas of learning: English, Mathematics, Science, Art and Design, Computing, Design and Technology, Geography, History, Music, Physical Education, Religious Education and PSHE; Phonics Screening Check.

B.2 Play and learning in early years settings

- Relationship between play and learning – how play provision supports the areas of learning and development in the Early Years Foundation Stage (EYFS) curriculum, e.g. water play and links to understanding the world . Providing experiences that broaden children's knowledge, language, experiences, and understanding of the world.
- Providing enabling environments that allow time and opportunity to play; appreciating the importance and value of play and leisure activities and the contribution they make to a child's holistic development; structure and identify the purpose of play and learning plans in own early years provision, e.g. appropriate to stage/age of development and interests, progressing development; appropriate experiences and resources; working in partnership with parents/carers.
  - Indoor and outdoor activities
  - Adult-led play: adults plan, organise and lead the child/ren in a play activity
  - Child initiated play: children choose resources and how to play with them
  - Spontaneous experiences: unplanned learning opportunities, e.g. snow, rain, rainbows, spotting an insect, child asks a question.
  - Sustained shared thinking: adults and children working together to develop ideas, clarify thinking and extend learning through discussion, questioning and problem-solving.

Pre-Accreditation Draft

B.3 Planning for development

- Activities to support the development of physical development - gross motor skills and fine motor skills: indoor and outdoor physical play; trikes and bikes; construction; arts and crafts; drawing and painting; sensory play.
- Activities to support development of cognitive skills: puzzles, games and jigsaws; scientific investigation and exploration; imaginative play; problem solving; memory games.
- Activities to support social development and emotional development: teambuilding and group activities; drawing and painting; role play; small world play; sensory play; circle time; emotion games; board games.
- Speech, language, communication and literacy: whole-class and small-group activities; strategies, e.g. body language including gestures, pointing, facial expressions; activities for babies or young children, e.g. stories, puppets, pictures, games, songs and rhymes; signs; technology, e.g. story downloads, CDs, computer programs, interactive whiteboards; modelling language.
- Mark making and writing: sensory activities, painting, crayons and chalk; early writing activities; emergent writing activities; creative and play based activities.
- Numeracy: number recognition; counting; number songs; sorting and matching; number patterns.
- Activities that promote creativity: arts and crafts; music and movement; drawing and painting; junk modelling; role play and imaginative play.
- Selecting appropriate resources for identified needs, e.g. natural materials, story props, sensory materials, construction apparatus, modelling materials, imaginative play, creative materials, games, ICT equipment, apparatus for gross motor development.

B.4 Observing and recording development

- Methods of observation: importance of selecting appropriate methods e.g. snapshot, checklist, narrative, running records, diary, time sample, event sample; EYFS cycle: key stages in the observation, assessment and planning cycle including next steps and recording.

B.5 Supporting assessments

- EYFS regulations, procedures and frameworks in own provision; confidentiality; need for objectivity, recognising bias; concept of children at the centre of assessment; procedures for sharing information, including parents, children,

Pre-Accreditation Draft

professionals; value of observation for the child, parents or carers, the provision in planning the next steps.

- Using observations to adapt provision, planning, and interactions in response to children's interests and developmental needs.

B.6 Recording, reporting and sharing information

Contributing to observations of children and knowing how these are recorded in children's profiles and according to the procedures and policies of the provision; sharing information with parents or carers and children, sharing findings as appropriate and according to the procedures and policies of the setting, confidentiality, referring concerns, e.g. particular difficulties, suspected abuse, legal evidence to an appropriate professional such as the SENCO/DSL.

B.7 A plan that meets the development needs of a child

- How the plan supports areas of learning in the EYFS curriculum, e.g. prime areas, specific area; refer to developmental norms as a guide and recognise that development is both holistic and interconnected
- Value of involving the baby or child in taking responsibility for their own development and contributing to the plan; awareness of prior learning; consolidate learning of baby or young child; provide suitable structure; remove barriers to learning; develop strategies to inspire and motivate
- Plan for ways to provide constructive feedback, e.g. performance indicators, timely communication, use of praise, constructive criticism, reflection, review; appropriate resources and equipment to support the plan.

B.8 Plan, carry out and review children's play and leisure

- Plan for children's individual needs; using the observation, assessment and planning cycle; supporting children with special educational needs and disabilities; Graduated Approach - four stages of action: assess, plan, do and review.
- Work with early years practitioners to play, organise and prepare play areas, to include role play, book corners, creative areas; supports early interests e.g. in mark making, writing, reading and being read to
- Outdoor areas - supervise play with children by being available but not intrusive
- Communicate appropriately to age, language level and needs of baby or young child; ensure that every child is included; modelling language, appropriate

Pre-Accreditation Draft

vocabulary; non-verbal, gestures, body movement, eye contact, facial expressions

- Value and respect individual developmental needs of babies and young children: be responsive to children's needs and own thoughts and opinions; acknowledging individuality; encourage children to explore and choose play opportunities for themselves and develop own play ideas; provide adequate resources to enable children to develop and deepen play; adapt ideas and resources according to their needs; offer new ideas and resources or alternatives to support environmental sustainability; follow interests of child; recognise achievements, give reassurance, express approval, consistently encourage children to behave well and to learn right from wrong.
- Tidy up activities including how involving babies and young children in cleaning up after activities can support their language and social development.
- Review the effectiveness of activities in terms of supporting development and creativity; evaluation in relation to expected outcomes of activity; evaluation in relation to children's individual targets; ensuring objectivity; following procedures for sharing information; confidentiality ☰ .

B.9 Safety checks on areas used for children's play and leisure before, during and after play and leisure activities

- Carrying out routine risk assessments, ensure safe and secure resources and environments both indoors and outdoors; assess risk; balance risk and protection; set clear and appropriate ground rules for play; clearing up after activities.

B.10 Ways of supporting inclusion and inclusive practices

- Breaking down barriers; preparing the environment, e.g. seating arrangements, adequate space, noise reduction.
- Adapted activities that are appropriate for stage of development; working practices that value and include children with special educational needs or disabilities.
- Adapting resources, e.g. PECS (Picture Exchange Communication System), easy grip paintbrushes, adapted scissors, large print, tactile resources, sensory equipment.

Learning outcome C: Support children's individual needs and be able to work collaboratively to support children's development and review outcomes.

Pre-Accreditation Draft

C.1 Special education needs and disabilities

- Speech, language and communication needs; autism spectrum condition (ASC); social, emotional and mental health (SEMH) needs; cognition and learning difficulties; sensory or physical impairments.

C.2 Statutory guidance for the care and education of children with special educational needs and disabilities

- Statutory Framework for the Early Years Foundation Stage (EYFS); Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 years; Graduated Approach - four stages of action: assess, plan, do and review.
- How statutory guidance informs early years of practice and supports children's individual needs.

C.3 Cycle of action

- Usually led by the key person, supported by the setting SENCO; individualised plans; parents engaged throughout; action informed by the child's views throughout; child is involved in own planning and development; cycle can be revisited in order to identify the best way of securing good progress.

C.4 Ways of supporting participation and equality of access

- Participation in, e.g., learning activities, play, leisure activities; knowing the needs of children; preparation of environment; observing children to ensure that they are fully involved.

C.5 Specialist aids, resources and equipment

- Adapted or specialist resources, e.g. written materials with larger font; tactile games; specialist equipment, e.g. mobility aids; feeding equipment.
- Communication methods, e.g. British Sign Language, Makaton; assistive technologies, e.g. adapted keyboards; voice-recognition software.
- Adapted environment, e.g. ramps, seating arrangements.
- Specialist equipment, e.g. rollerballs; touchscreens; mobility aids.
- Support through demonstration; encouragement and praise; observing health and safety.

Pre-Accreditation Draft

- Ways in which specialist aids, resources and equipment support children's individual needs.

C.6 Statutory and non-statutory agencies and professions that work with early years settings

- Statutory and non-statutory agencies and professionals, e.g. Local Authority SEND services, NHS services, SENCO, Educational Psychologist, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Health Visitors, Portage Workers; charities, e.g. Barnardo's, MENCAP, NAS

C.7 Partnership working with others to support individual needs

- Working in partnerships, e.g. with parents, carers, guardians, professionals, multi-disciplinary teams, colleagues; promoting inclusive practice; sharing common goals; identifying and meeting individual needs of babies and young children; providing support for babies and young children and families; providing support for children with special educational needs and disabilities; improving outcomes, e.g. for the Early Years Foundation Stage (EYFS); relevant home country legislation.
- Common goal to work effectively together to provide the best possible care, support, learning opportunities and effective safeguarding for babies and young children; others involved in the care of babies and young children, e.g. colleagues, manager, carers, official visitors, multiagency professionals, external partners.

C.8 Characteristics of effective partnership working developing positive working relationships with colleagues and other adults

- Understanding how own role and responsibilities relate to other colleagues and partners; recognising different organisational roles;
- Identifying key features of effective communication and the lines and methods of communication; using appropriate interpersonal and collaborative skills; keeping colleagues informed
- Identifying organisation's expectations and procedures for good working relationships; promoting effective teamwork; respecting confidentiality in the exchange of information; addressing any problems or communication difficulties promptly.
- Showing respect for colleagues, e.g. respecting the skills and expertise of other practitioners; valuing diversity and recognising the rights of others to have differing opinions or ideas; sharing professional knowledge and expertise in

Pre-Accreditation Draft

developing common goals; role of the lead professional in taking responsibility for integrated working.

C.9 Working in partnership with parents or carers

- Benefits of working together, e.g. provide best outcomes for babies and young children, building relationships, sharing information, ideas, thoughts, building knowledge of baby's/child's development, learning opportunity for practitioners, parents or carers, inclusion, effectively managing medical condition or disability; encouraging parents or carers to actively participate in providing best outcomes for their children; in working effectively with children with special educational needs and disabilities.

C.10 Working with parents/carers and children to support early learning and development, health and well-being

- Practice of own organisation; parents or carers working alongside practitioners; open-door policy; welcoming parents or carers; communication between parent/carer and provision; facilitating involvement of parents or carers, e.g. open mornings, drop-in sessions, meetings.
- Recognising the role of parents in a baby's/child's health, wellbeing, learning and development: encouraging parents or carers to take an active role in the baby's/child's care, play, learning and development.
- Encouraging parents or carers to take an active role in health and wellbeing: sharing information and advice, e.g. healthy eating, oral hygiene, toilet training, sleep routine, screen time, physical activity ideas, strategies to support emotional wellbeing; signposting to support services.
- Encouraging parents or carers to take an active role in supporting play, early learning and development: shared activities, home learning; sending home resources, e.g. story sacks, reading books; sharing planning and empowering parents or carers to contribute, e.g. sharing of observations and assessments, ongoing discussions and shared decision making.
- Voice of the child: listening to children; respecting children's views; observing choices of resources and activities; offer choice; include children in planning; builds confidence; supports inclusion and engagement; promotes independence.

Pre-Accreditation Draft

Assessment criteria

Learning outcome A: Understand children's development and the potential effects of transitions and significant events.

Pass	Merit	Distinction
A.P1 Describe how children learn and the expected pattern of babies and children's development from birth to 5 years and their further development from age 5 to 7. Areas of development to include: • cognitive • speech, language and communication • physical • emotional • social • brain development • literacy and numeracy	A.M1 Explain how your setting supports babies and children's learning and development	
A.P2 Understand the importance to children's holistic development of: - • speech, language and communication literacy and numeracy • personal, social and emotional development • physical development		
A.P3 Explain how babies' and young children's learning and development can be affected by their stage of development, wellbeing and individual circumstances.	A.M2 Analyse how the stage of development of a child or baby can be influenced by their individual circumstances and well-being	A.D1 Discuss how babies and young children are supported through positive attachments to parents, carers or others when dealing with transitions and significant events.

Pre-Accreditation Draft

A.P4 Describe the significance of attachment, the key person's role and how transitions and other significant events impact children at different ages and stages		
A.P5 Demonstrate how to support babies and young children through a range of transitions and significant events, e.g. moving onto school, moving house or the birth of a sibling		

Pre-Accreditation Draft

Learning outcome B: Be able to observe, assess, plan and support children's learning and development

Pass	Merit	Distinction
B.P6 Describe the statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.	B.M3 Explain how adult-led activities can support learning and development requirements for babies and young children	B.D2 Discuss how the EYFS framework supports children to benefit from child-initiated play and spontaneous play experiences
B.P7 Explain the terms: • Principles of enabling environments (indoor and outdoor) • Adult led activities • Child initiated activities • Spontaneous experiences		
B.P8 Describe the key stages in the observation, assessment and planning cycle and explain the value of observation for: • the child • the parents/carers • the early years setting in planning the next steps	B.M4 Explain how observations support effective assessment and planning for children's learning and development.	B.D3 Evaluate the importance of the observation, assessment and planning cycle in supporting children's learning and development
B.P9 Describe how to refer concerns you may have about a baby's or child's development.		
B.P10 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory		

Pre-Accreditation Draft

framework and setting's requirements.		
B.P11 Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning.		
B.P12 Implement and review activities to support children's play, creativity, social development and learning and clear up after activities	B.M5 Use examples from practice to explain how creative activities can support babies and children's holistic development	B.D4 Discuss how involving babies and young children in cleaning up after activities can support their language and social development.
B.P13 Demonstrate how to use learning activities to support early language development.		
B.P14 Support children's early interest and development in mark making, writing, reading and being read to	B.M6 Use examples from practice to explain how activities support children's literacy and numeracy development	
B.P15 Support children's interest and development in mathematical learning		

Pre-Accreditation Draft

including numbers, number patterns, counting, sorting and matching		
B.P16 Work in ways that value and respect the developmental needs and stages of babies and children		
B.P17 Demonstrate inclusive practice ensuring that every child is included and supported		

Pre-Accreditation Draft

Learning Outcome C: : Support children's individual needs and be able to work collaboratively to support children's development and review outcomes.

Pass	Merit	Distinction
C.P18 Understand the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory		
C.P19 Describe statutory guidance in relation to the care and education of children with special educational needs and disabilities.	C.M7 Explain how specialist aids, resources and equipment support the care and education of children with special educational needs and disabilities.	C.D5 D iscuss how statutory guidance supports the care and education of children with special educational needs and disabilities in early years settings
C.P20 Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely.		
C.P21 Explain partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities.	C.M8 Analyse how your setting uses partnership working with professionals, children and their parents/carers to effectively support	C.D6 Justify the importance of partnership working with professionals, children and their parents/carers to support children's individual needs and early learning

Pre-Accreditation Draft

	children's individual needs and early learning	
C.P22 Explain the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning.		
C.P23 Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation		
C.P24 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.		
C.P25 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.	C.M9 Explain how working alongside parents and/or carers supports the baby/child's health and well-being.	C.D7 Discuss how encouraging parents and/or carers to take an active role in the baby's/child's play supports their learning and development.

Pre-Accreditation Draft

C.P26 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.		

Assessing the NEA

You will make assessment decisions for each NEA using the assessment criteria given above. Before making assessment decisions, you should refer to the guidance on using the assessment criteria provided in the *Pearson Occupational Certificate Supplementary Specification* document which is available on our website.

Transferable skills

Through this unit students will develop transferable skills including:

- **planning activities and approaches** to support babies' and young children's individual learning and development needs
- **communicating effectively** with children, parents/carers, colleagues and other professionals to support children's learning and development
- **team working to collaboratively plan**, implement and review support for babies and young children.

The qualification Delivery Guide suggests ways for centres to help students develop these transferable skills.

Assessment summary

The NEA for this unit consists of five tasks.

- In response to **Task 1**, students will demonstrate their knowledge and understanding of children's development, including the impact of transitions and significant events.
- In response to **Task 2**, students will demonstrate their knowledge and understanding of learning and development, including observation, assessment and planning.

Pre-Accreditation Draft

- In response to **Task 3,** students will plan, implement and review play and learning activities to support children's learning and development.
- In response to **Task 4,** students will demonstrate how they support individual children's needs and work collaboratively with others to promote children's learning and development.
- In response to **Task 5,** students will demonstrate their understanding and application of working in partnership with parents and carers to support children's learning and development.

The assessment combines knowledge-based activities with practical, placement-based evidence to demonstrate students' knowledge, understanding and practical skills. We advise 15 hours to complete assessment tasks administered in the centre.

The NEA is set by Pearson and will be graded by centres and moderated by Pearson. The assessment will take the form of an Assessment Workbook for this unit, and is available on the secure area of the website. Students must use the workbook to provide the required evidence to achieve this unit.

Resource requirements

For this unit, students must have access to:

- An appropriate early years placement setting
- Indoor and outdoor play and learning environments
- Age-appropriate play, creative, literacy, numeracy, sensory and physical-development resources
- Resources and equipment appropriate to the activities being planned and implemented
- Adapted or specialist aids, resources and equipment, where required to meet children's individual needs.

Pre-Accreditation Draft

Unit 3: Safeguarding, Health and Wellbeing

Assessment type: Non-exam assessment (NEA)
Unit type: Mandatory
Guided learning hours: 135 GLH

Introduction

This unit develops your knowledge, skills and behaviours in safeguarding and in supporting the health, safety and wellbeing of babies and young children. You will explore safeguarding responsibilities, how to recognise and respond to concerns, and the legislation, policies and procedures that help to protect children.

You will develop practical skills for maintaining safe and healthy early years environments, including managing risks and hazards, infection prevention and control, responding to illness and emergencies, supporting healthy lifestyles and carrying out respectful care routines that meet children's individual needs.

You will also develop your understanding of working with parents, carers and other professionals to promote children's safety, health and wellbeing. The knowledge and practical skills developed in this unit will support professional practice and progression within the early years sector

Learning Outcomes

A: Understand safeguarding responsibilities and know how to respond to concerns and protect children.

B: Be able to contribute to the health, safety and wellbeing of babies and young children in early years provisions.

C: Be able to work with parents or carers and other professionals to promote children's safety, health and wellbeing.

Pre-Accreditation Draft

Unit Amplification

Learning outcome A: Understand safeguarding responsibilities and know how to respond to concerns and protect children.

A.1 Legislation and for safeguarding

Those applicable to the home nation;

- Children Act 1989
- Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Sexual Offences Act 2003
- Domestic Abuse Act 2021
- Children and Families Act 2014
- Female Genital Mutilation Act 2003, as amended
- Modern Slavery Act 2015
- Counter-Terrorism and Security Act 2015
- Online Safety Act 2023
- Data Protection Act 2018 and UK GDPR
- Human Rights Act 1998
- Equality Act 2010

A.2 Guidelines and Statutory Frameworks

- Early Years Foundation Stage statutory framework for group and school-based providers
- Early Years Foundation Stage statutory framework for childminders
- Working Together to Safeguard Children 2026
- Keeping Children Safe in Education 2026 (for school-based early years provision)
- Information sharing advice for safeguarding practitioners
- Prevent duty guidance
- Local safeguarding partner thresholds, referral pathways and procedures
- Ofsted early years inspection guidance

Pre-Accreditation Draft

A.3 Policies

- Safeguarding and child protection policy
- Staff behaviour or code of conduct policy
- Safer recruitment and suitability policy
- Allegations against staff, volunteers and household members policy
- Whistleblowing policy
- Attendance and unexplained or prolonged absence policy
- Mobile phones, cameras and image-recording policy
- Online safety and acceptable-use policy
- Information sharing, confidentiality and records-management policy
- Health and safety policy
- First aid, medication and managing illness policy
- Intimate care and nappy-changing policy
- Behaviour management policy
- Equality, inclusion and special educational needs policy
- Complaints policy
- Missing child and uncollected child policy
- Outings and transport policy
- Safer sleep policy
- Food safety and allergy policy
- Emergency evacuation and lockdown policy

A.4 Procedures

- Recognising signs of abuse, neglect and exploitation
- Recording, reporting and escalating safeguarding concerns
- Making referrals to local authority children's social care
- Responding to immediate danger or medical emergencies
- Managing allegations against adults working with children
- Notifying Ofsted or a childminder agency of significant events and allegations
- Designated Safeguarding Lead oversight and deputy arrangements
- Safer recruitment, references, vetting and Disclosure and Barring Service checks

Pre-Accreditation Draft

- Staff induction, safeguarding training and supervision
- Whistleblowing and external escalation
- Information sharing, consent and secure record keeping
- Following up unexplained or prolonged absences
- Missing child and uncollected child response
- Risk assessment for premises, activities, outings and transport
- Administering medicines and responding to accidents or illness
- Paediatric first-aid cover
- Managing intimate care safely and respectfully
- Online safety and use of devices, cameras and images
- Prevent referrals and responding to concerns about radicalisation
- Responding to domestic abuse, female genital mutilation, forced marriage, trafficking and exploitation concerns
- Supporting children who disclose harm
- Working with parents, carers and multi-agency partners
- Reviewing safeguarding incidents, policies and staff practice

A.5 Policies and procedures for dealing with bullying

- Procedures to prevent bullying in the provision; all staff, parents, carers and children made aware of the procedures that should be followed and the consequences of bullying; follow anti-bullying policy; deal immediately with any incidents of bullying;
- record or report to the designated person according to the provision's policy; parents or carers to be informed; measures introduced following discussion with all parties concerned.

A.6 Importance of safeguarding children

- Responsibility of all adults working with children to safeguard them from harm; professional duty while children are in a particular provision;
- Duty to report concerns about issues occurring outside the provision;
- Safeguarding policies and procedures need to include physical safety and security on the premises and on off-site visits, e-safety and security when using the internet (if applicable);
- Staff awareness and training, monitoring and record-keeping;
- Partnership and involvement with other agencies.

Pre-Accreditation Draft

A.7 Partnership working in the context of safeguarding

- The importance of the role of all parties in child protection
- Different agencies may be involved in safeguarding
- NSPCC – use of national library for series case reviews
- Communication is essential to ensure the safety and protection of children
- Methods to communicate and exchange information
- Essential to act on concerns as soon as they arise in order to ensure early intervention
- Prevent children slipping through the net
- Learning lessons from past failures, e.g. serious case reviews that have attracted considerable media attention

A.8 Risk to children of using technologies

- Sexual abuse
- emotional abuse
- accessing inappropriate websites, e.g. pornographic material; giving out personal information; children putting themselves at risk of being targeted or groomed; cyber-bullying; sharing personal information when using social networking sites

A.9 Risks and possible consequences for children of being online and of using a mobile phone

Social networking sites, e.g. personal information such as telephone numbers, photographs; personal information online also becomes accessible to individuals other than their friends; risk of grooming, risk of photo alteration with use of AI, internet, e.g. children in the setting should be unable to access inappropriate material due to filters that the setting's computers are required to have, home computers may not have filters in place; mobile phones, e.g. can be a means of bullying children.

A.10 Reducing risk to children from internet and mobile phone use

- Clear e-policy for provision or organisation; internet filters, e.g. Kitemark for Child Safety Online;
- Emphasise importance of keeping personal details private;
- Privacy settings on social networking sites; information workshops for parents about e- safety.

Pre-Accreditation Draft

- New mobile phone policy.

A.11 Principles of confidentiality

- Procedures to prevent bullying in the provision; all staff, parents, carers and children made aware of the procedures that should be followed and the consequences of bullying; follow anti-bullying policy; deal immediately with any incidents of bullying;
- record or report to the designated person according to the provision's policy; parents or carers to be informed; measures introduced following discussion with all parties concerned.
- Essential personal information about child needed to carry out own role needs to be kept confidential, e.g. health details, particular needs;
- Information about a child at risk of harm can be passed on without permission to specific people who 'need to know'; procedure in provision or organisation for sharing information about concerns;
- Enabling early identification and action to be taken, not discussing children outside of work environment, not emailing information, not completing confidential documentation in a public environment or outside a secure login or Virtual Private Network (VPN)

A.12 Steps that practitioners can take to protect themselves in their everyday practice in the provision and on off-site visits. Following and using policies and procedures regarding:

- child protection
- anti-bullying
- health and safety
- e-safety
- policies and procedures of setting with regard to propriety and behaviour,
- appropriate support for intimate personal care
- consent to physical contact (parental permissions and communication with the child;
- non-use of mobile phones while with children;
- use of photography and video to be in line with confidentiality policy to protect identity and personal informing of child,
- informing colleagues of whereabouts and actions.

Pre-Accreditation Draft

A.13 Types of child abuse

Categories of abuse, including

- physical,
- sexual,
- emotional,
- neglect,
- domestic,
- child sexual exploitation,
- female genital mutilation,
- bullying,
- cyber bullying,
- Radicalisation
- County lines

A.14 Signs and indicators of abuse,

Physical;

- Cuts, bruises around ear, neck or soft areas
- defensive wounds on forearm, upper arm, back of legs, hands or feet
- broken bones,
- burns, scalds,
- skin sores,
- recurring illness or infection
- bleeding,
- discharge,
- wetting and or soiling,
- poor personal hygiene,
- poor dental health,
- inadequate clothing

Behavioural;

- fear of individuals,
- flinching,
- depression,
- withdrawn behaviour,

Pre-Accreditation Draft

- anxious,
- aggressive,
- self-harm,
- lack of concentration,
- eating problems,
- missing school/nursery.

A.15 Child protection

- Duty of care;
- children's right to be safe;
- child-centred provision; importance of listening;
- empowering children.

A.16 Action to take in response to evidence or concerns about abuse

- Follow procedures of provision or organisation for reporting and recording suspected abuse;
- report concerns with a written factual and not opinionated report that is signed and dated to designated safeguarding lead (DSL);
- procedure for disclosure, including requirement to take child's allegations seriously,
- not promising to keep information secret; confidentiality requirements

A.17 Actions to take in response to concerns about colleagues:

- Follow whistleblowing procedures;
- report to designated person, Designated Safeguarding Lead or education authority;
- Right to protection for those making allegations (i.e. whistleblowers);
- right to protection of those subject to unproven allegations

Pre-Accreditation Draft

Learning outcome B: Be able to contribute to the health, safety and wellbeing of babies and young children in early years provisions.

B.1 Own role and responsibilities

- Follow procedures for the provision;
- undertaking training;
- identify risks and hazards, recording and reporting;
- Know how to summon help; reassuring children;
- knowing children who may be of particular risk and what to do, e.g. those who are diabetic or asthmatic

B.2 Legislation, guidelines, policies and procedures for health, safety and security

- Childcare Act 2006,
- Early Years Foundation Stage (EYFS) Statutory Framework 2026,
- Health and Safety (First Aid) Regulations 1981,
- Health and Safety at Work Act 1974,
- The Control of Substances Hazardous to Health Regulations 2002 (COSHH),
- Food Hygiene (England) Regulations 2006,
- Manual Handling Operations Regulations 1992 (amended 2002),
- The Regulatory Reform (Fire Safety) Order 2005,
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

B.3 Hazard & Risk

- Hazard; something with the potential to cause harm.
- Risk: is the likelihood of causing harm.
- Control Measure: any action devise or process used to eliminate or reduce a hazard.

B.4 Balancing a safe and challenging environment

- Importance of challenge;
- age-appropriate activities;
- concept of minimising risk and that it may not always be possible to eliminate all risk; importance of supporting children to recognise hazards.

Pre-Accreditation Draft

B.5 Potential hazards to health, safety and security

- poor hygiene standards;
- poor food hygiene;
- environmental, e.g. ventilation, temperature, noise;
- poorly maintained equipment and toys;

Environmental safety;

- cluttered floors;
- poorly maintained surfaces;
- doors and windows; heights, e.g. stairs, climbing frames;
- hazardous substances,
- electrical equipment;
- inadequate supervision;
- poorly maintained outdoor spaces;
- water, e.g. ponds, trays; access points of the provision

Security:

- locked doors,
- access codes,
- staff controlled entry,
- secure external gates, i
- intercom systems,
- visitor procedures signing in and out,
- children released only to authorised adults,
- use of passwords,
- daily registers recording children's staff and visitors,
- safe recruitment including enhanced DBS.

B.6 Contributing to health and safety risk assessment in the provision and off-site

- identifying equipment and toys or equipment that have met safety standards, e.g. BSI Kite Mark, The British Toy and Hobby Association Lion Mark;
- using equipment, furniture and equipment safely;

Pre-Accreditation Draft

- importance of following manufacturer's instructions;
- checking and maintaining indoor and outdoor environment;
- importance of reporting concerns;
- risk assessment for off-site visits, e.g. prior knowledge of the venue, awareness of potential safety issues when taking children out of their usual provision, identifying potential hazards and who might be affected by them, safety measures required to reduce risk to an acceptable level.

B.7 Actions in response to fire

- identifying equipment and toys or equipment that have met safety standards, e.g. BSI Kite Mark, The British Toy and Hobby Association Lion Mark;
- using equipment, furniture and equipment safely;
- importance of following manufacturer's instructions;
- checking and maintaining indoor and outdoor environment;
- importance of reporting concerns;
- risk assessment for off-site visits, e.g. prior knowledge of the venue, awareness of potential safety issues when taking children out of their usual provision, identifying potential hazards and who might be affected by them, safety measures required to reduce risk to an acceptable level.

B.8 Actions in response to fire

- How to raise alarm; procedures for evacuation;
- assembly point; head count or register.

B.9 Actions in response to security incidents

- Reporting non-authorised persons immediately; securing area; recording incident; not putting self or others at risk; keeping record of incident; keeping calm.

B.10 Actions in response to emergency incidents

- a baby or young child requiring urgent medical attention or dental care, summoning help;
- giving clear instructions;
- evacuation procedures;
- reporting;

Pre-Accreditation Draft

- recording; action to take regarding missing children, including immediate action, checking register, checking area, informing parents, informing police.

B.11 Importance of infection control

Infection spreads easily amongst young children, reduces illness, babies and young children are more vulnerable to infection, it keeps all areas within the provision safe when cleaned appropriately, it teaches healthy routines and habits

B.12 Procedures for infection control

Procedures required in own provision, e.g. demonstration of personal hygiene, food preparation and hygiene, including storage and handling of food, safe temperature control, requirement to cover cuts or lesions, importance of regular cleaning of toilets, sinks, bins, cleaning of tabletops, toys and equipment

B.13 Protective clothing to prevent the spread of infection

- Using gloves and disposable aprons when dealing with wounds or bodily fluids with spillages isolated and cleaned quickly.
- Gloves, hair covering and aprons when preparing foods with food and drink spills cleared quickly to prevent contamination and falls.

B.14 Hand washing

- Procedures for effective hand washing and drying, when to wash hands.

B.15 Safe disposal of waste

- importance of following policy and procedures;
- disposal of waste foods; bodily fluids
- keeping containers covered, including lidded or pedal-bins, colour coded waste bins and bags, approved sharp containers and sealed laundry bags
- using gloves
- handling of soiled clothing or linen
- dealing with spillages safely

B.16 Procedures for the administration and safe disposal of medicines

- prescription and non-prescription medicines
- roles and responsibilities
- following correct procedures of receiving medication directly to staff

Pre-Accreditation Draft

- original container with label stating name, dosage expiry date.
- storage is secure in line with manufactures guidance, medication to be kept in the fridge in sealed container
- all out of reach of children
- records kept informing others, when children may carry own medicines; requirement for written parental consent
- correct procedures for returning medicines
- unused medication returned to parent or carer

B.17 Administering of medicines

- checking name, dosage, instructions and expiry date
- keeping a record of when medicine is administered.

B.18 Procedures that protect

- children receive correct dosage
- minimises the risk of incorrect medication being given
- minimises absences from school
- children can manage own long-term illnesses
- reduces risk of litigation against adults.

B.19 Role and Responsibility when a child is unwell or injured

- recognise and respond, observe, listen, reassure, follow policy and procedures.
- apply written communication skills to propose appropriate first aid responses. Using digital platforms where provision allows.
- make situation safe
- remove hazards
- give first aid only within own limits of training and qualification.
- signs and symptoms that a child may be injured or unwell

B.20 Signs of injury;

- cuts, grazes, bleeding, burns, swelling, redness, bruising, puncture wounds, splinters or damaged skin
- pain or tenderness

Pre-Accreditation Draft

- crying, flinching, guarding part of the body, reporting pain, or reacting when an area is touched or moved
- limping or limb out of position
- head wound, bump
- sickness
- drowsy

B.21 Signs of illness

- rash,
- fever,
- feeling cold
- diarrhoea,
- sickness,
- tiredness,
- pale complexion or flushed
- headache
- coughing, runny nose, sore throat,
- loss of appetite
- dehydration
- fewer wet nappies
- unexplained spots.

B.22 Urgent warning signs:

- difficulty breathing
- blue or grey lips or skin
- a seizure
- loss of consciousness
- severe allergic reaction
- a stiff neck with fever
- a rash that does not fade when pressed
- sudden confusion, or a child who is very difficult to wake.

Pre-Accreditation Draft

B.23 Common childhood illness and allergies

Illnesses:

- common cold
- chicken pox
- mumps
- Measles
- Rubella
- hand, foot and mouth disease
- whooping cough
- ear infection
- tonsilitis
- impetigo

Allergies;

- food which may include, milk eggs, nuts, fish, shellfish wheat
- pollen causing hay fever
- dust
- animal
- mould
- insect stings
- medicine
- contact

B.24 Circumstances when urgent medical care is needed

- Loss of consciousness
- anaphylactic shock
- breathing difficulties
- severe bleeding
- burns or scalds
- suspected fractures
- suspected poisoning
- head injuries
- choking
- high temperature

Pre-Accreditation Draft

- asthma attack that does not respond to treatments
- sickle cell crisis
- convulsions and dental injury.

B.25 Circumstances when non-urgent medical care is needed

- rash
- fever
- diarrhoea
- sickness
- bumps, bruises, grazes
- natural loss of primary tooth or toothache

B.26 Impact of ill health on child development

Physical development:

- may reduce a child's energy
- appetite
- sleep quality and ability to take part in active play
- frequent or long-term illness can affect growth, strength, coordination and the development of gross and fine motor skills.

Cognitive development and learning:

- pain
- fatigue
- fever
- medication side effects or repeated absence can make it harder to concentrate, remember information, solve problems and engage in learning
- missed experiences create gaps in learning

B.27 Communication and language:

- conditions affecting hearing, breathing or speech, as well as reduced interaction during periods of illness
- may limit opportunities to listen, communicate and develop vocabulary.

Personal, social and emotional development:

- a child who is unwell may become unsettled, frustrated, withdrawn or more dependent on familiar adults

Pre-Accreditation Draft

- repeated absence disrupts routines, friendships, confidence and a sense of belonging, while ongoing treatment may affect independence and self-esteem.

B.28 Personal and effective care routines Basic care needs,

- toileting, nappy changing
- care of skin
- care of teeth
- opportunity for rest, quiet and sleep
- relevant care routines for ages and stages of development
- identifying individual care need
- ways of promoting independence and self-care
- rights to privacy

B.29 Physical development and health:

- nutritious food
- regular drinks
- safe sleep- how to minimise the risk of sudden infant death syndrome (SIDS) sleep position, room temperature, Bedding, sleep monitoring, parental agreements.
- good hygiene and appropriate toileting support healthy growth
- energy and resistance to infection
- activities including cutlery, washing hands, dressing and managing fastenings strengthen coordination, balance and fine-motor control

B.30 Independence and self-care:

- Time to practise everyday tasks enables children to understand their bodies, recognise their needs and develop self-help skills.

B.31 Communication and language:

- Conversations during care routines introduce vocabulary about the body, clothing, food, feelings, actions and sequences.

Pre-Accreditation Draft

B.32 Cognitive development:

- Repeated routines help children anticipate what comes next, remember sequences, make choices and solve simple problems.
- Sorting clothes, counting spoonfuls or following handwashing steps can support attention, memory, reasoning and early mathematical understanding.

B.33 Understanding of health and safety:

- Consistency helps children to learn why.
- Inclusion**:** Routines adapted for disability, medical needs, culture, religion and family practice enable children to participate alongside their peers.
- Inclusive care reduces barriers, supports equality and strengthens the child's sense of identity and belonging.
- Respect, body awareness, dignity and boundaries:
- Respect every child whose feelings, preferences, privacy and communication matter, use the child's preferred name, speak calmly, explain each step before it happens, listen to verbal and non-verbal responses, offer appropriate choices.
- Care should be unhurried, discreet, positive and non-shaming language, particularly after toileting accidents, spills or when a child needs additional help,
- respect cultural, religious, family and disability-related needs while continuing to follow safeguarding and safety procedures, kept covered as far as practicable, encouraged to do what they can for themselves.

B.34 Planned indoor activity:

Music and movement, dancing, action songs, yoga, stretching, obstacle courses, ball games and activities that develop balance, coordination and fine- and gross-motor control. Plans should identify the intended learning, resources, space, supervision and any reasonable adjustments required.

B.35 Planned outdoor activity:

Running, climbing, riding wheeled toys, balancing, digging, throwing and catching, nature walks and energetic group games. Outdoor planning makes good use of the available environment and includes suitable clothing, hydration, sun protection and weather-related risk controls.

B.36 Spontaneous indoor activity:

Pre-Accreditation Draft

Dance, build large structures, act out energetic stories or show a need to move.

B.37 Spontaneous outdoor activity:

Explore natural changes, follow insects, collect leaves, jump in puddles, investigate slopes and different surfaces. Practitioners should supervise, support appropriate risk-taking and use observations to extend learning while allowing children to lead.

B.38 A positive environment and routine that meet the emotional needs of babies and young children and their families

- impact of health and wellbeing on children's development in the short and long term, promotion of self-confidence, resilience, self-image and a sense of self-worth;
- links to happiness, security and success impact on behaviour and achievement;
- development of independence
- importance of meeting basic care needs
- relationships and friendships
- valuing individuals, encourage positive interactions at mealtimes

Learning outcome C: Be able to work with parents or carers and other professionals to promote children's safety, health and wellbeing.

C.1 Reasons for partnerships with parents and carers

- Benefits of working together, e.g. provide best outcomes for babies and young children, building relationships, sharing information, ideas, thoughts, building knowledge of baby's/child's development

C.2 Difficulties in developing and sustaining partnerships with parents and carers:

- e.g. time and accessibility issues, language and literacy needs, cultural differences, low self-confidence or self-esteem, parent's/carers' previous experiences with education, communication skills of professionals, disability, professional partnerships, information sharing, integrated working, Team Around the Child, safeguarding information sharing, challenging conversations with families, supporting parental engagement, multi-agency working.

Pre-Accreditation Draft

C.3 Fulfilling the basic nutritional requirements of babies and young children to ensure a balanced diet and meet government guidance

- Guidance for group and school-based providers and childminders in England; EYFS requirement that meals, snacks and drinks supplied by the setting are healthy, balanced and nutritious
- Provide a balanced diet: varied range of foods across the week, to include fruit and vegetables; starchy foods such as bread, potatoes, rice and pasta; protein foods such as beans, pulses, eggs, fish and meat; and suitable dairy foods or alternatives. Limit foods and drinks high in saturated fat, salt and free sugars.
- Plan suitable menus and portions: Plan meals and snacks in advance so that food offered across the day and week is varied and nutritionally balanced. Use age-appropriate portions, begin with a small serving and respond to signs of hunger and fullness. Children should not be pressured to finish food.
- Offer appropriate drinks: fresh drinking water readily available throughout the day, milk appropriate to the child's age and needs. Avoid sugary drinks including squash and fruit drinks
- Meet the needs of babies: Support parents' decisions about breastfeeding and expressed breast milk, prepare infant formula safely and introduce solid foods at around six months when the baby is developmentally ready.
- Principles of nutrition; food groups, nutrients provided and usage in the body; current government guidance and initiatives for home country, e.g. NHS 5 Better Health campaign; sharing information with parents or carers on healthy, balanced diets, looking after teeth and being physically active, encouraging children to make healthy choices at mealtimes.

C.4 Different dietary requirements of babies and young children

- Changing dietary needs through life; dietary requirements at different ages and stages of development; daily portion intake; religious and cultural requirements; vegetarian and vegan diets;
- drinking water for babies and young children;
- plan food menus to meet the different requirements for babies and children in your own provision; involve in getting children ready for snack or lunch times; support children to eat their food at snack or lunch times;

Pre-Accreditation Draft

- share information with parents or carers about the importance of healthy balanced diets, oral health and being physically active, including any nutrition-related concerns including allergies.
- Food allergies and intolerances, Weaning guidance, responsive feeding.

Assessment criteria

Learning Outcome A: Understand safeguarding responsibilities and know how to respond to concerns and protect children.

Pass	Merit	Distinction
A.P1 Describe the legal requirements and guidance on safeguarding, including **Prevent,** security, confidentiality of information and promoting the welfare of children.	A.M1 Explain how legal requirements, guidance, policies and procedures are used in early years provisions to help safeguard children, promote their welfare and keep information confidential.	A.D1 Evaluate the importance of following legal requirements, guidance, policies and procedures when safeguarding children and responding to concerns. This is to include how you encourage children to be aware of their own safety and safety of others
A.P2 Summarise safeguarding policies and procedures, including child protection and online safety.	A.M2 Explain ways of reducing risk to children from: • Social networking • Internet use • Using a mobile phone	
A.P3 Describe own role and responsibilities in relation to safeguarding and security, including child protection, recording and reporting, whistle blowing and confidentiality of information.	A.M3 Explain how own role and responsibilities support the identification , reporting, and recording of concerns about a child's safety or welfare.	A.D2 Evaluate ways in which concerns about poor practice can be reported while ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
A.P4 Identify own responsibilities when following procedures	A.M4 Explain the boundaries of your responsibilities in the	A.D3 Explain the consequences of not following the policy

Pre-Accreditation Draft

in the provision for **recording** and reporting, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology	provision of recording and reporting protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology.	and procedures in reporting protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology
A.P5 Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: • domestic • neglect • physical • emotional • sexual abuse	A.M5 Explain the signs and behaviours that indicate a child may be at risk of harm, abuse or bullying, including cyberbullying.	A.D4 Discuss the importance of observing and reflecting on changes in children's behaviour when monitoring a child that may be at risk or harm

Learning outcome B: Be able to contribute to the health, safety and wellbeing of babies and young children in early years provisions.

Pass	Merit	Distinction
B.P6 Outline the legal requirements and guidance for: • health and safety • security	B.M6 Explain how risk assessments and procedures used in early years settings minimise risks and support safe responses to incidents, emergencies and health needs .	B.D5 Evaluate how effective risk assessments and procedures are in keeping early years settings safe and in supporting emergency responses
B.P7 Identify risks and hazards in the work setting and during off site visits relating to both children and staff and visitors and		

Accreditation Draft

follow reporting procedures.		
B.P8 Describe own role and responsibilities, including identifying risks and hazards and the recording and reporting, in the event of: • a baby or young child requiring urgent medical/dental attention • a non-medical incident or emergency • identifying risks and hazards		
B.P9 Demonstrate skills and understanding for the prevention and control of infection, techniques including: • hand washing • food preparation and hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment	BM.7 Explain how infection prevention and medicine procedures reduce risk and support safe practices in early years provisions.	B.D6 Evaluate the effectiveness of infection techniques prevention and control and medicine procedures in reducing risk and protecting the health and wellbeing of babies and young children.
B.P10 Explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines		

Pre-accreditation Draft

B. P11 Identify the signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/dental attention	B.M8 Compare two common childhood illnesses and the procedures you would follow to manage them in an early years setting.	B.D7 Explain the actions to take in response to the following situations: · Fires · Security incidents · Emergency incidents
B.P12 Describe the impact of health and wellbeing on children's development.	BM.9 Identify your own role and responsibility to support a child who has been affected by ill health.	B.D8 Explain how an early years setting can promote health and wellbeing for children and staff in the setting.
B.P13 Describe the current dietary guidance for early years and explain why it is important for babies and young children to have a healthy balanced and nutritious diet and be physically active	B.M10 Explain how to encourage babies and young children to eat healthy balanced meals, snacks and drinks appropriate to their age	B. D9 Explain basic food safety when providing food and drink to babies and young children
B.P14 Promote health and wellbeing in settings by encouraging babies and young children to: • consume healthy and balanced **and nutritious** meals, snacks and drinks appropriate for their age • be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors		

Accreditation Draft

B.P15 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: • Eating (feeding and weaning/complimentary feeding) • nappy changing procedures • potty/toilet training • care of skin, teeth and hair • rest and sleep provision	B.M11 Explain how respectful care routines support babies' and young children's development, dignity and individual needs.	B.D10 Discuss the importance of respectful care routines and positive health and wellbeing in supporting babies' and young children's development, dignity, independence and individual needs.
B. P16 Demonstrate how to encourage children to: • be aware of personal safety and the safety of others • develop personal hygiene practices (including oral hygiene)	B.M12 Explain how encouraging personal safety, hygiene practices, healthy eating and physical activity supports babies' and young children's health and wellbeing.	B.D11 Evaluate the impact of promoting personal safety, hygiene practices, healthy eating and physical activity on babies' and young children's health, wellbeing and independence
B. P17 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements	B.M13 Explain how safe use of equipment, furniture and materials maintain children's health, safety and wellbeing in the setting	B.D12 Discuss the consequences of not of using equipment, furniture and materials according to the manufacturer's requirements and the setting's policies

Pre-Accreditation Draft

Learning outcome C: Be able to work with parents or carers and other professionals to promote children's safety, health and wellbeing

Pass	Merit	Distinction
C.P18 Demonstrate how to share information with parents/carers about the importance of healthy balanced **and nutritious** diets, looking after teeth and being physically active.	C.M14 Explain how information shared with parents or carers about healthy balanced and nutritious diets, looking after teeth and being physically active supports babies' and young children's health and wellbeing.	C.D13 Evaluate the importance of sharing information with parents/carers about healthy balanced and nutritious diets, looking after teeth and being physically active in supporting babies' and young children's health and wellbeing.

Pre-Accreditation Draft

Assessing the NEA

You will make assessment decisions for each NEA using the assessment criteria given above. Before making assessment decisions, you should refer to the guidance on using the assessment criteria provided in the *Pearson Occupational Certificate Supplementary Specification* document which is available on our website.

For further information on managing non-exam assessments, see the Pearson Occupational Certificate Supplementary Specification document which is available on our website.

Transferable skills

Through this unit students will develop transferable skills including:

- **communicating** information effectively with parents/carers, colleagues and other professionals in relation to children's safety, health and wellbeing
- **team working** collaboratively with parents/carers, colleagues and other professionals to promote children's safety, health and wellbeing
- **decision making** to identify and respond appropriately to risks, safeguarding concerns, illness, injury and emergency situations.

The qualification Delivery Guide suggests ways for centres to help students develop these transferable skills.

Assessment summary

The NEA for this unit consists of **seven tasks**:

- In response to **Task 1**, students will demonstrate their knowledge and understanding of safeguarding and their responsibilities when working in an early years setting.
- In response to **Task 2**, students will demonstrate their ability to recognise safeguarding concerns and identify appropriate actions to take.
- In response to **Task 3**, students will demonstrate their knowledge and understanding of reporting and responding to safeguarding concerns.
- In response to **Task 4**, students will demonstrate their knowledge and practical application of risk assessment and safe working practices in an early years setting.
- In response to **Task 5**, students will demonstrate their knowledge and practical application of infection prevention and control and responding appropriately to illness or injury.
- In response to **Task 6**, students will demonstrate their knowledge and practical skills when carrying out safe and respectful care routines.
- In response to **Task 7**, students will demonstrate their understanding and practical application of nutrition, dietary needs and physical activity, including sharing relevant information with parents or carers.

Pre-Accreditation Draft

The assessment combines knowledge-based activities with practical, placement-based evidence to demonstrate students' knowledge, understanding and practical skills. We advise 20 hours to complete assessment tasks administered in the centre.

The NEA is set by Pearson and will be graded by centres and moderated by Pearson. The assessment will take the form of an Assessment Workbook for this unit, and is available on the secure area of the website. Students must use the workbook to provide the required evidence to achieve this unit.

Resource requirements

For this unit, students must have access to:

- an appropriate early years placement setting that provides opportunities to complete the required health, wellbeing and care routines
- handwashing and hygiene facilities
- appropriate personal protective equipment
- facilities and equipment for carrying out age-appropriate care routines
- food preparation, serving and mealtime resources
- indoor and outdoor resources for supporting physical activity
- appropriate equipment, furniture and materials routinely used within an early years setting

Pre-Accreditation Draft

Unit 4: Communication and Professional Practice

Assessment type: Non-exam assessment (NEA)
Unit type: Mandatory
Guided learning hours: 108 GLH

Introduction

This unit develops your communication and professional practice skills for working effectively in an early years provision. You will explore different communication methods, how to meet the communication and language needs of babies and young children, and how to overcome barriers to effective communication.

You will develop your understanding of your own role, responsibilities and expected professional behaviours, including working with colleagues, following workplace policies and procedures, sharing information appropriately and supporting children's development, play and learning.

You will also develop your ability to reflect on your own practice, use feedback and engage in continuing professional development to improve your knowledge, skills and behaviours. These skills will support your ongoing development and progression within the early years sector.

Learning Outcomes

A: Understand own role, responsibilities and expected professional behaviours in an early years provision.

B: Be able to communicate with babies and young children and meet their communication and language needs

C: Be able to use reflection, feedback and continuing professional development to improve own practice.

Pre-Accreditation Draft

Unit Amplification

Learning outcome A: Understand own role, responsibilities and expected professional behaviours in an early years provision.

A.1 Duties and responsibilities

- Description for own role
- Organisational goals and practices, every child to remain healthy, safe and develop and learn
- Roles of colleagues
- Role in the team
- Inter-agency working
- Standards that influence role: codes of practice, regulations, minimum standards and National Occupational Standards
- British Values
- Equality Act 2010 responsibilities
- Anti-discriminatory practice
- Professional boundaries including; professional conduct, accountability, confidentiality, whistleblowing, duty of candour and professional relationships.
- Duties and responsibilities of early years practitioners
- Key workers
- Teachers and leaders
- Designated safeguarding lead
- Paediatric first aiders
- Students and volunteers

A.2 Plan, carry out and review children's play and leisure

- Work with early years practitioners to plan, organise and prepare play areas, including role play, book corners and creative areas
- identify search requirements and create appropriate search criteria and queries to support research for activity planning.
- Support early interests, e.g. mark making, writing, reading and being read to
- Supervise outdoor play by being available but not intrusive
- Include numbers, number patterns, counting, sorting and matching in mathematics learning
- Ensure health and safety requirements are met

Pre-Accreditation Draft

- Allow children to develop their own play ideas without over- or under-protection
- Provide adequate resources to enable children to develop and deepen play
- Offer new ideas and resources or alternatives to support environmental sustainability
- Review the effectiveness of activities in supporting creativity and social development
- Include a balanced combination of child-initiated activities, where children choose resources to develop their own ideas
- Include adult-led activities with a clear purpose based on the child's interests and next steps

Synoptic link: When assessed on **A.2 – Plan, carry out and review children's play and leisure,** students will be expected to draw on content from:

- **Unit 1: Foundations of Early Years Practice (content areas A2 and A3)** about the practitioner's role and responsibilities in planning and supporting children's activities.
- **Unit 2: Children's Development (content areas B.2 and B.3)** about play, learning, enabling environments and planning activities to support children's development.

A.3 A plan that meets the development needs of a child

- How the plan supports areas of learning in the Early Years Foundation Stage (EYFS) curriculum, e.g. prime areas, specific areas
- Refer to developmental norms as a guide and recognise that development is both holistic and interconnected
- Include the value of involving the baby or child in taking responsibility for their own development and contributing to the plan
- Appropriate resources and equipment to support the plan awareness of prior learning
- Assess the reliability of the search results to support the plan: currency, relevance, source and purpose.
- Consolidate learning of baby or young child
- Provide a suitable structure
- Remove barriers to learning
- Develop strategies to inspire and motivate

Pre-Accreditation Draft

- Plan for ways to provide constructive feedback, e.g. performance indicators, timely communication, use of praise, constructive criticism, reflection, review

Synoptic link: When assessed on **A.3 – A plan that meets the development needs of a child,** students will be expected to draw on content from:

- **Unit 1: Foundations of Early Years Practice (content areas A3 and C3)** about the practitioner's responsibilities, the EYFS and planning to support children's individual needs and development.
- **Unit 2: Children's Development (content areas A.1–A.4, B.1 and B.3)** about children's development, factors affecting development, individual needs and planning activities to support learning and development.

A.4 Policies and procedures in the provision for information sharing

- Organisation's policies and procedures for information sharing, e.g. confidentiality policy
- Own role and responsibility in information sharing
- Confidentiality
- GDPR
- Legal duties as required by relevant legislation, e.g. Safeguarding Children and Young People, Data Protection Act 2018, EYFS Statutory Framework
- Importance of following policies and procedures of the provision, e.g. adhering to correct adult to child ratios, use of safety equipment, identifying and reporting specific risks to individual children, training for staff and other adults in the provision, delivering safety education to children as appropriate, routine health and safety assessment and/or checklist for both indoors and outdoors, visits/outings, recording accidents and incidents, requirement to review policies and procedures

Synoptic link: When assessed on **A.4 – Policies and procedures in the provision for information sharing,** students will be expected to draw on content from:

- **Unit 1: Foundations of Early Years Practice (content areas A4 and B1)** about safeguarding, confidentiality, information sharing and the legal and professional responsibilities for protecting children's information.
- **Unit 3: Safeguarding, Health and Wellbeing (content areas A.6, A.11, A.12 and B.2)** about safeguarding policies and procedures, confidentiality,

Pre-Accreditation Draft

appropriate information sharing and following workplace policies and legal requirements.

A.5 Reporting and recording procedures: roles and responsibilities

- Procedures for reporting to line manager or supervisor
- Reporting to parents
- Legal requirements
- How to access workplace policies and procedures
- Importance of recording information clearly, accurately, legibly and concisely
- Reasons for keeping records, e.g. accident and incident reports
- Need to record facts
- Sharing information with colleagues, parents or carers
- Accessibility
- Legal requirements, e.g. Children Act 2004, Working Together to Safeguard Children 2018, updated 2026, EYFS Statutory Framework, Education Inspection Framework - Ofsted

Synoptic link: When assessed on **A.5 – Reporting and recording procedures: roles and responsibilities,** students will be expected to draw on content from:

- **Unit 1: Foundations of Early Years Practice (content areas B1 and B3)** about confidentiality, information sharing, professional roles and responsibilities and working with others.
- **Unit 2: Children's Development (content areas C.7 and C.8)** about partnership working, effective communication, confidentiality and sharing information with colleagues and other professionals.
- **Unit 3: Safeguarding, Health and Wellbeing (content areas A.6, A.7, A.11, A.16, A.17 and B.1)** about safeguarding responsibilities, communication and information sharing, confidentiality, recording and reporting concerns and following reporting procedures.

A.6 Ways to prevent personal attitudes and beliefs from obstructing quality of work

- checking assumptions,
- seeking feedback,
- following inclusive policies

Pre-Accreditation Draft

- Make considered decisions
- Set ground rules for behaviour
- Monitor your and teams behaviour
- reflecting on how decisions affect a child

Learning outcome B: Be able to communicate with babies and young children and meet their communication and language needs

B.1 Communication methods

- Verbal
- Non-verbal
- Written
- British Sign Language
- Makaton
- Braille
- Finger spelling
- Pictures and symbols
- Technological aids, e.g. hearing loops
- Human aids, e.g. interpreters and translators
- Digital communication skills, producing content, organising information, storing and retrieving created digital content; conveying information to others;
- Adapt communication methods for clarity when exchanging information about children with parents, carers or other professionals
- Visual timetables
- Objects of reference
- Augmentative and Alternative Communication (AAC) tools

B.2 Communicating with babies and young children in a way that is appropriate to them, using appropriate body language

- Use language appropriate to age/stage of development of baby/young child
- Meaning or message appropriate to stage/age of baby or young child, e.g. brief, specific
- Spoken language, e.g. form and tone of expression, questioning, confirming, reflecting
- Clarifying meaning

Pre-Accreditation Draft

- Body language, e.g. eye contact, facial expressions, body movement, posture, gesture, muscle tension, touch, proximity, orientation, facial expressions, gestures, active listening
- Extend children's development and learning through verbal and non-verbal communication
- Communication through play
- Use of sign language/baby signing
- Sustained shared thinking
- Language-rich environments,
- Serve-and-return interactions

B.3 Actively listening to children, valuing what they say, experience and feel

- Awareness of individual needs
- Appropriate body language, e.g. eye contact, orientation
- Give baby or young child full attention
- Show genuine interest
- Demonstrate empathy
- Take concerns seriously

B.4 Development of communication styles

- Model clear speech
- Ask simple clear questions
- Repeat and expand words
- Use songs and stories
- Give praise
- Use positive responses
- Give reassurance to help children to feel confident to express themselves

B.5 Checking that babies and young children understand what is communicated

- Use language appropriate to stage/age of baby/young child
- Awareness of non-verbal clues, e.g. body language, gestures, signs
- Use questions to clarify and check understanding
- Summarise and confirm key points

Pre-Accreditation Draft

Synoptic link: When assessed on **B.1–B.5 – Communication methods and communicating with babies and young children,** students will be expected to draw on content from:

- **Unit 1: Foundations of Early Years Practice (content areas A7 and B4)** about effective communication, active listening, non-verbal communication and working effectively with others.
- **Unit 2: Children's Development (content areas A.1–A.4, B.1 and B.8)** about children's stages of development, communication and language development, individual needs and using communication to support children's learning and development.

B.6 Communication and language needs of individuals

- English as an additional language (home language)
- Speech, Language and Communication Needs (SLCN)
- Preferred method
- Sensory difficulties
- Preferences based on, e.g., beliefs, values, cultural variations, age, gender
- Additional learning needs
- Physical disabilities
- Delayed speech

B.7 Barriers to communication

- Background and culture of individual
- Sensory impairment
- Dialect
- Use of jargon or language not appropriate to age/stage of development
- Environmental factors, e.g. noise, poor lighting
- Attitudes
- Learning disabilities
- Health conditions
- Lack of confidence

Pre-Accreditation Draft

B.8 Ways to reduce barriers

- Use of technological aids
- Human aids, e.g. interpreters, signers, translators
- Use clear speech and appropriate vocabulary
- Apply digital skills by producing, organising, storing and retrieving created digital content to convey information to an audience.
- Staff training
- Improve the environment
- Reduce distractions

Synoptic link: When assessed on **B.6–B.8 – Communication needs, barriers to communication and ways to reduce barriers,** students will be expected to draw on content from:

- **Unit 2: Children's Development (content areas A.1–A.4, B.1 and B.7)** about children's development, individual needs, inclusive practice and adapting support to enable participation and development.
- **Unit 3: Safeguarding, Health and Wellbeing (content areas A.7 and B.1)** about partnership working, effective communication and the practitioner's responsibility for supporting children safely and appropriately

B.9 The impact of communication on Team work:

- Communication with others, e.g. colleagues, people who use services, children
- Supports the development of effective relationships
- Helps to build trust
- Aids understanding of individuals' needs
- Prevents misunderstandings
- Supports the development of own knowledge and skills

Synoptic link: When assessed on **B.9 – The impact of communication on teamwork,** students will be expected to draw on content from:

- **Unit 1: Foundations of Early Years Practice (content areas A7, B3 and B4)** about effective communication, teamwork, collaboration and working positively with others.

Pre-Accreditation Draft

- **Unit 2: Children's Development (content areas C.7 and C.8)** about partnership working, effective communication and maintaining positive professional relationships.

B.10 The importance of observing others' reactions:

- Verbal communication, e.g. tone, pitch, silence
- Body language, facial expressions, eye contact, gestures, touch
- Understand emotional state
- Know if the information has been understood
- Know when and how to adjust communication method
- Recognise barriers to communication

B.11 Checking understanding following information exchange:

- Ask questions to check understanding and clarify
- Repeat and rephrase when necessary
- Allow adequate time for response
- Be aware of body language and non-verbal communications of respondent
- Look for visual clues and other signs that information has been understood
- Review the method of communication used
- Change it if appropriate
- Summarise information given.

Learning outcome C: Be able to use reflection, feedback and continuing professional development to improve own practice.

C.1 Role of reflection in improving own knowledge, skills and behaviours –

- Importance of continuous reflection in early years practice, e.g. to ensure healthy growth, safety and welfare of children and improving own practice, knowledge and skill
- Situations in a work context, e.g. supporting an individual using childcare services, support for children, working with colleagues
- Effectiveness of own practice
- Recognition of own contribution to teamwork
- Evidence of applying learning and skills to new situations
- Changes in own practice

Pre-accreditation Draft

- Ability to advise and support colleagues
- Ways in which reflective practice can bring about change in own and others' knowledge, skills and behaviours, e.g. being observed, responding appropriately to parents' or carers' religious and cultural beliefs regarding food and nutrition, sharing information on the importance of healthy balanced diets and being physically active

Synoptic link: When assessed on **C.1: The role of reflection**, students will be expected to draw on content from:

- **Unit 1: Foundations of Early Years Practice (content areas A2, A3, A7, A8, B3 and B4)** about professional roles, responsibilities, skills, behaviours and teamwork.
- **Unit 2: Children's Development (content areas B.8, C.7 and C.8)** about supporting development, partnership working and professional relationships.
- **Unit 3: Safeguarding, Health and Wellbeing (content areas A.4, A.7, B.1 and B.38)** about safeguarding, partnership working, health and wellbeing.

C.2 The importance of reflecting on work activities

- Helps to make sense of and learn from experiences
- Identifying new opportunities
- Developing skills and techniques
- Understanding what has been achieved
- Thinking about aspects that worked well or not so well
- Considering what could have been done differently

C.3 Feedback from others

- Using feedback from others to identify areas to improve own knowledge, skills and behaviours, e.g. developing action plans, adapting communication styles for different age ranges
- Feedback from colleagues, e.g. line manager, supervisor, tutor
- Feedback from people using services, e.g. adults, young children, families
- Ways that feedback has been used to make changes in own practice

Pre-Accreditation Draft

Synoptic link: When assessed on **C.3 – Feedback from others,** students will be expected to draw on content from:

- **Unit 1: Foundations of Early Years Practice (content areas A7, A8, B3 and B4)** about professional skills and behaviours, communication, teamwork and working effectively with others.
- **Unit 2: Children's Development (content areas B.8, C.7 and C.8)** about reviewing practice, partnership working, teamwork and maintaining effective professional relationships.
- **Unit 3: Safeguarding, Health and Wellbeing (content areas A.7 and B.1)** about partnership working, professional communication and the practitioner's roles and responsibilities.

C.4 Developing knowledge, skills and understanding through a learning activity

- Engaging in continuing professional development (CPD) that reflects changes in the early years sector
- Awareness of the current Early Years Foundation Stage statutory framework.
- Keep knowledge up to date on strengthened safeguarding and welfare requirements, including safer recruitment and DBS checks, staff suitability, safer sleeping, safe eating, allegations of harm, children's screen use and the use of mobile phones and electronic devices
- Develop effective teaching practice, including the systematic use of phonics to support early language, reading and literacy development

Synoptic link: When assessed on **C.4 – Developing knowledge, skills and understanding through a learning activity,** students will be expected to draw on content from:

- **Unit 1: Foundations of Early Years Practice (content areas A2, A3, A7 and A8)** about professional roles and responsibilities, skills, behaviours and developing effective early years practice.
- **Unit 2: Children's Development (content areas B.8, C.7 and C.8)** about supporting children's learning and development, reviewing practice, partnership working and professional relationships.
- **Unit 3: Safeguarding, Health and Wellbeing (content areas A.4, A.7 and B.1)** about safeguarding responsibilities, partnership working, health, safety and professional practice.

Pre-Accreditation Draft

C.5 Ways to record evidence of personal progress

- Importance of regular review
- Daily log
- Record of timekeeping skills, roles and responsibilities, equal opportunities
- Use of diary or journal
- Personal development plans and reviews
- Witness testimonies

C.6 Personal Development Plan

- Agreeing objectives for development
- Proposing activities to meet objectives
- Timescales for review
- Understanding needs for specific, measurable, achievable, realistic and timed targets (SMART)
- Need for regular review of development plans
- Need to identify training opportunities and support

C.7 Personal Planning process: cyclical nature of planning and review

- Understanding own role
- Identifying own strengths and weaknesses
- Identifying gaps in knowledge
- Using feedback from others
- Appraisal process
- Understanding development goals of own sector
- Identifying opportunities to develop knowledge and skills
- Reviewing progress

Synoptic link: When assessed on **C.6–C.7 – Personal Development Plan and the personal planning process,** students will be expected to draw on content from:

- **Unit 1: Foundations of Early Years Practice (content areas A2, A3, A7 and A8)** about professional roles and responsibilities, skills, behaviours and areas for professional development.

Pre-Accreditation Draft

- **Unit 2: Children's Development (content areas B.8, C.7 and C.8)** about reviewing practice, partnership working, teamwork and professional relationships.
- **Unit 3: Safeguarding, Health and Wellbeing (content areas A.7 and B.1)** about partnership working and the practitioner's professional roles and responsibilities.

C.8 Sources of support for own learning and development

- Informal
- Formal
- Internal, e.g. line manager, supervisor
- Mentoring schemes
- Tutor

Pre-Accreditation Draft

Assessment criteria

Learning outcome A: Understand own role, responsibilities and expected professional behaviours in an early years provision.

Pass	Merit	Distinction
A.P1 Explain own role and expected behaviours and the roles of colleagues and the team.	A.M1 Explain how own role, responsibilities and expected behaviours support safe, effective and professional practice in an early years provision.	A.D1 Evaluate the importance of own role, responsibilities and professional behaviours in supporting children's holistic development, play and learning opportunities using relevant examples from early years practice.
A.P2 Explain how to access workplace policies and procedures and your own responsibilities and accountabilities relating to these.		
A.P3 explain, with examples, how your behaviour can impact on babies and children and influence them.	A.M2 Explain how to minimise the effect of personal opinions and bias when working with babies and young children	

Learning outcome B: Be able to communicate with babies and young children and meet their communication and language needs

Pass	Merit	Distinction
B.P4 Demonstrate how to communicate with all children, including those for whom English is an additional language and those with additional needs, in ways that will be understood, including	B.M3 Explain effective communication with babies and young children, adapting verbal and non-verbal communication methods to meet their age, stage of development and	B.D2 Discuss the effectiveness of your own communication with babies and young children, giving reasons for how selected and utilised verbal and non-verbal

Pre-Accreditation Draft

verbal and non-verbal communication	individual communication needs.	communication methods meet individual needs, support understanding and encourage development and learning.
B.P5 Demonstrate how to extend children' development and learning through verbal and non-verbal communication.		
B.P6 Explain ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech	B.M4 Explain how different communication methods support babies and young children's understanding, development and learning, using relevant examples.	
B.P7 Encourage babies and young children to use a range of communication methods		
B.P8 Demonstrate a range of communication methods to exchange information with children and adults.		

Pre-Accreditation Draft

Learning outcome C: Be able to use reflection, feedback and continuing professional development to improve own practice.

Pass	Merit	Distinction
C.P9 Explain the importance of reflective practice and continued professional	C.M5 Explain how reflection and feedback have been used to identify strengths, areas	C.D3 Assess how reflection, feedback and continuing professional development

development to improve own skills and early years practice.	for development and ways to improve own early years practice.	have improved own early years practice, giving examples of changes made and the impact on own skills, knowledge and behaviours.
C.P10 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge.	C.M6 Explain how continuing professional development activities have supported improvements in own knowledge, skills and behaviours.	
C.P11 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.		

Assessing the NEA

You will make assessment decisions for each NEA using the assessment criteria given above. Before making assessment decisions, you should refer to the guidance on using the assessment criteria provided in the *Pearson Occupational Certificate Supplementary Specification* document which is available on our website.

For further information on managing non-exam assessments, see the Pearson Occupational Certificate Supplementary Specification document which is available on our website.

Transferable skills

Through this unit students will develop transferable skills including:

- **planning how to communicate** information and plan activities effectively in an early years context
- **communicating effectively** with babies, young children and adults, adapting communication to individual needs and circumstances
- **team working to collaborate effectively** with colleagues and other professionals

Pre-Accreditation Draft

- **investigating through research** by identifying search requirements, creating appropriate search criteria and assessing the reliability of information used to support planning and professional practice.

The qualification Delivery Guide suggests ways for centres to help students develop these transferable skills.

Assessment summary

The NEA for this unit consists of three tasks.

- In response to **Task 1**, students will demonstrate their knowledge and understanding of professional roles, responsibilities and behaviours within an early years setting.
- In response to **Task 2**, students will demonstrate effective communication with babies, young children and adults, including through practical evidence gathered in placement.
- In response to **Task 3**, students will reflect on their own practice and identify opportunities for continuing professional development.

The assessment combines knowledge-based activities with practical, placement-based evidence to demonstrate students' knowledge, understanding and practical skills. We advise 10 hours to complete assessment tasks administered in the centre.

The NEA is set by Pearson and will be graded by centres and moderated by Pearson. The assessment will take the form of an Assessment Workbook for this unit, and is available on the secure area of the website. Students must use the workbook to provide the required evidence to achieve this unit.

Resource requirements

For this unit, students must have access to:

- an appropriate early years placement setting
- age-appropriate play, learning and communication resources
- visual or alternative communication aids, where required
- appropriate digital equipment to produce and store assessment evidenc

Pre-Accreditation Draft

4 Planning your programme

Is there a student entry requirement?

There are no formal entry requirements. It is assumed that students are studying English and Maths qualifications alongside this qualification. Centres are responsible for ensuring that students make reasonable progress and achieve at this level. You must be confident that students are able to participate in placement activities and demonstrate competence without ongoing individual support to achieve the qualification's occupational outcomes, for DfE Licence to Practice requirements. Achievement can be supported by highlighting links between this qualification and other qualifications.

What level of Early Years Practitioner knowledge is needed to teach this qualification?

Centres must ensure that the assessment for Units 2,3 and 4 is carried out by tutors with relevant expertise in the occupational area and assessment Expertise in the occupational area can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than these qualifications. Assessment expertise can be evidenced by qualifications in teaching or assessing and/or internal quality assurance or current (within three years) experience of assessing or internal verification. See *Appendix 3 – Assessment Principles* and list of acceptable qualifications for delivery.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some units, specific resources are required; please refer to individual units.

What makes good vocational teaching?

Effective vocational teaching is rooted in the application of knowledge, understanding and skills within the sector. Teaching and learning should be contextualised through realistic vocational activities, scenarios and projects that help students connect what they learn with how the sector operates in practice. Through opportunities to apply their learning, supported by practice, feedback and reflection, students can develop their understanding and skills over time and build confidence in applying their learning in different contexts. To support this, we provide delivery guidance for the qualification and CPD to support effective delivery.

Pre-Accreditation Draft

5 Final grading and awarding

Awarding and reporting for the qualification

Occupational Certificate qualifications are graded and certificated on a three-grade scale of Distinction, Merit to Pass. Individual units will be graded on the same grade scale. Individual unit results will be reported.

Students who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

Grade boundaries will be set for the examination in the series in which it is offered through a process known as awarding. Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important as we must ensure that students have the same opportunity to achieve, regardless of the assessment opportunity.

Students' raw marks from examined units, along with grades from NEA units,will be converted to a Uniform Mark Scale (UMS). The UMS is used to convert students' unit performance into uniform marks that are combined for a final qualification grade.. (Further details of the UMS are provided below in the section 'Calculation of a Qualification Grade'.)

Eligibility for an award

In order to be awarded the qualification, a student must complete and achieve a Pass or above in all three NEA units (Units 2, 3 and 4), complete and log 250 hours of work placement, and achieve the minimum overall Uniform Mark Scale (UMS) required for the relevant qualification grade threshold.

Units 2, 3 and 4 are must-pass units because they assess the occupational competence required for the Licence to Practise. Students must therefore achieve all of the Pass criteria within each of these units in order to be eligible for the qualification.

Unit 1: Foundations of Early Years Practice is not a must-pass unit. An Unclassified result in Unit 1 is considered an outcome for the purposes of aggregation towards the final qualification award. The raw marks achieved in Unit 1 are converted to UMS and combined with the UMS outcomes from Units 2, 3 and 4 to determine the student's overall qualification grade.

Pre-Accreditation Draft

Subject to these eligibility requirements being met, Pearson will automatically calculate the student's overall qualification grade when the qualification claim is made.

If a student retakes the Assessment by Examination for Unit 1 in an assessment series in which the assessment is available, the highest result achieved will be used towards the overall qualification outcome.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a student's performance across the units. Stronger performance in some units may be balanced by lower performance in others.

The UMS is used to convert students' NEA and examination unit outcomes into uniform marks. This is done in order to standardise marks from one examination series to another. For example, a student who just achieves a borderline merit performance in an examined unit one year will receive the same uniform mark as a student achieving that same performance the following year, regardless of their raw marks.

The uniform marks required for each grade for each unit

Units: 2, 3 & 4

Unit Grade	D	M	P	U
Unit 2	90	70	50	0
Unit 3	90	70	50	0
Unit 4	72	56	40	0

Students who do not achieve the standard required for a Pass in Units 2,3 & 4 will receive a uniform mark of zero.

Unit: 1

For the examined unit, students may achieve the full range of uniform marks, from 0 to 120. The minimum UMS awarded for each grade for this unit is

Unit Grade	D	M	P
Maximum UMS = 120	96	72	48

Students who do not achieve the standard required for a Pass will receive a uniform mark in the range 0–47.

Pre-Accreditation Draft

Qualification level results: the minimum uniform marks required for each grade

Qualification Grade	D	M	P
Maximum UMS = 400	320	240	160

Students who do not achieve the standard required for a Pass grade will receive a uniform mark in the range 0–159.

Results issue

Results are issued in line with the published dates shown in the 'Key dates' section of the *Information Manual*, available on our website.

Pre-Accreditation Draft

6 Resources and support

We provide a range of resources and professional development opportunities to support the delivery of Occupational Certificates. These are available on our website.

Support for setting up your course and preparing to teach

Delivery Guide

The Delivery Guide provides an overview of the qualification units and assessments. It includes a broad scheme of work, with guidance on delivery, teaching approaches, assessment preparation and additional resources.

Support for assessment

Centre standardisation materials for NEA units

Marked examples of student work will be provided to support the centre marking and standardisation process.

Training and support from Pearson

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment, quality assurance and administration of Occupational Certificates. These sector-specific events are developed and delivered by subject specialists.

People to talk to

There are many people who can support you and give you advice and guidance on delivering your Occupational Certificates. They include:

- Subject Advisors – they are available for all sectors. They have expertise across Pearson qualifications within their sector and can answer queries on planning, teaching, learning and assessment.
- Customer Services – the 'Support for You' section of our website explains how to contact us for general queries. For specific queries, our service teams will direct you to the relevant person or department.
- Pearson Quality Advisors – they can support centres with the quality assurance aspects of programme delivery.

Pre-Accreditation Draft

Appendix 1

Command word taxonomy for examined assessment units

This is a summary of the key terms that may be used in examined assessment. Please note, the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command word	Simplified definition
Complete	Add the required information to a table, diagram or other given format.
Describe	Give an account of something or set out the stages of a process. Include relevant detail, but reasons or justification are not required.
Discuss	Consider different aspects of an issue, situation, problem or argument in detail and explain how they relate to each other. A conclusion is not required.
Evaluate	Review relevant information and evidence, consider strengths, weaknesses or alternatives, and reach a supported judgement. Where required, make an appropriate recommendation.
Explain	Give a relevant point and a linked reason that shows why or how something occurs.
Identify	Select the required relevant information, usually from a stimulus or resource.
State/give/name	Recall and provide the required piece or pieces of information.

Pre-Accreditation Draft

Appendix 2

Mapping between Department for Education (DfE) subject content and Pearson content and Pearson Level 2 Occupational Certificate Early Years Practitioner

DfE LO1 Conveying information to an audience to outline the role of an Early Years Practitioner and the knowledge, skills and qualities needed to work successfully in the early years sector	
DfE Occupational Certificate Early Years Practitioner subject content statement	**Pearson qualification**
The different settings in the early years sector: private and public settings, full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home-based provision, hospitals, social care settings, family hubs and local authority provision.	Unit 1 A1
The role of an Early Years Practitioner: to work as part of a professional team to ensure the welfare and care of children, to work as part of a team to support the learning and development of children ,to work directly with children on a day-to-day basis supporting the planning and delivery of activities	Unit 1 A2 Unit 4 B.P7
The main responsibilities of an Early Years Practitioner: supporting child-initiated and adult-led activities, supporting children's learning through planned and purposeful play, creating and maintaining an enabling environment, ensuring the safety and security of children, assisting with children's care needs and ensuring the safety and welfare of children by recognising when a child is in danger, or at risk of harm or abuse	Unit 1 A3 UNIT 3 A.P.1 A.P.4 A.P.5
Why safeguarding and child protection is paramount when working as an Early Years Practitioner including the legal requirements and guidance on safeguarding, Prevent, security and confidentiality	Unit 1 A4 Unit 3 A.P.1
The need for safeguarding policies and procedures including child protection and online safety	Unit 1 A4 Unit 3 A.P.2

Pre-Accreditation Draft

How to comply with the legal requirements in relation to health and safety and food hygiene in early years settings including risks and hazards, infection control techniques, and use of personal protective equipment	Unit 1 A4 Unit 3 B.P6 B.P7 B.P8 B.P9
Why setting specific learning goals for learning and development is important in the early years sector	Unit 1 A6
The existence of expected early learning goals within the statutory framework and the stages of learning and development requirements from birth to five years	Unit 1 A6
The skills required by employers in the early years sector: planning, communicating, teamworking and self-managing	Unit 1 A7
The personal qualities required by employers in the early years sector: punctual, inclusive, reliable, positive, enthusiastic and professional	Unit 1 A8 Unit 4 B.P7
Communication techniques used to convey information to an audience: oral, visual, and written methods, and using technology to support conveying information.	Unit 4 A.P.1 A.P.3 A.P.5
Plan how to convey information to an audience: estimating time and resources required, prioritising and sequencing activities to produce the required information that is to be conveyed	Unit 1 A2 A3
Identify information sources to be used and select relevant information to be conveyed to an audience	Unit 1 B1

Pre-Accreditation Draft

	B2 D4 Unit 4 LO B
Apply creativity skills to consider different ways to convey information to an audience	Unit 4 B.P6
Apply communication skills to convey the information to an audience	Unit 4 A.P1 A.P2 A.P3 A.P4 A.P5
Apply digital skills by producing, organising, storing and retrieving created digital content to convey information to an audience.	Unit 4 B8

DfE LO2 Collaborate as a team member to promote the importance of partnership working in the early years sector	
DfE Occupational Certificate Early Years Practitioner subject content statement	**Unit in Pearson qualification**
The range of different individuals and professionals that Early Years Practitioners and educators work with: parents, carers, wider family, agencies and services that support parents and carers, colleagues within the same setting and other professionals outside of the education setting	Unit 1 B2
The role of different agencies and childcare professionals: area SENCOs, local authority advisors, health visitors, social workers, speech and language therapists and children's centre workers	Unit 1 B2 Unit 2 C.P18
The core principle in the early years sector of working as part of a professional team to provide high quality care and to ensure the best outcomes for children	Unit 1 B3

Pre-Accreditation Draft

The benefits of professional teamwork in early intervention: to collaborate, plan and provide appropriate and comprehensive support for individual children	Unit 1 B3 Unit 2 C.P21 C.P24
The relationship between safeguarding and confidentiality of information, including exceptions to confidentiality	Unit 1 B1 Unit 3 A.P3 A.P4
The important considerations when working with others to accomplish a task: using active listening techniques, being aware of the needs of others, being aware of the effect of non-verbal communication, being courteous and inclusive when engaging with others.	Unit 1 B4
Work with others to achieve the objective of promoting the importance of partnership working	Unit 2 C.P21
Apply active listening skills to support team working activities	Unit 4 B.3
Apply effective communication techniques to support team working activities	Unit 1 B4 Unit 4 A.P5
Apply non-verbal communication techniques to support team working activities	Unit 1 B4 Unit 4 A.P1 A.P2

Pre-Accreditation Draft

Apply an inclusive approach to team working by showing respect for others' views and opinions	Unit 2 B.P17
Apply digital skills to support team working with others by organising, storing, retrieving and sharing any created digital content.	Unit 4 B1

DfE LO3 Apply research skills to identify and propose ways to improve environmental sustainability in early years settings	
DfE Occupational Certificate Early Years Practitioner subject content statement	**Unit in Pearson qualification**
Why improving environmental sustainability in early years settings will help to ensure the long-term future of the environment	Unit 1 C1
How to model good practice for children to foster responsibility for sustainability	Unit 1 C1
How resources used in early years settings may impact on sustainability including the use of equipment, materials, products and consumables	Unit 1 C1
The different environments in which learning activities are delivered in early years settings: indoor and outdoor	Unit 1 C3
Different approaches to improving environmental sustainability: reducing energy consumption, reducing water consumption, reducing packaging used by the setting, reducing waste produced by the setting	Unit 1 C2
How the use of sustainable materials and products can support environmental sustainability including changing to biodegradable or greener products and reducing single item use	Unit 1 C2
Ways to minimise waste in the early years sector: reduce, reuse, repurpose and recycle	Unit 1 C2

Pre-Accreditation Draft

How to dispose of waste sustainably including composting and waste sorting	Unit 1 C2
Ways to increase children's awareness of sustainability: focused learning activities, involvement in reducing waste and recycling, involvement in sustainability projects and challenges, links to Early Years Foundation Stage statutory framework and 'understanding the world'	Unit 1 C3
How to identify search requirements and create appropriate search criteria and queries to support research	Unit 4 A1
How to assess reliability of search results: currency, relevance, source and purpose.	Unit 4 A1
Investigate information related to environmental sustainability in early years settings using appropriate search criteria	Unit 1 C2 C3
Assess reliability of search results	Unit 1 C2
Interpret information obtained in relation to environmental sustainability in early years settings	Unit 1 C2
Apply communication skills to propose ways to improve environmental sustainability in early years settings	Unit 1 C1
Apply digital skills to support making recommendations on improving environmental sustainability by producing, organising, storing and retrieving any created digital content.	Unit 1 C2

Pre-Accreditation Draft

DfE LO4 Interpret information on first aid emergency situations in early years settings to propose appropriate responses	
DfE Occupational Certificate Early Years Practitioner subject content statement	**Unit in Pearson qualification**
Roles and responsibilities of first aiders in early years settings: safeguarding of children, ensuring child safety and well-being, responding to health emergencies, responding to accidents and emergencies and providing immediate care to infants and children before professional medical help can be given	Unit 1 D1
The overall aim of any first aid response is to preserve life, prevent any condition worsening and promote recovery	Unit 1 D1
The legal requirements for first aid training and qualifications in early years settings including requirements set by DfE Statutory Framework for Early Years Foundation Stage (EYFS) and the new requirements from September 2025 in relation to who must hold a full Paediatric First Aid certificate.	Unit 1 D2
How to assess emergency situations by considering: • type of casualty • injury or concern • age of casualty; difference in first aid procedures for babies versus children, • use of primary survey: Danger, Response, Airway, Breathing and Circulation (DR ABC) • use of secondary survey	Unit 1 D3
Types of casualties that first aiders deal with: responsive, non-responsive and breathing, non-responsive and not breathing	Unit 1 D3
Situations in early years settings requiring a first aid response: accidents: cuts, grazes, bruises, sprains, fractures and head injuries from falls, slips and trips • choking; caused by ingesting small toys or food • allergic reactions: reactions to foods, stings, substances and medicines, possible anaphylaxis	Unit 1 D4

Pre-Accreditation Draft

• burns and scalds: caused by accidents with hot drinks, food or surfaces • electric shocks: caused by faulty equipment, biting cords or poking items into outlets • environmental incidents: bites, stings and sunburn/heat exhaustion o illnesses: asthma, diabetes, croup, epilepsy and meningitis	
First aid responses to injuries, accidents and illnesses: • Basic Life Support (BLS) for babies and children; Cardiopulmonary Resuscitation (CPR) for babies and children • choking: encourage coughing, back blows and abdominal thrusts in children and not babies • correct positioning of casualties depending on situation: lying down and raising legs, sitting up and standing up • using treatments: adrenaline auto-injector for allergic reactions, inhalers for asthma, glucose or sugary drinks for diabetic hypoglycaemia • noting signs and symptoms: rash, high temperature, vomiting and diarrhoea • stopping bleeding: applying pressure, cleaning wounds and using sterile dressings for wounds, treating nosebleeds • treating suspected fractures and sprains: keeping injured limb still, supporting the limb, resting an injury, applying ice pack wrapped in a towel, applying a bandage, elevating the injury • treating minor injuries such as grazes: washing, always wiping from centre, applying a sterile dressing	Unit 1 D4
Interpret information on first aid emergency situations	Unit 1 D3
Use decision making skills to propose appropriate first aid responses to emergency situations	Unit 1 D4

Pre-Accreditation Draft

Apply written communication skills to propose appropriate first aid responses	Unit 3 B.19
Apply digital skills to support the proposing of appropriate first aid responses by organising, storing and retrieving digital information	Unit 1 D4 Unit 3 B.19

Pre-Accreditation Draft

Appendix 3 – Assessment Principles

List of acceptable qualifications

Teachers/tutors delivering knowledge criteria will need to hold or be working towards a teaching qualification – examples of acceptable qualifications are:

- Qualified Teacher Status (QTS) / Qualified Teacher Learning and Skills (QTLS)
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Post Graduate Certificate in Education (PGCE
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS).

Assessors of competence assessment criteria must hold or be working towards an assessor qualification – examples of acceptable qualifications are:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- QCF level 3 Award in Understanding the Principles and Practices of Assessment
- QCF Level 3 Award in Assessing Competence in the Work Environment
- QCF Level 3 Award in Assessing Vocationally Related Achievement
- QCF Level 3 Certificate in Assessing Vocational Achievement (CAVA)
- Level 3 Award in Assessing Occupational Competence – In Person
- Level 3 Certificate in Assessing Occupational Competence – In Person
- Level 3 Extended Certificate in Assessing Occupational Competence

Internal verifiers must hold or be working towards a verifier qualification – examples of acceptable qualifications are:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices (RQF)

- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

Pre-Accreditation Draft

Pre-Accreditation Draft

November 2026

For information about Pearson Qualifications, including Pearson Vocational qualifications visit qualifications.pearson.com

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121

