



Level 2 Diploma for the Early Years Practitioner

Specification (For Centres)

July 2023

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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1. Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 2 Diploma for the Early Years Practitioner: 603/7590/5

1.4 Awarding Organisation

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2 Qualification Aims and Learning Outcomes

2.1 Aims of the Diploma

The aim of this qualification is to provide learners with the knowledge and understanding of infants and young children from birth to seven years of age with applied knowledge in the early years, 0–5 years.

Upon successful completion of this qualification, learners can enter the workforce as a qualified Level 2 Early Years Practitioner or continue to study for a Level 3 Diploma holding Early Years Educator status.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and qualities. It is envisaged that this programme will encourage both academic and professional development so that learners move forward to realise not just their own potential, but also that of organisations across a broad range of sectors.

2.2 Learning Outcomes of the Diploma

The overall learning outcomes of the Diploma are for learners to:

1. Understand the role of the Early Years Practitioner.
2. Understand factors impacting on communication in the workplace.
3. Understand working relationships within Early Years Settings.
4. Understand why Continuing Professional Development (CPD) is integral to the role of the Early Years Practitioner.

These are the overall learning outcomes in line with Level 2 programmes. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an application and approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- sets and agrees assignments.
- moderates' assignments.
- agrees the final mark and issues certificates.

Please contact Qualifi for further information.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through a centre interview and applicants must be aged 16 or over.

In certain circumstances, managers with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK higher education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Level 2 Diploma for the Early Years Practitioner is made up of 37 credits.

The units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of guided learning, directed learning and invigilated assessment. 37 credits equate to 370 hours of TQT.

Examples of activities that can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a prerecorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops.

Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment that take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

QUALIFI Level 2 Diploma for the Early Years Practitioner

All Units are mandatory. The qualification is 37 credits.

It is expected that learners will need to be working, volunteering or on practical placement to show competence in both knowledge and skills. We recommend learners complete 250 placement hours whilst undertaking this qualification. Placement opportunity must allow for sufficient skills application with infants and young children to meet the assessment criteria for the qualification.

Unit Reference	Mandatory Units	Level	Credit	TQT	GLH
L/618/7496	Roles and responsibilities of the Early Years practitioner	2	2	20	15
R/618/7497	Health and safety of Infants and young children in Early Years Settings	2	3	30	25
Y/618/7498	Equality, diversity and Inclusive practice in Early Years Settings	2	2	20	15
D/618/7499	Safeguarding, protection and welfare of Infants and young children in Early Years Settings	2	3	30	25
J/618/7500	Understand How to support children's development	2	4	40	30
L/618/7501	Support care routines for infants and young children	2	3	30	25
R/618/7502	Support the planning and delivery of activities, purposeful play opportunities and educational programmes	2	4	40	30

Unit Reference	Mandatory Units	Level	Credit	TQT	GLH
Y/618/7503	Promote play in an Early Years Setting	2	3	30	25
D/618/7504	Support well-being of infants and young children for healthy Lifestyles	2	2	20	15
H/618/7505	Support infants and young children to be physically active	2	2	20	15
K/618/7506	Support the needs of infants and young children with Special Educational Needs and Disability	2	2	20	15
M/618/7507	Promote positive behaviour in Early Years Settings	2	2	20	15
T/618/7508	Partnership working in the Early Years Settings	2	2	20	15
A/618/7509	Support the needs of the child in preparing for school	2	3	30	25

4.3 Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 2 Diploma for the Early Years Practitioner** will allow learners to progress to:

- a QUALIFI Level 3 Diploma.
- directly into employment in an associated profession.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

This qualification is vocational as it can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem-solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the qualification specification supplied to centres.

Please contact Qualifi for more information.

8. Course Regulations

8.1 Course Requirements

All units will be internally assessed using a range of methods. Knowledge-based outcomes can be assessed using non-mandatory assessment tasks (provided in this specification for Tutors' convenience). Skills-based outcomes must be achieved with reference to a real work environment and must include direct observation within the workplace.

8.2 Classification of Awards

These qualifications are pass/fail.

Decisions about the overall achievements of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of candidates' overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the on-going discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information, please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 1158882323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendices

Appendix 1: Unit Descriptors

Unit EYP201: Roles and responsibilities of the Early Years practitioner

Unit code: L/618/7496

RQF level: 2

Unit Aim

The aim of this unit is to provide the learner with an introduction to the roles and responsibilities of the Early Years Practitioner.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the role of the Early Years Practitioner.	1.1 Describe the skills, knowledge and behaviours required of Early Years Practitioners.
	1.2 Identify sources that provide early years education and care.
	1.3 Explain the duties, responsibilities and limitations of Early Years Practitioners
	1.4 Describe the features of the policies and procedures that apply in Early Years settings
2 Be able to communicate with infants, young children and others.	2.1 Explain the features and uses of different methods of communication
	2.2 Communicate verbally and non-verbally with infants and young children in ways such that they understand
	2.3 Explain the factors that have an impact on communication (e.g. different stages of a child's development; non-native English speakers; delayed speech)
	2.4 Encourage infants and young children to use a range of communication methods
	2.5 Use communication methods that are appropriate to adults (colleagues, parents, carers and other professionals)

	2.6 Meets the needs of infants and young children through cooperative working with colleagues
3. Understand working relationships in Early Years Settings.	3.1 Describe different working relationships that are needed for effective team practice in Early Years settings
	3.2 Explain the differences between personal relationships and working relationships
	3.3 Describe the roles and responsibilities of other statutory and non-statutory agencies and professionals that work in Early Years settings
	3.4 Explain the roles of the voice of the child and of parent/carer engagement for the home learning environment
4. Understand the role of continuous Professional Development (CPD) within Early Years settings.	4.1. Explain the role of reflective practice in the personal and professional growth of Early Years practitioners
	4.2 Identify areas for personal and professional development through the use of feedback
	4.3 Maintain the currency of a Personal Development Plan (PDP)

Suggested Resources

CIPD. 2011 *UK highlights: global leadership forecast 2011*. London, CIPD.

Davies, P, W, F. 2007 *Current Issues in Business Ethics*, London, Routledge.

Daft, R, L. 2014 *The Leadership Experience*. Stamford, Cengage Learning.

Gill, R. 2011 *Theory and Practice of Leadership*, 2nd Edition. London, Sage.

Gold, J. Thorpe, R. Mumford, A. 2010 *Leadership and Management Development*. London, CIPD.

Unit EYP202: Health and safety of infants and young children in Early Years settings

Unit code: R/618/7497

RQF level: 2

Commented [DC1]: Have added "settings" so unit titles on the contents page and RoC will need to be amended

Unit Aim

This unit aims to provide the knowledge, understanding and skills development to support the health and safety of children from birth to seven years.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the provisions of legislation, guidance, policies and procedures relating to health and safety in Early Years settings	1.1 Describe the legal requirements and guidance of health, safety and security legislation
	1.2 Explain the way in which legislation and guidelines for health and safety inform day-to-day practice with infants and young children.
	1.3 Identify organizational policies and procedures relating to the health and safety of infants and young children.
2. Be able to identify and manage risks and hazards in Early Years settings.	2.1 Explain the roles and responsibilities of the Early Years Practitioner in relation to risk identification and management both on-site and off-site
	2.2 Identify to health and safety risks and hazards to infants and young children in Early Years Settings
	2.3. Use equipment and materials in accordance with manufacturers' instructions
	2.4 Encourage children to be aware of their personal safety and that of others
	2.5 Identify the symptoms of allergic reactions and intolerances in infants and young children
	2.6 Identify the symptoms that may indicate that an infant or young child is injured, unwell or in need of urgent medical attention
	2.7 Describe the role and responsibilities of the Early Years Practitioner in the event of an infant or young child requiring urgent and non-urgent medical attention

	2.8 Identify the different documents that need to be completed in the event of an accident, incident or emergency
	2.9 Explain the reasons for documenting accidents, incidents and emergencies

Suggested Resources

Antonaras, A. Dekonlo, P. 2018 *Cases on Corporate Social Responsibility & Contemporary Issues in Organisations*. Hershey, Business Science Reference.

Bocken, N. Retala, P. Albareda, S. 2019 *Innovation for Sustainability: Business Transformations towards a Better World*. Palgrave Macmillan.

Unit EYP203: Equality, diversity and inclusive practice in Early Years Settings

Unit code: Y/618/7498

RQF level: 2

Unit Aim

The aim of this unit is to provide the knowledge, understanding and skills required to support equality, diversity and inclusive practice in Early Years Settings.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the provisions of the legislation and statutory guidance that apply equality, diversity and inclusive practice in Early Years practice.	1.1 Explain the meaning of the terms: <ul style="list-style-type: none"> • equality • diversity • inclusion • discrimination
	1.2 Explain the way in which legislation and statutory guidance relating to equality, diversity and inclusive practice apply to Early Years practice
	1.3 Explain the possible consequences of non-compliance with legislation and best practice
	1.4 Explain the way in which organizational policies and procedures inform equality, diversity and inclusive practice.
2. Be able to work in ways which support the principles of equality, diversity and inclusive practice in Early Years settings.	2.1 Interact with infants, young children, parents and carers in a way that respects them and meets their individual needs
	2.2 Identify the impact of one's own attitudes, values and behaviour when supporting equality, diversity and inclusive practice.
	2.3 Identify areas for improvement in one's own approach to equality, diversity and inclusive practice

Suggested Resources

Chen, J. 2009 *Essentials of Foreign Exchange Trading*. Chichester, Wiley.

Chisholm, A. 2004 *Derivatives Demystified: A Step-by-Step Guide to Forwards, Futures and Options*. Chichester, Wiley

Hull, J.C. 2008 *Options, Futures and Other Derivatives*. Harlow, Pearson Education.

Kolb, R.W. and Overdahl, J. 2007 *Futures, Options and Swaps 5th Edition*. London, Basil Blackwell.

Natenberg, S. 2009 *Basic Option Volatility Strategies: Understanding Popular Pricing Models*. Marketplace Books.

Pilbeam, K. 2010 *Finance and Financial Markets, 3rd Edition*. London, Palgrave Macmillan.

McDonald, R. 2007 *Exchange Rate Economics: Theories and Evidence*, Abingdon, Routledge.

Sadr, A. 2009 *Interest Rate Swaps and their Derivatives: A Practitioner's Guide*, Chichester, Wiley

Unit EYP204: Safeguarding, protection and welfare of infants and young children in Early Years settings

Unit code: D/618/7499

RQF level: 2

Unit Aim

The aim of this unit is to provide the knowledge and understanding required to support the safeguarding, protection and welfare of children from birth to seven years.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the provisions of the legislation and guidelines that relate to the safeguarding, protection and welfare of infants and young children.	1.1 Describe the legal requirements and guidance in relation to safeguarding, security, confidentiality of information and promoting the welfare of infants and young children.
	1.2 Identify organizational policies and procedures relating to safeguarding, child protection and online safety.
	1.3 Explain the roles and responsibilities of the Early Years Practitioner in relation to: <ul style="list-style-type: none"> • reporting and disclosure • child protection and promoting the welfare of infants and young children • safeguarding and security • confidentiality • personal information • the use of technology
2. Understand whistleblowing.	2.1 Explain what is meant by the term 'whistleblowing'.
	2.2 Explain the responsibility of the Early Years Practitioner in relation to whistleblowing.
	2.3 Explain the possible consequences of whistleblowing

3. Understand how to respond to evidence or concerns that an infant or child has been or is at risk of serious harm or abuse.	3.1 Identify factors that may indicate that a baby or child is in danger or at risk of serious harm or abuse.
	3.2 Explain the requirements of the organizational procedures relating to: <ul style="list-style-type: none"> • domestic abuse • physical abuse • emotional abuse • sexual abuse • neglect
	3.3 Explain the benefits of working with others in context of safeguarding, protection and child welfare
	3.4 Explain the support and advice available to: <ul style="list-style-type: none"> • children • parents and carers • Early Years practitioners
	3.5 Explain the possible consequences of non-compliance with organizational policies and procedures

Suggested Resources

Aycan, Z. Kawungo, R. Mendonca, M. 2014 *Organisation & Management in Cross Cultural Context*. London, Sage Publication.

Lopez, A, E. 2016 *Culturally Responsive and Socially Just Leadership in Diverse Contexts: From Theory to Action*. London, Palgrave Macmillan.

Unit EYP205: Understand how to support children’s development

Unit code: J/618/7500

RQF level: 2

Unit Aim

This unit aims to develop knowledge and understanding of children’s development from birth to seven years of age.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the stages of child development from birth to seven years.	1.1. Describe sequential development from birth to seven years in cognition, language, physical, emotional and social development
	1.2 Explain the difference between the sequence of development and the rate of development.
	1.3 Describe the areas of learning and goals/targets within the statutory framework and curriculum study requirements for children aged from birth to seven years.
	1.4 Explain the way in which learning and development can be affected by a child’s needs and stage of development.
	1.5. Explain the meaning and scope for holistic opportunities within: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development literacy and numeracy
2. Understand the influences on infants’ and young children’s development.	2.1 Explain how children’s well-being and individual circumstances can affect their learning and development
	2.2. Explain the role of attachment for learning and development
	2.3 Explain the way in which attachments develop
	2.4 Explain the role of the ‘Key Person’ in Early Years settings including during transitions

	2.5 Describe the needs of infants and young children during transitions
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Suggested Resources

Blokdyk, G. 2019 *Enterprise Life Cycles: A Complete Guide*. Plano, 5STARCOOKS.

Edmondson, A, C. 2018 *The Fearless Organisation: Creating Psychological Safety for Learning, Innovation and Growth*. New Jersey, Wiley.

Mazzarol, T. Reboud, S. 2020 *Entrepreneurship & Innovation: Theory, Practice & Context*. New York, Springer.

Unit EYP206: Support care routines for infants and young children

Unit code: L/618/7501

RQF level: 2

Unit Aim

This unit provides the learner with the knowledge, understanding and skills to support care routine for infants and young children.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a student will:	Assessment Criteria Assessment of this learning outcome will require a student to demonstrate that they can:
1 Understand the care needs of infants and young children.	1.1 Describe care routines for infants and young children in relation to: <ul style="list-style-type: none"> • eating (feeding and weaning/ complimentary feeding) • nappy -changing procedures • potty/toilet training • care of skin, teeth and hair • rest and sleep provision
	1.2 Explain the role of the Early Years Practitioner during: <ul style="list-style-type: none"> • eating (feeding and weaning/ complementary feeding) • nappy changing procedures • potty/toilet training • care of skin, teeth and hair rest and sleep provision
2. Be able to use hygienic practice in relation to infection control in Early Years settings.	2.1 Prevent and control of infection through good practice in: <ul style="list-style-type: none"> • hand washing • food preparation and hygiene including preparing formula feeds and sterilising equipment • dealing with spillages • disposal of waste • using personal protective equipment
	2.3 Explain the way in which poor hygiene may affect the health of infants and young children in relation to:

	<ul style="list-style-type: none"> • preparing formula feeds • sterilisation
3. Understand rest and sleep needs of children.	3.1 Explain the rest and sleep patterns of: <ul style="list-style-type: none"> • an infant 0–12 months • a toddler aged 18 months • a child aged 3 years • a child aged 5–7 years
	3.2 Explain sleep practices which minimise the risk of sudden infant death syndrome (SIDS).
4. Understand childhood immunisation.	4.1 Explain the reasons for immunisation and the potential consequences of non-immunization
	4.2 Identify the immunisation schedule for infants and young children
	4.3 Explain the reasons why some children are not immunised.
5 Be able to meet the care needs of infants and young children appropriate to their development stage, dignity and needs.	5.1 Carry out personal care routines in accordance with organisational procedures in relation to: <ul style="list-style-type: none"> • eating (feeding and weaning/ complimentary feeding) • nappy-changing • potty/toilet training • care of skin, teeth and hair • rest and sleep patterns
	5.2 Work in ways that encourage children to develop personal hygiene practices in relation to their stage of development and their needs.

Suggested Resources

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing Effective Risk Management; 5th Edition*. London, Kogan Page.

Unit EYP207: Support the planning and delivery of activities, purposeful play opportunities and educational programmes

Unit code: R/618/7502

RQF level: 2

Unit Aim

This unit provides the learner with the knowledge, understanding and skills to support the planning and delivery of activities, purposeful play opportunities and educational programmes.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Be able to follow statutory requirements for learning and development in Early Years settings.	1.1 Describe the requirements of the statutory framework for learning and development of infants and young children that must be implemented in Early Years settings
	1.2. Describe the stages in the observation, assessment and planning cycle and their value for: <ul style="list-style-type: none"> • the child • the parents and carers • the Early Years setting in planning the next steps
	1.3 Describe the purpose of tracking children's progress.
	1.4 Observe children, assess, plan and record the outcomes in accordance with organizational procedures
2. Be able to support infants and young children through purposeful play activities and educational programmes.	1.5 Describe how and to whom to refer concerns about an infant's or child's development.
	2.1 Explain the differences between adult-led activities and child-initiated activities
	2.2 Use learning activities to support early language development.

	2.3 Provide a range of play, creativity, social and development (learning adult-led and child-initiated activities) and play opportunities and educational programmes to support infants' and young children's holistic development
	2.4 Work in ways that demonstrate inclusive practice, ensuring that every child is included and supported.
	2.5 Identify areas for improvement in activities that support children's play, creativity, social development and learning.

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing Effective Risk Management; 5th Edition*. London, Kogan Page.

Unit EYP208: Promote play in an Early Years setting

Unit code: Y/618/7503

RQF level: 2

Unit Aim

This unit provides the learner with the knowledge, understanding and skills required to promote play in an Early Years Setting.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand how Early Years practitioners support children's behaviour and socialisation within play environments.	1.1 Explain what is meant by 'the play environment' and the way in which environments support play
	1.2 Describe the role of Early Years practitioners in supporting children's socialisation within play environments.
	1.3 Explain the way in which the behaviour of Early Years practitioners can influence infants and young children
	1.4 Encourage social skills within an Early Years setting through the promotion of positive behaviour as appropriate to the stage and needs of individual children.
2. Be able to support different types of play for infants and young children.	4.1. Describe benefits of physical, creative, imaginative, sensory and heuristic play
	4.2. Promote activities which support infants and young children's physical, creative, imaginative, sensory and heuristic play

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing*

Unit EYP209: Support well-being of infants and young children for healthy lifestyles

Unit code: D/618/7504

RQF level: 2

Unit Aim

This unit provides the learner with the knowledge, understanding and skills to support well-being of infants and young children for healthy lifestyles.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the impact of food and nutrition on children's health and development.	1.1 Explain the current dietary guidance for Early Years settings.
	1.2 Explain the importance of a healthy balanced diet and hydration for infants and young children.
	1.3 Explain the nutritional value of the main food groups.
	1.4 Explain importance of hydration for infants and young children and the potential consequences of de-hydration
	1.5 Explain strategies to encourage healthy eating and the impact of emotional resilience/mental health on holistic well-being
	1.6 Explain the impact of poor diet on infants and young children's health, development and well-being in the short-term and long-term
2. Be able to support the nutrition and hydration of infants and young children in Early Years settings.	2.1 Promote health and well-being by encouraging infants and young children to consume healthy and balanced meals, snacks and drinks that are appropriate for their age
	2.2 Promote healthy eating and hydration to parents and carers
3. Understand individuals' dietary requirements and preferences.	3.1. Explain the reasons for individuals' special dietary requirements and associated record-keeping
	3.2 Explain the role of Early Years practitioners in meeting children's individual dietary requirements and preferences.

	3.3 Describe the reasons for and benefits of working in partnership with parents and carers in relation to special dietary requirements.
4. Be able to support healthy eating in Early Years settings.	4.1 Plan and implement an activity that support healthy eating in their own setting.
	4.2 Identify areas for improvement in healthy eating activities through reflection on their role and actions
	4.3 Make recommendations for improvement in healthy eating activities in their own setting

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing*

Unit EYP210: Support infants and young children to be physically active

Unit code: H/618/7505

RQF level: 2

Unit Aim

This unit provides the learner with the knowledge, understanding and skills to support infants and young children to be physically active.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the needs of infants and young children to be physically active.	1.1 Describe the benefits of being physically active. 1.2. Explain the impacts of a lack of adequate physical activity on infants and young children’s health, development and well-being in the short-term and the long-term 1.3 Explain the guidance that applies to Early Years 1.4 Describe the benefits of working in partnership with parents and carers in relation to supporting infants’ and young children’s physical activity.
2. Be able to support infants and young children to be physically active indoors and outdoors.	2.1 Plan activities which support infants’ and young children’s physical activity indoors and outdoors 2.2 Encourage infants and young children to be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors 2.3 Identify activities which support infants and young children’s physical activity in indoors and outdoors in an Early Years setting through reflection of their role and actions 2.4 Share information with parents and carers about the importance of physical activity for infants and young children’s health and well-being

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing*

Unit EYP211: Support the needs of infants and young children with Special Educational Needs and Disability

Unit code: K/618/7506

RQF level: 2

Unit Aim

The aim of this unit is to extend practitioners' knowledge, understanding and skills for best practice supporting children with Special Educational Needs and Disability (SEND) in the early years. This unit also meets Continuing Professional Development (CPD) requirements for SEND at Level 2.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the requirements of statutory guidance relating to the care and education of children with Special Educational Needs and Disabilities (SEND).	1.1 Describe the requirements of statutory guidance in relation to the care and education of children with SEND.
	1.2 Describe the roles and responsibilities of statutory and non-statutory agencies and professionals that work in your setting
2. Understand how children learn and develop in the early years.	2.1. Describe the way in which children learn and the expected pattern of infants' and children's development from birth to seven years in cognitive, speech, language and communication, physical, emotional, social, brain development, literacy and numeracy
	2.2. Explain the role of children's holistic development of speech, language and communication; personal, social and emotional development; physical development; literacy and numeracy
	2.3 Explain the way in which infants' and young children's learning and development can be affected by their stage of development, well-being and individual circumstances.
	2.4 Explain the role and value of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning in meeting the needs of young SEND children

3. Understand the impact of transition on SEND children.	3.1 Describe the significance of attachment.
	3.2 Explain the 'Key Person's' role in relation to transition that SEND children experience
	3.3 Explain the way in which transitions and other significant events have an impact on infants and young children.
	3.4 Work in ways that respect the developmental needs and stages of infants and young children, including supporting children during a range of transitions.
4. Be able to plan to meet the individual stages of infants and young children.	4.1 Support the assessment, planning, implementation and reviewing of each infant and young child's individual plan for their care and participation in line with the Graduated Approach.
	4.2 Describe the features and uses of specialist aids, resources and equipment available for infants and young children
5 Be able to work in partnership with others in SEND care and education.	5.1 Explain the features of working in partnership with others (parents and carers, other agencies and professionals)
	5.2 Work co-operatively with colleagues, other professionals and agencies, parents and carers to meet the needs of infants and young children
	5.3 Encourage parents and carers to take an active role in the learning and development of infants and young children

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing*

Unit EYP212: Promote positive behaviour in Early Years settings

Unit code: M/618/7507

RQF level: 2

Unit Aim

This unit provides the knowledge, understanding and skills required to promote positive behaviour in Early Years settings.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand organizational policies and procedures in relation to positive behaviour in Early Years settings.	1.1 Describe organizational policies and procedures relating to young children's behaviour including recording and reporting
	1.2 Explain the reasons why there is a need for a consistent approach in applying boundaries.
2. Be able to support positive behaviour in Early Years settings.	2.1 Describe the benefits of encouraging and rewarding positive behaviour.
	2.2 Explain the way in which modelling positive behaviour has an impact on young children's behaviour.
	2.3 Use positive reinforcement with children.
	2.4 Employ agreed strategies for managing behaviour.
	2.5 Use self-reflection techniques to identify areas for development in working in a SEND context

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing*

Unit EYP213: Partnership working in Early Years settings

Unit code: T/618/7508

RQF level: 2

Unit Aim

This unit aims to provide the learner with the knowledge to understand how to work in partnership in the early years.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the principles of partnership working in Early Years settings.	1.1 Explain the reasons for working in partnership and with whom
	1.2 Describe the requirements of current frameworks in relation to working in partnership with others
	1.3 Explain the reasons for barriers to partnership working and ways to overcome them
	1.4 Describe the records that need to be completed in relation to partnership working and the limitations of confidentiality
	1.5 Explain the reasons for accurate record-keeping and the possible consequences of poor quality or inaccurate records
2. Be able to work in partnership with others.	2.1. Explain the roles of others involved in partnership working when meeting children's additional needs; safeguarding; supporting children's transitions
	2.2 Explain benefits of working in partnership with parents/carers.
	2.3 Explain the roles of colleagues in Early Years setting
	2.4 Cooperate with parents and carers, recognising their role in the infant's/child's health, well-being, learning and development.
	2.5 Encourage parents and carers to take an active role in the infant's/child's care, play, learning and development.

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing*

Unit EYP114: Support the needs of the child in preparing for school

Unit code: A/618/7509

RQF level: 2

Unit Aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to support children during transition to school.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the role of Early Years practitioners during transition to school.	1.1 Explain how Early Years practitioners can support children in preparing for school.
	1.2 Describe the holistic needs of a child as they prepare for school.
	1.3 Explain the way in which working in partnership with others contributes to children's well-being during transition to school.
	1.4 Explain the role of others involved in helping children prepare for school.
	1.5 Describe the information required to enable schools to meet children's individual needs during transition.
2. Be able to support children's language, communication and mathematical development needs in preparation for school.	2.1 Explain what is meant by 'a language-rich environment'.
	2.2 Support children's early interest and development in mark making, writing, reading and being read to.
	2.3 Describe how to create an environment which supports children's mathematical development.
	2.4 Support children's interest and development in mathematical learning, including numbers, number patterns, counting, sorting and matching.

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing*