

# Qualification Handbook

## BIIAB Level 2 Diploma for the Early Years Practitioner

Qualification Number 603/5227/9

Version 1

**BIIAB Level 2 Diploma for the  
Early Years Practitioner**



Version and date	Change, alteration or addition	Section

## Table of Contents

<b>1. About the BIIAB Level 2 Diploma for the Early Years Practitioner.....</b>	<b>3</b>
<b>2. Objective and Purpose of this Qualification .....</b>	<b>3</b>
<b>3. About this Handbook .....</b>	<b>4</b>
<b>4. BIIAB Customer Service .....</b>	<b>4</b>
<b>5. What are Rules of Combination (RoC)? .....</b>	<b>5</b>
<b>6. BIIAB Level 2 Diploma for the Early Years Practitioner Rules of Combination (ROC) and structure.....</b>	<b>6</b>
<b>7. Grading.....</b>	<b>7</b>
<b>8. Age Restriction.....</b>	<b>7</b>
<b>9. Entry Requirements and Progression .....</b>	<b>7</b>
<b>10. Assessment .....</b>	<b>8</b>
<b>11. Initial Assessment and Induction .....</b>	<b>14</b>
<b>12. Reasonable adjustments and special considerations .....</b>	<b>14</b>
<b>13. Resources.....</b>	<b>15</b>
<b>14. Design and Delivery.....</b>	<b>16</b>
<b>15. Format of Units .....</b>	<b>17</b>
<b>16. Initial Registration .....</b>	<b>19</b>
<b>17. Qualification Review and Feedback .....</b>	<b>20</b>
<b>18. Mandatory Units .....</b>	<b>20</b>

## 1. About the BIIAB Level 2 Diploma for the Early Years Practitioner

BIIAB is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Diploma for the Early Years Practitioner	603/5227/9

## 2. Objective and Purpose of this Qualification

The Department for Education has defined the content of level 2 qualifications that practitioners must hold to be included in the ratios specified in the Early Years Foundation Stage Statutory Framework. BIIAB has developed the BIIAB Level 2 Diploma for the Early Years Practitioner specifically to meet the skills and knowledge criteria defined by the Department for Education.

The BIIAB Level 2 Diploma for the Early Years Practitioner is aimed at people working with young children from birth to the age of five in early years settings in England. It also provides knowledge of children up to the age of seven. It is an occupational qualification suitable for people working in the following roles:

- Early years practitioner
- Early years assistant
- Classroom assistant
- Pre-school practitioner
- After-school assistant
- Nursery assistant
- Childminder assistant
- Playgroup assistant

The primary purpose of the qualification is to confirm occupational competence. It is envisaged that the qualification will be added to the Level 2 Intermediate Apprenticeship in the Children and Young People's Workforce SASE Framework. It is also envisaged that the qualification will form the basis of the apprenticeship standard for Early Years Practitioner currently under development.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status, please contact BIIAB head office.

### **3. About this Handbook**

This handbook has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the handbook is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this handbook is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing.

## **5. What are Rules of Combination (RoC)?**

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## 6. BIIAB Level 2 Diploma for the Early Years Practitioner Rules of Combination (ROC) and structure

To achieve the BIIAB Level 2 Diploma for the Early Years Practitioner, learners **must** gain a **total of 40** credits. This **must** consist of:

- Minimum total credit: **40**
- Mandatory Group A credit: **40**
- Minimum Guided Learning Hours: **290 hours**
- Total Qualification Time: **400 hours**

This qualification is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education. Listed below are the qualification units.

### Mandatory Group A

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Methodology
EYP01	F/617/8570	Understanding and supporting the development of babies and children	4	2	30	Portfolio
EYP02	J/617/8571	Safeguarding babies and children in early years settings	4	2	30	Portfolio
EYP03	L/617/8572	Health and safety of babies and children in early years settings	5	2	40	Portfolio
EYP04	R/617/8573	Health and wellbeing of babies and children in early years settings	4	2	30	Portfolio
EYP05	Y/617/8574	Communication with children in early years settings	4	2	30	Portfolio
EYP06	D/617/8575	Contribute to planning and delivering activities, purposeful play opportunities and educational programmes	4	2	30	Portfolio
EYP07	H/617/8576	Understand how to support children with special educational needs and disabilities	6	2	40	Portfolio
EYP08	K/617/8577	The role and responsibilities of the Early Years practitioner	4	2	30	Portfolio
EYP09	M/617/8578	Working with others in early years settings	5	2	30	Portfolio

## 7. Grading

The qualification is not graded and achievement is either demonstrated (resulting in the qualification being 'passed' and awarded) or not yet demonstrated. There is no 'Fail' grade issued upon non-achievement.

## 8. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+.

## 9. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners **must** be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within Early Years at this level. For learners who want to continue their learning at a higher level in this area, the recommended progression route is to the BIIAB Level 3 Diploma in Children's Care, Learning and Development (Early Years Educator). It also will allow for a number of progression routes into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/7786/X BIIAB Level 3 Diploma in Children's Care, Learning and Development (Early Years Educator)
- 601/7785/8 BIIAB Level 3 Diploma for the Children's and Young People's Workforce



## **10. Assessment**

### **Overview of assessment strategy**

The qualification contains competence unit and units that combine competence and knowledge. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor.

### **Assessment process**

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

### **Assessment Strategy**

There is one assessment strategy applicable to this qualification:

- Early Years Educator Qualifications Assessment Principles

While BIIAB has not itself designed the strategy it agrees with the principles and its suitability for this qualification. BIIAB has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provide details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the qualification.

## **Early Years Educator Qualifications Assessment Principles**

### **1. Introduction**

- 1.1 This document sets out those principles and approaches to unit/qualification assessment for qualifications formerly approved by the National College for Teaching and Leadership (NCTL). The information is intended to support the quality assurance processes of those Awarding Organisations that offer EYE qualifications in the Sector. It should also be read alongside individual unit assessment requirements where appropriate.
- 1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

### **2. Assessment Principles**

- 2.1 Assessment decisions for competence based learning outcomes must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements by the individual Awarding Organisation.
- 2.5 Given the nature of work with children and their families, which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an Expert Witness testimony as a source of performance evidence in the workplace. Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions.

- 2.6 Assessment of knowledge based learning outcomes may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions.

### **3. Internal Quality Assurance**

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

### **4. Definitions**

4.1 Competence based learning outcomes:  
These are learning outcomes beginning with 'be able to'.

4.2 Specialist areas:  
A specialist is a person who has a particular skill or knows a lot about a particular subject OR a person who specialises in or devotes themselves to a particular area of activity, field of research, etc.

4.2 Knowledge based learning outcomes:  
These are learning outcomes beginning with 'know' or 'understand'.

4.3 Occupationally competent:  
This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable.  
This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.4 Occupationally knowledgeable:  
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:  
This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. (Appendix 1 list of acceptable qualifications).

4.4 Qualified to make quality assurance decisions:  
Awarding Organisations will determine what will qualify that undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity.

Expert witnesses will need to demonstrate:

- They have a working knowledge of the units on which their expertise is based
- They are occupationally competent in their area of expertise
- They have EITHER a qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff
- They have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- They can demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence
- That they have no conflict of interest in the outcome of the evidence.

## **Appendix 1**

### **List of acceptable qualifications**

Holders of any of the qualifications below must also meet the requirements set out in sections 4.1- 4.3 of this document.

- 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
- Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- 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)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)

## **Appeals**

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learners appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to [www.biiab.org](http://www.biiab.org)

## 11. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## 12. Reasonable adjustments and special considerations

BIIAB has a duty to ensure that the integrity of their qualifications and assessment is maintained at all times. At the same time they and their centres have a duty to ensure that the rights of individual learners to access qualifications and assessment in a way most appropriate for their individual needs are upheld.

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements.

During the initial assessment of the learner, or after the commencement of their qualification, it may be considered or determined that reasonable adjustments need to be made to allow access to qualifications and / or assessments.

If it is believed that a learner may require a reasonable adjustment or special consideration the BIIAB policy 'The Application of Reasonable Adjustments and Special Consideration for BIIAB Qualifications' must initially be referred to in order to determine if the adjustment or consideration can be made, can be made but only following express permission from BIIAB or is unsuitable.

BIIAB's reasonable adjustments and special considerations policy is provided to all BIIAB approved centres and can be found at [centrezone.biiab.org](http://centrezone.biiab.org).

## **13. Resources**

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the units
- A Learner Summative Reflection
- Access to the units.

All of these resources are available for download via <https://www.biiab.org/>

Assessments are available through CentreZone which is a password-protected area of the BIIAB website which centres approved for the qualification can access.

### **Access to the Units**

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB includes the mandatory units within this handbook, and makes all optional units available in the Unit Pack on <https://www.biiab.org/>

### **Learner Summative Reflection**

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.



## 14. Design and Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification time (TQT) which, as well as GLH, will include the estimated number of hours spent in preparation, study or any other unsupervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

## **15. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### **Unit Reference Number (URN)**

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Total Qualification Time (TQT)**

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## **16. Initial Registration**

### **Registration and Certification**

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

### **Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found at [centrezon.bii.org](http://centrezon.bii.org).

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

## **17. Qualification Review and Feedback**

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.

## **18. Mandatory Units**

The following units are mandatory for this qualification. There are no optional units for this qualification.

<b>Unit Title</b>	<b>Understanding and supporting the development of babies and children</b>	
<b>BIIAB Reference</b>	<b>EYP01</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>Guided Learning Hours</b>	<b>30</b>	
<b>Unit Reference Number</b>	<b>F/617/8570</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand how children learn and develop	1.1	Explain how children learn
	1.2	Describe the expected pattern of babies' and children's <b>development</b> from birth to 5 years
	1.3	Describe the <b>development</b> of children from 5 to 7 years
2 Understand factors affecting children's holistic development	2.1	Describe the importance to children's holistic development of: <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> <li>• literacy and numeracy</li> </ul>
	2.2	Describe how babies' and young children's learning and development can be affected by their: <ul style="list-style-type: none"> <li>• stage of development</li> <li>• wellbeing</li> <li>• individual circumstances</li> </ul>
3 Be able to support babies and young people through transitions	3.1	Describe the significance of attachments between babies/children and <b>others</b>
	3.2	Describe the role of the key person
	3.3	Explain how <b>transitions and other significant events</b> impact children
	3.4	Support babies and young children through a range of transitions

### Unit Purpose and Aims

This unit aims to provide learners with the knowledge and understanding relating to the development of babies and children up to 7 years old. Learners will also gain the knowledge and understanding to be able to support babies and children through transitions in their lives.

This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.

### Assessment Requirements

This unit must be assessed in line with the Early Years Educator Qualifications Assessment Principles.

<b>Additional information</b>	
AC1.2, 1.3	<p><b>Development</b></p> <p>Areas of development must include:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• brain development</li> <li>• literacy and numeracy</li> </ul>
AC3.1	<p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• Parent</li> <li>• Carer</li> <li>• Key person</li> <li>• Key worker</li> </ul>
AC3.3	<p><b>Transitions and other significant events</b></p> <p>Transitions refer to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. These can include:</p> <ul style="list-style-type: none"> <li>• Starting at the childcare setting</li> <li>• Toilet training</li> <li>• Moving to another setting</li> <li>• Moving on to school</li> <li>• Changes in home life</li> <li>• Bereavement</li> </ul>

<b>Unit Title</b>	<b>Safeguarding babies and children in early years settings</b>	
<b>BIIAB Reference</b>	<b>EYP02</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>Guided Learning Hours</b>	<b>30</b>	
<b>Unit Reference Number</b>	<b>J/617/8571</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand safeguarding legislation, policy and practice	1.1	Explain the legal requirements and guidance on: <ul style="list-style-type: none"> <li>• safeguarding</li> <li>• security</li> <li>• confidentiality of information</li> <li>• promoting the welfare of children</li> </ul>
	1.2	Describe safeguarding policies and procedures, including: <ul style="list-style-type: none"> <li>• child protection</li> <li>• online safety</li> </ul>
	1.3	Describe own role and responsibilities in relation to safeguarding and security, including: <ul style="list-style-type: none"> <li>• child protection</li> <li>• reporting</li> <li>• confidentiality of information</li> </ul>
2 Understand how to protect children from abuse	2.1	Recognise when a child is in danger, at risk of serious harm or abuse
	2.2	Identify signs and symptoms of <b>abuse</b>
	2.3	Explain the procedures to be followed to protect children from abuse

### Unit Purpose and Aims

This unit aims to provide learners with the knowledge and understanding relating to safeguarding legislation, policies and practice. Learners will also learn how to identify signs of abuse and protect children from harm.

This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.

### Assessment Requirements

This unit must be assessed in line with the Early Years Educator Qualifications Assessment Principles.



**Additional information**

AC2.2

Types of **abuse** must include:

- domestic
- neglect
- physical
- emotional
- sexual abuse
- cyber
- financial

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>Guided Learning Hours</b> <b>Unit Reference Number</b>	<b>Health and safety of babies and children in early years settings</b> <b>EYP03</b> <b>2</b> <b>5</b> <b>40</b> <b>L/617/8572</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand health and safety legislation relating to early years	1.1 Outline the legal requirements and guidance for: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• security</li> </ul>
	1.2 Identify risks and hazards <ul style="list-style-type: none"> <li>• in the work setting</li> <li>• during off site visits</li> </ul>
	1.3 Describe own role and responsibilities, including reporting, in the event of: <ul style="list-style-type: none"> <li>• a baby or young child requiring urgent medical/dental attention</li> <li>• a non-medical incident or emergency</li> <li>• identifying risks and hazards</li> </ul>
2 Be able to prevent and control infection	2.1 Explain the importance of: <ul style="list-style-type: none"> <li>• hand washing</li> <li>• food preparation and hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> </ul>
	2.2 Demonstrate how to carry out: <ul style="list-style-type: none"> <li>• hand washing</li> <li>• food preparation and hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> </ul>
3 Understand procedures for working with medicines	3.1 Explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines
4 Be able to use equipment safely	4.1 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements
5 Be able to promote health and hygiene of children	5.1 Identify the signs and symptoms which may indicate that a child is injured, unwell (including <b>common childhood illnesses and allergies</b> ) or in need of urgent medical/dental attention
	5.2 Demonstrate how to encourage children to: <ul style="list-style-type: none"> <li>• be aware of personal safety and the safety of others</li> <li>• develop personal hygiene practices (including oral hygiene)</li> </ul>

**Unit Purpose and Aims**

This unit aims to provide learners with the knowledge and understanding required in order to maintain the health and safety of babies and children in early years settings.

This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.

**Assessment Requirements**

This unit must be assessed in line with the Early Years Educator Qualifications Assessment Principles.

Assessment criteria 2.2, 4.1 and 5.2 must be assessed in a real work environment.

**Additional information**

AC5.1

**Common childhood illnesses and allergies** to include:

- common cold
- cough
- chicken pox
- ear infection
- sickness
- diarrhoea
- meningitis
- measles
- asthma
- hay fever
- eczema
- food allergies
- insect bites/stings
- animal allergies

<b>Unit Title</b>	<b>Health and wellbeing of babies and children in early years settings</b>	
<b>BIIAB Reference</b>	<b>EYP04</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>Guided Learning Hours</b>	<b>30</b>	
<b>Unit Reference Number</b>	<b>R/617/8573</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the impact of health and wellbeing on children's development	1.1	Describe the impact of health and wellbeing on children's development
	1.2	Explain the current dietary guidance for early years
	1.3	Describe why it is important for babies and young children to have a healthy balanced diet and be physically active
2 Be able to promote health and wellbeing in settings	2.1	Encourage babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age
	2.2	Encourage babies and young children to participate in <b>physical activity</b> throughout the day
	2.3	Share information with parents/carers about the importance of: <ul style="list-style-type: none"> <li>• healthy balanced diets</li> <li>• looking after teeth</li> <li>• being physically active</li> </ul>
3 Be able to conduct care routines for babies and young children	3.1	Carry out respectful <b>care routines</b> appropriate to the development, stage, dignity and needs of the child

### Unit Purpose and Aims

This unit aims to provide learners with the knowledge and understanding required to care for babies and children and to promote their health and wellbeing.

This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.

### Assessment Requirements

This unit must be assessed in line with the Early Years Educator Qualifications Assessment Principles.

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

Additional information	
AC2.2	<b>Physical activity:</b> <ul style="list-style-type: none"><li>• planned activity</li><li>• spontaneous activity</li><li>• indoors</li><li>• outdoors</li></ul>
AC3.1	<b>Care routines</b> to include: <ul style="list-style-type: none"><li>• eating (feeding and weaning/complimentary feeding)</li><li>• nappy changing procedures</li><li>• potty/toilet training</li><li>• care of skin, teeth and hair</li><li>• rest and sleep provision</li></ul>

<b>Unit Title</b>	<b>Communication with children in early years settings</b>	
<b>BIIAB Reference</b>	<b>EYP05</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>Guided Learning Hours</b>	<b>30</b>	
<b>Unit Reference Number</b>	<b>Y/617/8574</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to communicate with children and adults	1.1	Demonstrate how to communicate with all children in ways that will be understood, using verbal and non-verbal communication
	1.2	Demonstrate how to extend children's development and learning through verbal and non-verbal communication
	1.3	Use appropriate communication methods to exchange information with <b>adults</b>
	1.4	Encourage babies and young children to use a range of communication methods
2 Understand how to communicate with children	2.1	Explain ways to communicate with all children appropriate for all their stages of development
	2.2	Explain ways to communicate with children for whom English is an additional language
	2.3	Explain ways to communicate with children who have delayed speech

### Unit Purpose and Aims

This unit aims to provide learners with the knowledge and understanding required to communicate with babies and children in an early years setting.

This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.

### Assessment Requirements

This unit must be assessed in line with the Early Years Educator Qualifications Assessment Principles.

Learning Outcome 1 must be assessed in a real work environment.

**Additional information**

AC 1.3

**Adults**

For example:

- Parents
- Carers
- Colleagues
- Practitioners

<b>Unit Title</b>  <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>Guided Learning Hours</b> <b>Unit Reference Number</b>	<b>Contribute to planning and delivering activities, purposeful play opportunities and educational programmes</b> <b>EYP06</b> <b>2</b> <b>4</b> <b>30</b> <b>D/617/8575</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand the legislation relating to learning and development in early years settings	1.1 Describe the statutory framework, including the learning and development requirements for babies and young children, that must be implemented by your setting  1.2 Explain the terms: <ul style="list-style-type: none"> <li>• Adult led activities</li> <li>• Child initiated activities</li> <li>• Spontaneous experiences</li> </ul>
2 Be able to plan, deliver and review children's activities	2.1 Work with colleagues to identify and plan <b>enabling environments, activities, play opportunities and educational programmes</b> to support children's holistic development through a range of play, creativity, social development and learning  2.2 Implement and review activities to support children's play, creativity, social development and learning  2.3 Clear up after activities  2.4 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements
3 Understand the observation, assessment and planning cycle	3.1 Describe the key stages in the observation, assessment and planning cycle  3.2 Explain the value of observation for: <ul style="list-style-type: none"> <li>• the child</li> <li>• the parents/carers</li> <li>• the early years setting in planning the next steps</li> </ul> 3.3 Describe how to refer concerns you may have about a baby's or child's development
4 Be able to support children's learning and development	4.1 Demonstrate how to use learning activities to support early language development  4.2 Support children's early interest and development in mark making, writing, reading and being read to  4.3 Support children's interest and development in <b>mathematical learning</b>  4.4 Demonstrate inclusive practice ensuring that every child is included and supported



<b>Unit Purpose and Aims</b>
------------------------------

<p>This unit aims to provide learners with the knowledge and understanding required to plan, deliver and review activities for children in early years settings.</p>
--

<p>This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.</p>
--

<b>Assessment Requirements</b>
--------------------------------

<p>This unit must be assessed in line with the Early Years Educator Qualifications Assessment Principles.</p>
---

<p>Learning Outcomes 2 and 4 must be assessed in a real work environment.</p>
---

<b>Additional information</b>
-------------------------------

AC2.1	<p><b>Enabling environments, activities, play opportunities and educational programmes:</b></p> <ul style="list-style-type: none"> <li>• indoors and outdoors</li> <li>• adult led and child initiated</li> </ul>
-------	---



AC4.3	<p><b>Mathematical learning</b> to include:</p> <ul style="list-style-type: none"> <li>• numbers</li> <li>• number patterns</li> <li>• counting</li> <li>• sorting</li> <li>• matching</li> </ul>
-------	---

<b>Unit Title</b>	<b>Understand how to support children with special educational needs and disabilities</b>	
<b>BIIAB Reference</b>	<b>EYP07</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>6</b>	
<b>Guided Learning Hours</b>	<b>40</b>	
<b>Unit Reference No.</b>	<b>H/617/8576</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand how to work with children with special educational needs and disabilities	1.1	Describe statutory guidance in relation to the care and education of children with special educational needs and disabilities
	1.2	Explain <b>partnership</b> working in relation to working effectively with children with special educational needs and disabilities
	1.3	Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely
2 Be able to plan to meet the individual stages of babies and young children	2.1	Support the assessment, planning, implementation and reviewing of each baby's and young child's individual plan for their care and participation in line with the Graduated Approach
	2.2	Work in ways that value and respect the developmental needs and stages of babies and children

### Unit Purpose and Aims

This unit aims to provide learners with the knowledge and understanding required to support children with additional needs and the skills to support the development of all babies and young children in the early years setting.

This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.

### Assessment Requirements

This unit must be assessed in line with the Early Years Educator Qualifications Assessment Principles.

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

### Additional information

AC1.2

**Partnership with:**

- Parents
- Carers
- Other practitioners
- The child

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>Guided Learning Hours</b> <b>Unit Reference No.</b>	<b>The role and responsibilities of the Early Years practitioner</b> <b>EYP08</b> <b>2</b> <b>4</b> <b>30</b> <b>K/617/8577</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand own role and responsibilities	1.1 Explain own role and expected behaviours 1.2 Explain the roles and responsibilities of colleagues and the team 1.3 Explain how to access work place policies and procedures 1.4 Explain own responsibilities and accountabilities relating to work place policies and procedures 1.5 Explain, with examples, how your behaviour can impact on babies and children and influence them 1.6 Identify own responsibilities when following procedures in the work setting for: <ul style="list-style-type: none"> <li>• reporting</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding</li> <li>• confidentiality</li> <li>• information sharing</li> <li>• use of technology</li> </ul> 1.7 Explain the importance of reflective practice and continued professional development to improve own skills and early years practice
2 Be able to undertake continuing professional development	2.1 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge 2.2 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities

**Unit Purpose and Aims**

This unit aims enables learners to know and understand their own roles and responsibilities and those of their colleagues. It also enables learners to undertake continuing professional development.

This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.

**Assessment Requirements**

This unit must be assessed in line with the Early Years Educator Qualifications Assessment Principles.

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

<b>Unit Title</b>	<b>Working with others in early years settings</b>	
<b>BIIAB Reference</b>	<b>EYP09</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>Guided Learning Hours</b>	<b>30</b>	
<b>Unit Reference Number</b>	<b>M/617/8578</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the importance of agencies, professionals, parents and carers to early years	1.1	Explain the roles and responsibilities of <b>agencies and professionals</b> that work with and support your setting
	1.2	Explain the roles of parents and/or carers in early learning
	1.3	Explain the importance of parental/carer engagement and the home learning environment in early learning
	1.4	Explain the importance of listening to the child during play, learning and development
2 Be able to work with others to help the development of babies and young children	2.1	Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress
	2.2	Work co-operatively with parents and/or carers and recognise their role in the baby's/child's health, wellbeing, learning and development
	2.3	Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development

<b>Unit Purpose and Aims</b>
<p>This unit aims to provide learners with the knowledge and understanding required to work with other agencies and professionals for the benefit of babies and children in early years settings.</p> <p>This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.</p>

<b>Assessment Requirements</b>
<p>This unit must be assessed in line with the Early Years Educator Qualifications Assessment Principles.</p> <p>Learning Outcome 2 must be assessed in a real work environment.</p>

<b>Additional information</b>	
AC1.1	<b>Agencies and professionals:</b> <ul style="list-style-type: none"> <li>• statutory</li> <li>• non-statutory</li> </ul>

## Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

© BIIAB November 2019

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, whether electronic, mechanical, photocopying, scanning, recording or otherwise, without written permission of the publisher except in accordance with the provisions of the Copyright, Designs and Patents Act 1988. Applications for written permission to reproduce any part of the publication should be addressed in writing to the publisher. Any unauthorised or restricted act in relation to this publication may result in civil proceedings and/or criminal prosecution.

Infor House  
1 Lakeside Road  
Farnborough  
Hampshire  
GU14 6XP