



Qualification Guidance Document

BIIAB Level 2 Diploma for the Early Years Practitioner

England – 603/5227/9

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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Specification Code

The specification code is D4268-02.

Issue	Date	Details of change
1.2	June 2023	Reformatted Qualification Guide into new branding
1.3	July 2023	Updated review date in Qualification Summary

1.4	October 2025	Review date updated by 3 years – no changes have been made to the qualification content
1.5	April 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 2 Diploma for Early Years Practitioner – 603/5227/9								
Qualification Purpose	To confirm occupational competence.							
Age Range	Pre 16		16-18	✓	18+	✓	19+	✓
Regulation	The above qualification is regulated by Ofqual							
Assessment	<ul style="list-style-type: none"> > Internal assessment > Internal and external moderation 							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/11/2019							
Review Date	01/11/2029							
Operational End Date								
Certification End Date								
Guided Learning (GL)	290 hours							
Total Qualification Time (TQT)	400 hours							
Credit Value	40							
BIIAB Qualifications Limited Sector	Care Services							
Regulator Sector	1.5 Child Development and Well-being							
Support from Trade Associations								

Introduction

BIIAB Qualifications Limited 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

Pre-requisites

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.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 2 Diploma for the Early Years Practitioner

To achieve the BIIAB Level 2 Diploma for the Early Years Practitioner, learners **must** gain a total of **40** credits by completing all the below mandatory units.

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

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target – 40				
Understanding and supporting the development of babies and children	F/617/8570 EYP01	2	4	30

Safeguarding babies and children in early years settings	J/617/8571 EYP02	2	4	30
Health and safety of babies and children in early years settings	L/617/8572 EYP03	2	5	40
Health and wellbeing of babies and children in early years settings	R/617/8573 EYP04	2	4	30
Communication with children in early years settings	Y/617/8574 EYP05	2	4	30
Contribute to planning and delivering activities, purposeful play opportunities and educational programmes	D/617/8575 EYP06	2	4	30
Understand how to support children with special educational needs and disabilities	H/617/8576 EYP07	2	6	40
The role and responsibilities of the Early Years practitioner	K/617/8577 EYP08	2	4	30
Working with others in early years settings	M/617/8578 EYP09	2	5	30

Aim

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.

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.

Target Group

This qualification is appropriate for use in the following age ranges:

- > 16-18
- > 18+
- > 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Overview of assessment strategy

This qualification contains competence and knowledge units. 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.

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- > Meet the assessment criteria
- > Achieve the learning outcomes

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

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 workplace 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 quality assure the assessment and internal quality assurance 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 certifying 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.
- 4.3 Knowledge based learning outcomes:
These are learning outcomes beginning with 'know' or 'understand'.
- 4.4 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.
- 4.5 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.
- 4.6 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).
- 4.7 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.
- 4.8 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 (CTLTS)
- > 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 Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- > be up to date and current
- > reflect the context from which the learner has been taught
- > be flexible to learner needs

Please refer to the [Instructions for the Conduct of Examinations and Other External Assessment](#) for further information.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- > Evidence matrices for the units
- > Purpose Statement
- > Learner Unit Achievement Checklist

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

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

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Unit Details

Understanding and supporting the development of babies and children	
Unit Reference	F/617/8570
Level	2
Credit Value	4
Guided Learning (GL)	30
Unit Summary	<p>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.</p> <p>This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.</p>
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. Understand how children learn and develop	1.1 Explain how children learn 1.2 Describe the expected pattern of babies' and children's development from birth to 5 years 1.3 Describe the development 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"> > speech, language and communication > personal, social and emotional development > physical development > literacy and numeracy

	2.2	Describe how babies' and young children's learning and development can be affected by their: <ul style="list-style-type: none"> > stage of development > wellbeing > individual circumstances
3. Be able to support babies and young people through transitions	3.1	Describe the significance of attachments between babies/children and others
	3.2	Describe the role of the key person
	3.3	Explain how transitions and other significant events impact children
	3.4	Support babies and young children through a range of transitions

Assessment requirements and Evidence Requirements

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

Additional Information

Assessment Criteria 1.2, 1.3	Development Areas of development must include: <ul style="list-style-type: none"> > cognitive > speech, language and communication > physical > emotional > social > brain development > literacy and numeracy
Assessment Criterion 3.1	Others: <ul style="list-style-type: none"> > Parent > Carer > Key person > Key worker

Assessment Criterion
3.3

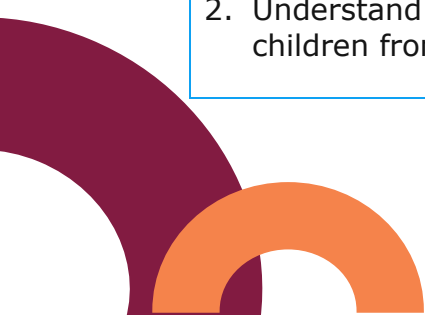
Transitions and other significant events

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:

- > Starting at the childcare setting
- > Toilet training
- > Moving to another setting
- > Moving on to school
- > Changes in home life
- > Bereavement



Safeguarding babies and children in early years settings	
Unit Reference	J/617/8571
Level	2
Credit Value	4
Guided Learning (GL)	30
Unit Summary	<p>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.</p> <p>This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.</p>
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)
The learner will	The learner can
1. Understand safeguarding legislation, policy and practice	<p>1.1 Explain the legal requirements and guidance on:</p> <ul style="list-style-type: none"> > safeguarding > security > confidentiality of information > promoting the welfare of children <p>1.2 Describe safeguarding policies and procedures, including:</p> <ul style="list-style-type: none"> > child protection > online safety <p>1.3 Describe own role and responsibilities in relation to safeguarding and security, including:</p> <ul style="list-style-type: none"> > child protection > reporting > confidentiality of information
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 abuse
	2.3	Explain the procedures to be followed to protect children from abuse

Assessment requirements and Evidence Requirements

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

Additional Information

Assessment Criterion 2.2	Types of abuse must include: <ul style="list-style-type: none">> domestic> neglect> physical> emotional> sexual abuse> cyber> financial
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Health and safety of babies and children in early years settings

Unit Reference	L/617/8572	
Level	2	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	<p>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.</p> <p>This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.</p>	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)	
The learner will	The learner can	
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"> > health and safety > security
	1.2	Identify risks and hazards <ul style="list-style-type: none"> > in the work setting > during off site visits
	1.3	Describe own role and responsibilities, including reporting, in the event of: <ul style="list-style-type: none"> > a baby or young child requiring urgent medical/dental attention > a non-medical incident or emergency > identifying risks and hazards
2. Be able to prevent and control infection	2.1	Explain the importance of: <ul style="list-style-type: none"> > hand washing > food preparation and hygiene > dealing with spillages safely > safe disposal of waste

	2.2	<ul style="list-style-type: none"> > using correct personal protective equipment <p>Demonstrate how to carry out:</p> <ul style="list-style-type: none"> > hand washing > food preparation and hygiene > dealing with spillages safely > safe disposal of waste > using correct personal protective equipment
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 common childhood illnesses and allergies) or in need of urgent medical/dental attention
	5.2	<p>Demonstrate how to encourage children to:</p> <ul style="list-style-type: none"> > be aware of personal safety and the safety of others > develop personal hygiene practices (including oral hygiene)

Assessment requirements and Evidence 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

Assessment Criterion
5.1

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

Health and wellbeing of babies and children in early years settings

Unit Reference	R/617/8573	
Level	2	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	<p>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.</p> <p>This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.</p>	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.1)	
The learner will	The learner can	
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 physical activity throughout the day
	2.3	Share information with parents/carers about the importance of: <ul style="list-style-type: none"> > healthy balanced diets > looking after teeth

		> being physically active
3. Be able to conduct care routines for babies and young children	3.1	Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child

Assessment requirements and Evidence 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

Assessment Criterion 2.2	<p>Physical activity:</p> <ul style="list-style-type: none"> > planned activity > spontaneous activity > indoors > outdoors
Assessment Criterion 3.1	<p>Care routines to include:</p> <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

Communication with children in early years settings

Unit Reference	Y/617/8574	
Level	2	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	<p>This unit aims to provide learners with the knowledge and understanding required to communicate with babies and children in an early years setting.</p> <p>This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.</p>	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)	
The learner will	The learner can	
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 adults
	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
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Assessment requirements and Evidence 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

Assessment Criterion
1.3

Adults

For example:

- > Parents
- > Carers
- > Colleagues
- > Practitioners

Contribute to planning and delivering activities, purposeful play opportunities and educational programmes

Unit Reference	D/617/8575	
Level	2	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	<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>	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
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"> > Adult led activities > Child initiated activities > Spontaneous experiences
2. Be able to plan, deliver and review children’s activities	2.1	Work with colleagues to identify and plan enabling environments, activities, play opportunities and educational programmes 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"> > the child > the parents/carers > the early years setting in planning the next steps
	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 mathematical learning
	4.4	Demonstrate inclusive practice ensuring that every child is included and supported

Assessment requirements and Evidence Requirements

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

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

Additional Information

Assessment Criterion
2.1

Enabling environments, activities, play opportunities and educational programmes:

- > indoors and outdoors
- > adult led and child initiated

Assessment Criterion
4.3

Mathematical learning to include:

- > numbers
- > number patterns
- > counting
- > sorting
- > matching

Understand how to support children with special educational needs and disabilities

Unit Reference	H/617/8576	
Level	2	
Credit Value	6	
Guided Learning (GL)	40	
Unit Summary	<p>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.</p> <p>This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.</p>	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.2)	
The learner will	The learner can	
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 partnership 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

Assessment requirements and Evidence 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

Assessment Criterion
1.2

Partnership with:

- > Parents
- > Carers
- > Other practitioners
- > The child

The role and responsibilities of the Early Years practitioner

Unit Reference	K/617/8577	
Level	2	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	<p>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.</p> <p>This unit is based on the Early Years Practitioner (Level 2) Qualifications Criteria published by the Department for Education.</p>	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.2)	
The learner will	The learner can	
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 workplace policies and procedures
	1.4	Explain own responsibilities and accountabilities relating to workplace 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"> > reporting > whistleblowing

		<ul style="list-style-type: none"> > protecting and promoting the welfare of children > safeguarding > confidentiality > information sharing > use of technology
	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

Assessment requirements and Evidence 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.

Working with others in early years settings

Unit Reference	M/617/8578
Level	2
Credit Value	5
Guided Learning (GL)	30
Unit Summary	<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>
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)
The learner will	The learner can
1. Understand the importance of agencies, professionals, parents and carers to early years	<p>1.1 Explain the roles and responsibilities of agencies and professionals that work with and support your setting</p> <p>1.2 Explain the roles of parents and/or carers in early learning</p> <p>1.3 Explain the importance of parental/carer engagement and the home learning environment in early learning</p> <p>1.4 Explain the importance of listening to the child during play, learning and development</p>
2. Be able to work with others to help the development of babies and young children	<p>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</p> <p>2.2 Work co-operatively with parents and/or carers and recognise their role in the</p>

	2.3	<p>baby's/child's health, wellbeing, learning and development</p> <p>Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development</p>
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Assessment requirements and Evidence 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

Assessment Criterion
1.1

Agencies and professionals:

- > statutory
- > non-statutory

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.



BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from bijab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

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.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.