Qualification Guidance Document

BIIAB Level 3 Diploma in Children's Learning and Development (Early Years Educator)

England – 601/7786/X

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 D4269-03.

Issue	Date	Details of change
3.0	November 2020	Replacement of SASE framework apprenticeship requirements with Early Years Educator apprenticeship standard requirements
3.1	June 2023	Reformatted Qualification Guide into new branding

3.2	June 2025	Updated review date to 31/07/202
3.3	May 2026	Updated to new company branding
3.4	October 2026	Removed Assessment Strategy from qualification guide and created new document
4.0	November 2026	Qualification Aim updated, Page 8 Guidance refined to clarify Early years foundation stage (EYFS) requirements for staff:child ratios, Page 8 Assessment section updated, page 10

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 3 Diploma in Children's Learning and Development (Early Years Educator) – 601/7786/X								
Qualification Purpose	To confirm occupational competence							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by Ofqual							
Assessment	> 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	01/11/2015							
Review Date	31/07/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	331 hours							
Total Qualification Time (TQT)	640 hours							
Credit Value	64							
BIIAB Qualifications Limited Sector	Care Services							
Regulator Sector	1.5 Child Development and Well-being							

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 3 Diploma in Children's Learning and Development (Early Years Educator)	601/7786/X

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. These qualification entry requirements do not establish eligibility for public funding or recognition within EYFS staff:child ratios; centres must check those requirements separately before advising learners.

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 3 Diploma in Children's Learning and Development (Early Years Educator)

To achieve the BIIAB Level 3 Diploma in Children's Learning and Development (Early Years Educator) learners **must** gain a total of **64** credits. This must consist of:

- Mandatory Group A credit: **46**
- A **minimum** of **18** credits from Optional Group B
- A **minimum of 61** credits **must** be achieved through the completion of units at **Level 3** and above

Listed below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Credit Target – 46				
Understand Children's Early Years Education and Development	D/506/1231 3CLD01	3	9	43
Implementing Early Years Foundation Stage	H/506/1232 3CLD02	3	6	26
Diversity, Equality and Inclusion in Early Years Settings	K/506/1233 3CLD03	3	5	23
Plan and Provide Effective Teaching and Learning in Early Years Settings	M/506/1234 3CLD04	3	5	26
Make Accurate and Productive Use of Assessment in Early Years Settings	T/506/1235 3CLD05	3	5	23
Develop Effective and Informed Professional Practice in Early Years Settings	A/506/1236 3CLD06	3	4	13
Promote the Health, Safety and Well-being of Children in Early Years Settings	F/506/1237 3CLD07	3	4	20
Child Protection and Safeguarding	J/506/1238 3CLD08	3	5	31
Partnership Working in Early Years	L/506/1239 3CLD09	3	3	16
Optional Group B Minimum Credit Target – 18				
Understanding How to Promote Play and Learning in the Early Years	F/506/1240 3CLD10	3	9	60
Support Children's Outdoor Play	J/506/1241 3CLD11	3	4	27
Understand How to Work With Children in Home-Based Care	L/506/1242 3CLD12	3	9	60
Managing a Home-Based Childcare Business	R/506/1243 3CLD13	3	5	30
Lead and Manage a Community Based Early Years Setting	Y/506/1244 4CLD01	4	6	45

Coordinate Special Educational Needs Provision	D/506/1245 4CLD02	4	4	20
Understand the Needs of Children Who Are Vulnerable and Experiencing Poverty and Disadvantage	H/506/1246 4CLD03	4	5	40
Support Disabled Children and Children with Specific Requirements	K/506/1247 4CLD04	4	6	45
Support the Use of Medication	M/506/1248 3CLD14	3	5	40
Support Children at Meal or Snack Times	T/506/1249 2CLD01	2	3	18
Care for the Physical and Nutritional Needs of Babies and Young Children	K/506/1250 3CLD15	3	6	45
Support the Development of Positive Behaviour in Children	M/506/1251 3CLD16	3	3	22
Contribute to Effective Team Working in Health and Social Care or Children's Settings	T/506/1252 3CLD17	3	4	25
Working Within a Social Pedagogic Framework With Children	A/506/1253 3CLD18	3	5	35

Aim

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required when working with children in early years settings, for example as an Early Years Educator, Child Minder or Nursery Nurse.

Early years foundation stage (EYFS) requirements for staff:child ratios

Learners commencing qualification *BIIAB Level 3 Diploma in Children's Learning and Development (Early Years Educator) - 601/7786/X* from 1 September 2024 should be aware that the qualification alone does not enable them to be counted within Level 3 EYFS staff:child ratios. To achieve Level 3 ratio status, they must either complete the Level 3 Early Years Educator apprenticeship or successfully complete the DfE Experience-Based Route (EBR), subject to meeting the relevant eligibility requirements.

Level 3 Early Years Apprenticeship (ST0135)

Completion of a Level 3 Early Years Educator apprenticeship may enable a practitioner to be counted in the EYFS staff:child ratios at Level 3, provided that they meet the Department for Education (DfE) requirements.

Learners holding qualification 601/7786/X may be counted in Level 3 EYFS staff:child ratios where their course start date and individual circumstances meet the applicable DfE recognition requirements and conditions.

For learners who started the standalone qualification on or after 1 September 2024, the qualification alone does not confer full and relevant status.

These practitioners can only be counted at Level 3 where they:

- Successfully complete the Level 3 Early Years Educator apprenticeship; or
- Successfully complete the DfE's Experience-Based Route (EBR) and receive confirmation that they meet the Level 3 Early Years Educator criteria.

Early years settings in England must use DfE-recognised qualifications and routes when determining whether staff can be counted within Level 3 ratios.

Managers can verify an individual's status using the DfE's "Check an early years qualification" service: Help for early years providers : Check an early years qualification.

Experience-Based Route (EBR)

The DfE introduced the Experience-Based Route in March 2025. This allows eligible early years practitioners who do not hold a full and relevant Level 3 qualification to gain recognition to count at Level 3 following supervised workplace practice and assessment.

The requirements include:

- A relevant Level 3 qualification that is not full and relevant, or an approved Level 2 qualification.
- At least one year's relevant experience in England.
- An initial assessment demonstrating at least 50% of the Level 3 Early Years Educator criteria.
- Between 751 and 900 hours of supervised practice, followed by an assessment confirming that all required criteria have been met.

Please see full guidance here: **Experience-based route for early years staff - GOV.UK**

Useful websites for further information:

Help for early years providers: Check an early years qualification

Early years educator (level 3): qualification criteria:
https://www.gov.uk/government/publications/early-years-qualification-requirements-and-standards

Early Years Foundation Stage (EYFS) statutory framework:
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Target Group

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

- 16-18
- 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.

Centres must ensure that teaching, assessment and internal quality assurance reflect the current Early Years Foundation Stage statutory framework and the current DfE Early years qualification requirements and standards. Where legislation, statutory guidance or safeguarding expectations change, centres must use the current requirements and retain evidence that delivery and assessment materials have been reviewed and updated.

Resources

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

- Evidence matrices for the competence / NVQ units
- Purpose Statement
- Learner Unit Assessment 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

For learners who want to continue their learning at a higher level in this area, the recommended progression route is a Foundation Degree in Early Years.

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.

Mandatory Unit Details

Understand Children's Early Years Education and Development		
Unit Reference	D/506/1231	
Level	3	
Credit Value	9	
Guided Learning (GL)	43	
Unit Summary	This unit enables the learner to understand and support Children's Early Years Education and Development. This also includes understanding how transitions and significant events affect children's lives.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Understand patterns of children's development from birth up to 8 years	1.1	Explain expected children's development from birth to 5 years
	1.2	Explain expected children's development from 5 up to 8 years
	1.3	Explain the importance to children's holistic development of: > Speech, language and communication > Personal, social and emotional development > Physical development
	1.4	Analyse how children's learning and development can be affected by: > personal factors > external factors
	1.5	Describe how atypical development may impact on areas of development
	1.6	Analyse how children's learning and development can be affected by their stage of development

	1.7	Evaluate how interventions can promote positive development
2. Understand evidence-based approaches to child development	2.1	Explain how babies and children learn and develop
	2.2	Evaluate theories and models of child development
	2.3	Explain how to apply theories and models of child development to support children's development
	2.4	Evaluate how evidenced based approaches can inform own practice
3. Understand the significance of attachment to children's development	3.1	Explain theories of attachment
	3.2	Explain why positive attachment is important for children
	3.3	Analyse the impact on children of not forming positive attachments
	3.4	Analyse strategies for promoting positive attachments
4. Understand how to support children's speech, language and communication	4.1	Identify the communication development needs of children from: > Birth to 2 years > 2 to 5 years > 5 up to 8 years
	4.2	Explain early intervention criteria
	4.3	Explain how multi-agency teams work together to support speech, language and communication
	4.4	Explain systematic synthetic phonics associated with reading
	4.5	Evaluate strategies for developing early literacy and mathematics

	4.6	Explain how play and activities support speech, language and communication development
5. Understand how transitions and significant events affect children's lives	5.1	Analyse the potential effect that transitions and significant events have on children
	5.2	Explain how to prepare and support children through transitions and significant events in their lives
	5.3	Explain the effect on children of having stable relationships during periods of transition

Implementing Early Years Foundation Stage		
Unit Reference	H/506/1232	
Level	3	
Credit Value	6	
Guided Learning (GL)	26	
Unit Summary	This unit enables the learner to understand the Early Years Foundation Stage and how to implement the education programme and apply the safeguarding and welfare requirements.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand the Early Years Foundation Stage (EYFS)	1.1	Describe the scope and legal status of the EYFS
	1.2	Explain the overall structure of the EYFS
	1.3	Explain the principles and themes of the EYFS
	1.4	Explain how early years settings are inspected to check their delivery of the EYFS
	1.5	Describe how children's development is assessed at different points
2. Understand how to apply the safeguarding and welfare requirements within the EYFS	2.1	Identify the EYFS safeguarding and welfare requirements
	2.2	Explain the rationale behind the safeguarding and welfare requirements
	2.3	Evaluate the practical implications of the safeguarding and welfare requirements within the EYFS

3. Be able to implement the education programme within the EYFS	3.1	Describe the scope of the areas of learning in the EYFS
	3.2	Evaluate how the four specific areas of learning relate to the three prime areas of the EYFS
	3.3	Facilitate play activities for a given child that allows opportunities for the prime areas of learning
	3.4	Use observations of a given child's development to plan for progress within the EYFS
	3.5	Balance adult-led and child-initiated activities
4. Be able to support children's progress towards EYFS outcomes	4.1	Identify the EYFS outcomes
	4.2	Evaluate children's progress within the EYFS
	4.3	Plan an adult-directed activity, which takes into account: > the identification of children's needs and interests > links to the areas of learning > the need for activities to be playful

Diversity, Equality and Inclusion in Early Years Settings		
Unit Reference	K/506/1233	
Level	3	
Credit Value	5	
Guided Learning (GL)	23	
Unit Summary	This unit enables the learner to understand diversity, equality and inclusion in Early Years Settings.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.5)**	
The learner will	**The learner can**	
1. Understand the importance of promoting diversity, equality and inclusion	1.1	Explain what is meant by: > diversity > equality > inclusion
	1.2	Explain how legislation and codes of practice relating to equality, diversity and inclusion apply to own work role
	1.3	Describe how prejudice and discrimination may affect a child's life chances
	1.4	Describe potential barriers to implementing equality in early years settings
	1.5	Explain how to support others to promote diversity, equality and inclusion
2. Be able to use practice that reflects cultural differences and family circumstances	2.1	Interact with others in ways that respects their beliefs, culture, values and preferences
	2.2	Show behaviour that models inclusive practice

3. Be able to promote equality of opportunity and anti-discriminatory practice	3.1	Challenge discrimination in a way that supports change
	3.2	Apply anti-discriminatory legislation and codes of practice to own behaviour within the early years setting
	3.3	Reflect on the impact of legislation and codes of practice on the promotion of equality of opportunity in own setting
4. Be able to support children with additional needs in early years practice	4.1	Apply additional needs legislation, regulations and codes of practice to own practice
	4.2	Analyse how models of disability influence own practice
	4.3	Plan to meet individual children's needs
	4.4	Lead activities that meet children's individual needs
	4.5	Identify who to approach when specialist expertise may be needed

Plan and Provide Effective Teaching and Learning in Early Years Settings		
Unit Reference	M/506/1234	
Level	3	
Credit Value	5	
Guided Learning (GL)	26	
Unit Summary	This unit provides the knowledge to enable the learner to plan and provide effective teaching and learning in early years settings.	
Learning Outcomes (1 to 7)	**Assessment Criteria (1.1 to 7.3)**	
The learner will	**The learner can**	
1. Be able to implement purposeful play opportunities, experiences and educational programmes	1.1	Apply the principles and themes of the Early Years Foundation Stage (EYFS) to own practice
	1.2	Implement strategies to develop and extend children's learning and thinking, including sustained shared thinking
	1.3	Plan activities that include the learning and development areas of current early education curriculum requirements
	1.4	Lead activities that include the learning and development areas of current early education curriculum requirements
2. Be able to provide environments that support children's learning	2.1	Prepare the environment within own setting to support and extend children's learning and development
	2.2	Evaluate how effective the environment within own setting has been in extending children's learning and development
	2.3	Explain how the environment in own setting meets the needs of individual children

3. Be able to support children's group learning and socialisation	3.1 3.2	Plan activities which support children's group learning and socialisation Implement activities which facilitate children's group learning and socialisation
4. Be able to support children's individual learning and development	4.1 4.2	Plan activities that show differentiation to support children's individual learning and development needs Evaluate plans to ensure they reflect children's: > age > stage of development > individual circumstances > group needs
5. Be able to promote positive behaviours expected of children	5.1 5.2 5.3	Describe the importance of modelling and promoting positive behaviours for children Apply boundaries and rules for children's behaviour in accordance with the policies and procedures of the setting Role model the standards of behaviour expected of children within the setting
6. Be able to support children to manage their own behaviour	6.1 6.2 6.3	Provide realistic, consistent and supportive responses to children's behaviour Apply skills and techniques for supporting and encouraging children's positive behaviour Apply skills and techniques for supporting children to manage their own behaviour in relation to others
7. Understand when a child is in need of additional support	7.1 7.2	Describe the indicators of a child being in need of additional support Explain how to adapt resources and approaches to provide additional support

	7.3	Develop strategies for working in partnership with parents and/or carers and others with children with additional needs

Make Accurate and Productive Use of Assessment in Early Years Settings		
Unit Reference	T/506/1235	
Level	3	
Credit Value	5	
Guided Learning (GL)	23	
Unit Summary	This unit enables the learner to understand and carry out assessments to be able to help identify the needs, interests and stages of development of individual children in early years settings.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.5)**	
The learner will	**The learner can**	
1. Understand how to assess within the early education curriculum framework	1.1	Analyse the value of a child-centred model of assessment
	1.2	Describe assessment techniques appropriate to the current early education curriculum framework
	1.3	Evaluate how observations and assessments are used to inform planning
	1.4	Explain the importance of parental involvement in observation and assessment
	1.5	Explain how to relate theories of play and development to assessment
2. Be able to carry out observational assessment	2.1	Ensure issues of permission, confidentiality and participant bias are addressed when carrying out assessment
	2.2	Carry out observational assessment
	2.3	Complete assessment records for a given child

	2.4	Review the effectiveness of plans and planning methods
3. Be able to identify the needs, interests and stages of development of individual children	3.1	Use assessment to identify the needs of individual children
	3.2	Use assessment to identify the interests of individual children
	3.3	Use assessment to identify the stages of development of individual children
4. Be able to use assessment to plan next steps	4.1	Collaborate with children and others in expressing their needs and aspirations to inform planning
	4.2	Use formative assessment to shape learning opportunities
	4.3	Use summative assessment to shape learning opportunities
	4.4	Explain how the goals and targets for a given child will support the achievement of positive outcomes
	4.5	Explain the action to take if a typical development is identified
5. Be able to discuss children's progress and plan next stages	5.1	Discuss children's progress and plan next stages in their learning with: > the key person > colleagues > parents and/or carers
	5.2	Develop a plan with a child and others to meet their needs to achieve positive outcomes
	5.3	Support children and others to understand and agree: > the goals > targets > outcomes of a development plan

	5.4	Review the achievement of goals and targets to track children's progress
	5.5	Review plans and planning methods to evaluate their effectiveness in ensuring the progress of children's play and development

Develop Effective and Informed Professional Practice in Early Years Settings		
Unit Reference	A/506/1236	
Level	3	
Credit Value	4	
Guided Learning (GL)	13	
Unit Summary	This unit gives the learner the knowledge to develop effective and informed professional practice in early years settings.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Use effective written and spoken communication in the workplace	1.1	Identify any barriers to communication
	1.2	Communicate using standard English in written documents
	1.3	Communicate effectively using standard English when speaking to: > Parents and/or carers > Colleagues
	1.4	Develop an action plan for improvement for areas of own communication requiring development
2. Understand the importance of continued professional development	2.1	Analyse requirements relating to maintaining current and competent practice
	2.2	Explain the importance of continued professional development to improve skills and early years practice
	2.3	Analyse the importance of reflective practice in relation to working with children
	2.4	Explain the importance of understanding the limits of personal competence

3. Be able to plan for and monitor own professional development	3.1	Use professional supervision in order to improve practice
	3.2	Identify areas for development
	3.3	Develop and implement an action plan to improve own: > skills > practice > subject knowledge
4. Be able to engage in reflective practice	4.1	Identify sources of information to access to gain awareness of own practice
	4.2	Evaluate the effectiveness of own early years practice with children
	4.3	Identify factors that might affect own practice

Promote the Health, Safety and Well-being of Children in Early Years Settings		
Unit Reference	F/506/1237	
Level	3	
Credit Value	4	
Guided Learning (GL)	20	
Unit Summary	This unit gives the learner the knowledge to promote health, safety and well-being of children in early years settings.	
Learning Outcomes (1 to 8)	**Assessment Criteria (1.1 to 8.3)**	
The learner will	**The learner can**	
1. Understand health and safety legislation and regulations	1.1	Explain how health and safety legislation and regulations are implemented in own work setting
	1.2	Identify sources of current guidance for planning healthy and safe environments
2. Understand how to carry out physical care routines	2.1	Identify the physical care routines which may be carried out
	2.2	Describe how to plan and carry out physical care routines suitable to the age, stage and needs of the child
	2.3	Explain potential dilemmas between the rights and choices of children and health and safety requirements
3. Understand why health and well-being is important for babies and children	3.1	Analyse the importance of health and well-being for babies and children
	3.2	Describe ways of promoting healthy lifestyles for babies and children
4. Understand how to keep children safe and secure in early years settings	4.1	Analyse the role of practitioners in keeping children safe and secure

	4.2	Identify own responsibilities in relation to health and safety
	4.3	Explain how health and safety is monitored and maintained
	4.4	Describe how people in own work setting are made aware of risks and hazards and encouraged to work safely
5. Understand how to respond to accidents and emergency situations	5.1	Identify accidents and emergency situations which may occur in an early years setting
	5.2	Explain how to respond to accidents and emergency situations
	5.3	Explain how to avoid injuries in early years settings
	5.4	Describe the procedures for recording and reporting accidents and other emergencies in own setting
6. Understand prevention and control of infection in early years settings	6.1	Explain how to prevent the spread of infection in early years settings
	6.2	Identify childhood infections
	6.3	Describe how infection may be spread in early years settings
	6.4	Describe legislation, regulations and guidance that apply to infection prevention and control in early years settings
	6.5	Explain the immunisation programme for children and its role in infection control
7. Understand how to assess health and safety risks in early years settings	7.1	Explain the risk assessment process
	7.2	Describe how to carry out a risk assessment and risk management in line with policies and procedures

	7.3	Explain how to assess infection and safety risks
8. Understand how to maintain records and reports	8.1	Explain the importance of maintaining accurate and coherent records and reports
	8.2	Explain how to maintain records and reports
	8.3	Explain the importance of maintaining the confidentiality of records

Child Protection and Safeguarding		
Unit Reference	J/506/1238	
Level	3	
Credit Value	5	
Guided Learning (GL)	31	
Unit Summary	This unit enables the learner to understand all aspects of child protection and safeguarding.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.4)**	
The learner will	**The learner can**	
1. Understand the legal requirements and guidance on safeguarding in early years settings	1.1	Analyse legal requirements and guidance relating to the safeguarding of children
	1.2	Evaluate the impact of legal requirements and guidance on own role
	1.3	Explain children's right to be safe, with reference to: > the United Nations Convention on the Rights of the Child > duty of care > safe recruitment > Early Years Foundation Stage (EYFS)
2. Be able to carry out own responsibilities in relation to safeguarding	2.1	Explain own responsibilities in relation to: > confidentiality of information > safeguarding > promoting the welfare of children > protection of self and others
	2.2	Maintain accurate records relating to children's overall welfare
	2.3	Explain why it is important to ensure children are protected from harm within the work setting
	2.4	Listen actively to children and value their contributions, opinions and ideas

3. Understand types and indicators of child abuse	3.1	Explain the different types of abuse
	3.2	Explain indicators of types of abuse
	3.3	Explain the importance of observing and reflecting on changes in children's behaviour
	3.4	Explain own setting's procedure for passing on concerns about the practice of others that may impact on the welfare of children
	3.5	Explain how abuse can take place by a range of people who have contact with children
	3.6	Explain why it is important to work with children to ensure they have strategies to protect themselves
4. Understand how to respond to allegations that a child has been abused or harmed	4.1	Describe how to respond to concerns from colleagues, parents and/or carers that a child has been abused or harmed
	4.2	Explain why it is important to believe a child and avoid judgements
	4.3	Describe the roles and responsibilities of the organisations that may be involved when a child has been abused or harmed
	4.4	Explain how agencies work together to develop policies and procedures for safeguarding
5. Be able to maintain confidentiality of information	5.1	Explain the processes used by own setting to comply with data protection and information handling legislation
	5.2	Explain when information can be shared in relation to safeguarding
6. Be able to maintain the safety and security of	6.1	Carry out a risk assessment in line with organisational policies and procedures

children in own work setting	6.2	Implement policies and procedures for keeping children safe in own work setting
	6.3	Explain how children's resilience and well-being are supported in own work setting
	6.4	Identify own setting's reporting procedure for poor practice or safety concerns

Partnership Working in Early Years		
Unit Reference	L/506/1239	
Level	3	
Credit Value	3	
Guided Learning (GL)	16	
Unit Summary	This unit enables the learner to understand partnership working and the importance of effective communication in early years.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.5)**	
The learner will	**The learner can**	
1. Understand how to work in partnership in early years settings	1.1	Explain the policies, procedures and current guidance of the setting relating to partnership working
	1.2	Evaluate how integrated working practices deliver better outcomes for children and families
	1.3	Analyse the responsibilities of early years professionals to work in partnership
	1.4	Explain the roles and responsibilities of colleagues in early years settings
	1.5	Explain why partnership working may be difficult in a multidisciplinary team
	1.6	Analyse the impact of parental rights on partnership work
	1.7	Analyse the impact of parental views and experiences on partnership work
2. Be able to work in partnership in early years settings	2.1	Work in partnership with colleagues and other professionals in early years settings

	2.2	Follow legislation and codes of practice relating to confidentiality when working in partnership
3. Be able to work with parents and/or carers in early years settings	3.1	Provide guidance to parents and/or carers to enable them to take an active role in the child's: > play > learning > development
	3.2	Provide support to parents and/or carers to help them to recognise and value the contributions they make to the child's: > health > well-being > learning > development
	3.3	Communicate effectively with parents and/or carers to share information about children's needs and development
	3.4	Review own performance in giving advice to parents and/or carers
	3.5	Develop an action plan for improvement in giving advice to parents and/or carers

Optional Group B Unit Details

Support Children at Meal or Snack Times		
Unit Reference	T/506/1249	
Level	2	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	This unit provides the knowledge and understanding to support children at meal and snack times by knowing the principles and benefits of healthy eating and how to recognise and respond to allergic reactions to food.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.3)**	
The learner will	**The learner can**	
1. Know the principles of healthy eating for children	1.1	Outline the nutritional requirements of a healthy diet for children
	1.2	Describe examples of healthy meals and snacks for children
	1.3	Describe how culture, religion and health conditions impact on food choices
2. Know the benefits of healthy eating for children	2.1	Describe the benefits of healthy eating for children
	2.2	Describe the possible consequences of an unhealthy diet
	2.3	Identify sources of information and advice on dietary concerns
3. Know how to recognise and respond to allergenic reactions to food	3.1	Describe how to recognise allergenic reactions to food
	3.2	Describe how to deal with allergenic reactions to food

4. Be able to encourage children to make healthier food choices	4.1 4.2	Review the effectiveness of the food policy of own setting in encouraging children to make healthier food choices Plan strategies for encouraging children to: > Make healthier food choices > Eat the food provided for them
5. Be able to support hygiene during meal or snack times	5.1 5.2	Model good hygiene practice in relation to own role in food handling and waste disposal Plan strategies for encouraging children's personal hygiene at meal and snack times
6. Be able to support the code of conduct and policies for meal and snack times	6.1 6.2 6.3	Describe the setting's code of conduct and policies for meal and snack times Apply skills and techniques for supporting and encouraging children's positive behaviour in the dining area Apply skills and techniques for dealing with inappropriate behaviour in the dining area

Understanding How to Promote Play and Learning in the Early Years		
Unit Reference	F/506/1240	
Level	3	
Credit Value	9	
Guided Learning (GL)	60	
Unit Summary	This unit provides the knowledge and understanding to promote play and learning in the early years.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.5)**	
The learner will	**The learner can**	
1. Understand how children from birth to five years learn through play	1.1	Analyse the theoretical perspectives taken to learning and development through play
	1.2	Explain how children are competent learners from birth to five years
2. Understand the play and learning needs of children	2.1	Analyse the types of play that support the areas of learning and development outlined in statutory early years curricula
	2.2	Explain the effect that a lack of play can have on learning
	2.3	Explain why children require a personalised approach to their play and learning needs
	2.4	Analyse the key features of an effective play-based learning environment
	2.5	Explain why both adult initiated and child-initiated play and learning activities are important for children from birth to five years
3. Understand how barriers to play based learning can be overcome	3.1	Identify the main barriers to play based learning within early years provision

	3.2	Analyse how barriers to play can be overcome
	3.3	Explain ways in which children with additional needs can participate fully in play and learning activities
4. Understand how to support play and learning activities	4.1	Explain how to plan a play-based approach to learning for early years children
	4.2	Explain how to support a play-based approach to learning for early years children
	4.3	Evaluate different materials and equipment to support play-based learning opportunities for children in their early years
	4.4	Explain the role of the adult in supporting children's play based learning
5. Understand the principles of managing risk in early years settings	5.1	Explain why children need to be able to take risks in play
	5.2	Analyse the role of play in enabling children to learn to manage risk for themselves and others
	5.3	Identify risks and hazards in an early years setting
	5.4	Explain the principles of risk and benefit assessment pro forma for an early years setting
	5.5	Explain the legal framework and current national guidelines for safety in early years settings

Support children's outdoor play		
Unit Reference	J/506/1241	
Level	3	
Credit Value	4	
Guided Learning (GL)	27	
Unit Summary	This unit provides the knowledge and skills required to support children's outdoor play. This also includes being able to assess and develop plans for outdoor play.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand the importance of outdoor play for children's health, learning and development	1.1	Analyse the benefits of outdoor play on children's > health > learning > development
	1.2	Explain how outdoor play is linked to other areas of learning and development
	1.3	Explain how holistic plans support access to outdoor play for every child in the setting, including those with specific requirements
	1.4	Explain why children need to experiment, explore and take risks through outdoor play
	1.5	Explain how the development of outdoor play is supported through the combination of adult-led activities and child-initiated activities
	1.6	Explain the importance of making an assessment of children's outdoor play

2. Be able to use assessments to develop plans to support outdoor play	2.1	Make an assessment of a given child's outdoor play
	2.2	Use assessments as a basis for both short term and long-term planning for the development of outdoor play
	2.3	Identify sources of information to support the development of outdoor play
3. Be able to use activities for the development of children's outdoor play	3.1	Develop a holistic plan with input from a given child, which incorporates outdoor play, to include: > environments within the work setting > environments outside of the work setting
	3.2	Deliver a holistic plan which incorporates the development of outdoor play
	3.3	Plan play activities that make the best use of outdoor space
	3.4	Use outdoor play with children in everyday activities and routines to support their learning and development
	3.5	Provide both structured and spontaneous opportunities and activities that develop children's outdoor play
	3.6	Encourage and praise children in their creative use of outdoor play
4. Be able to reflect on own performance in supporting the development of children's outdoor play	4.1	Evaluate how own practice has contributed to the development of children's outdoor play
	4.2	Plan how to adapt own practice to support children's outdoor play
	4.3	Identify training and development needs for the improvement of own practice

Understand How to Work with Children in Home-Based Care		
Unit Reference	L/506/1242	
Level	3	
Credit Value	9	
Guided Learning (GL)	60	
Unit Summary	This unit provides the knowledge and understanding to work with children in home-based care.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.7)**	
The learner will	**The learner can**	
1. Understand the value of home-based care for children and families	1.1	Explain the importance of consistent care for children and families
	1.2	Identify the benefits of flexible home-based care
	1.3	Identify the benefits of siblings being cared for together
	1.4	Explain the benefits to a child of care in a smaller group
	1.5	Explain the importance of home-based care during periods of transition
2. Understand how to establish a safe and healthy home-based environment for children	2.1	Explain the importance of managing risks within the home-based childcare environment
	2.2	Explain the safeguarding policies and procedures relevant to the home-based childcare environment
	2.3	Explain the procedure for safe recruitment of staff

	2.4	Explain the issues concerning confidentiality within the home-based childcare environment
	2.5	Evaluate the impact to a lone worker of a child protection issue occurring on: > self > own family > business
	2.6	Explain how to promote healthy lifestyles in a home-based childcare setting
3. Understand how to provide play for differing ages of children in a home-based environment	3.1	Explain how to recognise the play needs of different children
	3.2	Evaluate the importance of play to child development
	3.3	Explain how to measure and record children's progress during play
	3.4	Evaluate the importance of planning children's play activities
	3.5	Explain the importance of early intervention to children's development
	3.6	Explain how to use everyday activities to support play
	3.7	Explain how to encourage children of different ages to participate in different types of play at the same time
	3.8	Evaluate the importance of balancing child-initiated and adult-led play
	3.9	Explain how to show children that their play is valued
4. Understand how to meet the personal, social and emotional needs of children in a home-based childcare environment	4.1	Explain the importance of recognising the individual needs of children in a group setting

	4.2	Explain methods of forming secure relationships with children
	4.3	Explain the potential impact that new relationships with children may have on other children in the home-based childcare environment
	4.4	Explain the importance of including children in decision making
	4.5	Explain how to meet the emotional needs of children in the home-based childcare environment
	4.6	Explain how to manage behaviour in the home-based childcare environment
	4.7	Evaluate the importance of inclusion in the home-based childcare environment
5. Understand the role of parents and/or carers and other agencies as partners in home-based childcare	5.1	Explain the benefits of working with parents and/or carers as partners in home-based childcare
	5.2	Explain how to support parents and/or carers with the early identification of needs
	5.3	Evaluate the importance of making links with home learning
	5.4	Explain the benefits of working with other agencies to support children and parents and/or carers
	5.5	Explain how to establish links with other settings
	5.6	Analyse the importance of boundaries when working with parents and/or carers
	5.7	Explain the importance of understanding individual children's ethnicity

Managing a Home-Based Childcare Business		
Unit Reference	R/506/1243	
Level	3	
Credit Value	5	
Guided Learning (GL)	30	
Unit Summary	This unit provides the knowledge required to manage a home-based childcare business.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.2)**	
The learner will	**The learner can**	
1. Be able to establish a home-based childcare business	1.1	Identify the relevant legislation and guidance for managing a home-based childcare business
	1.2	Implement policies and procedures to meet the requirements for: > Self-employment > Management of staff > Registration and qualification > Insurance > Taxation > National Insurance > Financial planning
	1.3	Identify sources of support for managing a home-based childcare business
	1.4	Create a marketing strategy for promoting own business
2. Be able to manage the home-based childcare business	2.1	Manage time efficiently when establishing daily routines
	2.2	Maintain accurate financial records
	2.3	Keep accurate and up to date records on the children within own care
	2.4	Use ICT to manage the business

	2.5 2.6	Evaluate the service provision of own business Develop an action plan for improving own business
3. Be able to manage relationships with parents and/or carers as customers in home-based childcare	3.1 3.2	Develop formal procedures for: > Sharing information with parents and/or carers > Contracts > Payment arrangements > Recognising parent and/or carer's wishes > Managing disputes > Confidentiality > Evaluation of service to parents and/or carers Communicate effectively with parents and/or carers

Support the Use of Medication		
Unit Reference	M/506/1248	
Level	3	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	This unit provides the knowledge and skills required to support the use of medication. This involves knowing the legislative framework, common types of medication, receiving, storing and disposing of medication as well as administering medication.	
Learning Outcomes (1 to 8)	**Assessment Criteria (1.1 to 8.2)**	
The learner will	**The learner can**	
1. Know the legislative framework for the use of medication in early years settings	1.1	Identify legislation that governs the use of medication
	1.2	Outline the legal classification system for medication
	1.3	Describe why policies and procedures must reflect and incorporate legislative requirements
2. Know about common types of medication and their use	2.1	Identify common types of medication
	2.2	List conditions for which common types of medication may be prescribed
	2.3	Describe changes to a child's physical or mental well-being that may indicate an adverse reaction to a medication
3. Understand roles and responsibilities in the use of medication in early years settings	3.1	Explain the roles and responsibilities of those involved in: > Prescribing medication > Dispensing medication > Supporting the use of medication

	3.2	Explain roles and responsibilities relating to use of 'over the counter' remedies and supplements
	3.3	Explain the procedure for reporting issues associated with medication
4. Know techniques for administering medication	4.1	Describe the routes by which medication can be administered
	4.2	Describe different forms in which medication may be presented
	4.3	Describe materials and equipment that can assist in administering medication
5. Be able to receive, store and dispose of medication supplies in line with agreed ways of working	5.1	Receive supplies of medication
	5.2	Store medication in line with procedures of own setting
	5.3	Dispose of unused or unwanted medication in line with procedures of own setting
6. Understand how to promote the rights of the individual when managing medication	6.1	Explain the principles in the use of medication of: > Consent > Self-medication or active participation > Dignity and privacy > Confidentiality
	6.2	Explain how risk assessment can be used to support an individual's independence in managing medication
	6.3	Explain how ethical issues that may arise over the use of medication can be addressed
7. Be able to support the use of medication	7.1	Identify information about an individual's medication
	7.2	Support an individual to use medication in ways that promote: > Hygiene

		> Safety > Dignity > Active participation
	7.3	Use strategies to ensure that medication is used or administered correctly
	7.4	Manage practical difficulties that may arise when medication is used
	7.5	Identify sources of further information and support about the use of medication
8. Be able to record the use of medication	8.1	Record use of medication
	8.2	Record changes in an individual associated with medication

Care for the Physical and Nutritional Needs of Babies and Young Children		
Unit Reference	K/506/1250	
Level	3	
Credit Value	6	
Guided Learning (GL)	45	
Unit Summary	This unit provides the knowledge and skills required to care for the physical and nutritional needs of babies and young children.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.3)**	
The learner will	**The learner can**	
1. Be able to provide respectful physical care for babies and young children	1.1	Show behaviour that models cultural and ethnic awareness when caring for babies and young children's: > skin > hair > teeth > nappy area
	1.2	Plan strategies to ensure the preferences of carers are taken into account in the provision of physical care
	1.3	Show respectful behaviour when working with babies or young children
	1.4	Provide personalised physical care tailored to individual babies or young children's needs
	1.5	Provide personalised physical care that follows organisational and regulatory procedures
2. Be able to provide routines for babies and young children that support their health and development	2.1	Plan daily and weekly routines for babies and young children to meet individual needs

	2.2	Plan strategies for incorporating effective toilet training into routines
3. Be able to provide opportunities for exercise and physical activity	3.1	Plan how to support babies or young children's exercise and physical activity
4. Be able to provide safe and protective environments for babies and young children	4.1 4.2 4.3 4.4 4.5	Identify policies and procedures that cover health, safety and protection of babies and young children Evaluate the safety features within the environment for babies and young children Supervise babies or young children in own setting Apply a balanced approach to risk management in own setting Identify current advice on minimising sudden infant death syndrome in everyday routines for babies
5. Be able to provide for the nutritional needs of babies under 18 months	5.1 5.2 5.3 5.4	Identify current government guidance the nutritional needs of babies until they are fully weaned Plan a programme of weaning Prepare formula feeds hygienically following current guidance Evaluate the benefits of different types of formula that are commonly available
6. Be able to provide for the nutritional needs of babies under 18 months	6.1 6.2	Plan meals for young children that meet their nutritional needs based on: > Current government guidance > Information from carers Identify food allergies and intolerances that a young child may experience

	6.3	Review plans to ensure parent and/or carer's instructions on the needs of their child are accounted for

Support the Development of Positive Behaviour in Children		
Unit Reference	M/506/1251	
Level	3	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit provides the knowledge and skills required to support the development of positive behaviour in children.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.12)**	
The learner will	**The learner can**	
1. Understand principles of supporting the development of positive behaviour in children	1.1	Outline theories of behaviour development in children
2. Be able to establish behavioural goals and boundaries with children	2.1	Communicate with a child about their behaviour according to their level of ability and understanding
	2.2	Explain to a child the expectations about their behaviour
	2.3	Explain to a child why goals and boundaries must be set for their behaviour
	2.4	Identify behavioural goals and boundaries that will support positive behaviour with: > A child > Key people > Others
	2.5	Record agreed behavioural goals and boundaries in line with work setting requirements

3. Be able to support children to understand their behaviour	3.1	Communicate with a child to develop understanding of when their behaviour is acceptable and when it is unacceptable
	3.2	Work with a child to develop understanding of the consequences of: > Acceptable behaviour > Unacceptable behaviour
	3.3	Work with a child to develop recognition of the benefits of positive behaviour for > Themselves > Key people > Others
	3.4	Communicate with a child to develop an understanding of why they behave in certain ways
	3.5	Work with a child to develop an understanding of how they are feeling when they engage in unacceptable behaviour
4. Be able to support children to achieve behavioural goals and adhere to agreed boundaries	4.1	Work with a child to identify behaviours that show that they are meeting behavioural goals
	4.2	Work with key people and others to provide consistent support to a child to help them meet behavioural goals and agreed boundaries
	4.3	Use stimulating and achievable activities to engage children to support them to meet agreed behavioural goals and boundaries
	4.4	Provide constructive feedback to a child on meeting behavioural goals and agreed boundaries
	4.5	Use praise to reinforce positive behaviour in a child

	4.6	Support the positive behaviour of children through own actions
	4.7	Use agreed interventions to help a child end an instance of unacceptable behaviour
	4.8	Work with a child to develop their understanding of why they engaged in unacceptable behaviour
	4.9	Work with a child to develop their understanding of how they might have behaved differently
	4.10	Record progress towards the achievement of behavioural goals in line with work setting requirements
	4.11	Record instances of unacceptable behaviour in line with work setting requirements
	4.12	Identify sources of help and support where there are concerns about the behaviour of a child

Contribute to Effective Team Working in Health and Social Care or Children's Settings		
Unit Reference	T/506/1252	
Level	3	
Credit Value	4	
Guided Learning (GL)	25	
Unit Summary	This unit provides the knowledge and skills required to contribute to effective team working in health and social care or children's settings.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Understand theories of teams and team working	1.1	Evaluate models of team working
	1.2	Explain the process of team development
	1.3	Analyse the effect of shared team goals
2. Understand the principles that underpin effective teamwork	2.1	Explain why teams need: > Clear objectives > Clearly defined roles and responsibilities > Trust and accountability > Confidentiality > Effective communication > Conflict resolution
	2.2	Explain why mutual respect and support promotes effective teamwork
	2.3	Explain how the values of own organisation influences the working of own team
	2.4	Explain how teams manage change
	2.5	Explain the benefits of effective team performance

3. Be able to work as part of a team	3.1	Identify own role and responsibility in the team
	3.2	Communicate effectively with team members
	3.3	Plan strategies for involving team members in decision making
	3.4	Seek support and advice from others
	3.5	Offer support to other team members
	3.6	Explain lines of reporting and responsibility in the team
	3.7	Analyse the strengths and contributions of other team members to the work of the team
4. Be able to support individual team members	4.1	Provide encouragement and support to individual team members within their roles
	4.2	Provide constructive feedback on performance to individual team members
5. Be able to review the work of the team	5.1	Reflect on own performance in working as part of a team
	5.2	Review team performance in achieving or working towards goals
	5.3	Contribute to the development of continuous improvement within the work of the team

Working within a Social Pedagogic Framework with Children		
Unit Reference	A/506/1253	
Level	3	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the knowledge and skills required to work within a social pedagogic framework with children.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand how to apply the principles of social pedagogy	1.1	Explain how social pedagogical principles can be applied in working with children: > As individuals > In group settings
	1.2	Explain how to use the different aspects of pedagogy in developing relationships
	1.3	Explain how to use the principles of social pedagogy in engaging with children and young people
2. Understand the concept of holistic wellbeing and happiness of individual children	2.1	Explain how to work with a holistic approach to the wellbeing and happiness of a child by supporting the development of their: > Emotional needs > Physical needs > Psychological needs > Social needs
	2.2	Explain how the concept of zone of proximal development applies to holistic wellbeing and happiness
	2.3	Explain the benefits of working with children: > As a group

		> As individuals
3. Be able to engage with children or young people to create supportive learning opportunities	3.1 3.2 3.3 3.4	Developing safe, supporting and nurturing relationships with children Use own relationship to create learning opportunities with children Plan activities that use creative skills to create learning opportunities with children Evaluate how own skills and interests provide learning opportunities for children

Lead and Manage a Community Based Early Years Setting		
Unit Reference	Y/506/1244	
Level	4	
Credit Value	6	
Guided Learning (GL)	45	
Unit Summary	This unit provides the knowledge and skills required to lead and manage a community based early years setting.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.5)**	
The learner will	**The learner can**	
1. Understand the purposes, benefits and key features of community based early years provision	1.1	Explain the purpose and key features of a community based early years setting
	1.2	Evaluate the benefits arising from community-based early years provision for: > Children > Parents and/or carers > The early years setting > The local community
	1.3	Explain how a community based early years setting can be an agent of community development
2. Be able to lead teams in a community based early years setting	2.1	Reflect on the use of leadership skills in own practice
	2.2	Plan activities to share and promote an understanding of good practice in the early years sector
	2.3	Implement strategies to create and maintain a team culture among all of the staff and parents and/or carers in a community based early years setting

	2.4	Analyse the effectiveness of implementing principles of community based early years provision
3. Be able to engage parents and/or carers as partners in the community based early years setting	3.1	Develop strategies for working in partnership with parents and/or carers in an early years setting
	3.2	Provide feedback to parents and/or carers about the progress of their child's learning and development
	3.3	Work in partnership with parents and/or carers in decisions about plans and activities to progress their child's learning and development
	3.4	Plan for activities to involve parents and/or carers in the early years setting
4. Understand how to involve parents and/or carers in the management decision making processes of an early years setting	4.1	Explain the role of the parent management committee/support group in a community based early years setting
	4.2	Plan strategies for involving parents and/or carers in the parent management committee/support group of a community based early years setting
5. Understand the provision of learning opportunities to support parents and/or carers' participation in a community based early years setting	5.1	Analyse the informal learning opportunities for children arising from parents and/or carers' participation in activities
	5.2	Evaluate the appropriateness of learning activities provided for parents and/or carers to develop their understanding of the early years curriculum
	5.3	Evaluate how the setting encourages parents and/or carers to participate in learning activities
	5.4	Explain how to provide parents and/or carers with information and resources to enable them to participate effectively in

		the parent management committee/support group
6. Be able to manage the resource, regulatory and financial requirements for a community based early years setting	6.1 6.2 6.3 6.4 6.5	Identify the regulatory requirements of the work setting Identify the lines of responsibility and reporting of the work setting Explain how human resources are managed within the setting Implement systems of resource management in the work setting Maintain accurate financial systems in the work setting

Coordinate Special Educational Needs Provision		
Unit Reference	D/506/1245	
Level	4	
Credit Value	4	
Guided Learning (GL)	20	
Unit Summary	This unit provides the knowledge and skills required to coordinate special educational needs provision.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand the role of the special educational needs coordinator	1.1	Discuss current legislation and codes of practice in relation to the role of the special educational needs coordinator
	1.2	Explain the responsibilities of the special educational needs coordinator
	1.3	Explain the importance of early recognition and intervention in relation to special educational needs
	1.4	Explain the policies and procedures of own setting in relation to special educational needs
	1.5	Explain how a partnership approach supports children with special educational needs
	1.6	Explain the purpose of statements of special educational needs and how these impact on provision for individual children within own setting
2. Be able to coordinate assessment and planning to meet the individual requirements of children	2.1	Coordinate the assessment of children with special educational needs

with special educational needs	2.2	Plan the next steps for children with special educational needs in collaboration with: > Colleagues > Children > Parents and/or carers
	2.3	Develop plans that use the assessment and planning cycle to meet the special educational needs of children
3. Be able to engage with children with special educational needs and their parents and/or carers	3.1	Assess barriers to: > Communication > Engagement
	3.2	Develop strategies for overcoming barriers to: > Communication > Engagement
	3.3	Develop strategies for engaging with children who have special educational needs
	3.4	Develop strategies for engaging with parents and/or carers of children with special educational needs
4. Be able to coordinate, support and advise colleagues working with children who have special educational needs	4.1	Coordinate provision for children with special educational needs
	4.2	Identify sources of support and professional development for special educational needs practitioners and coordinators
	4.3	Provide feedback and guidance to support and develop colleagues' practice

Understand the Needs of Children who are Vulnerable and Experiencing Poverty and Disadvantage		
Unit Reference	H/506/1246	
Level	4	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	This unit provides the knowledge and skills required to understand the needs of children who are vulnerable and experiencing poverty and disadvantage.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Understand the circumstances and factors that impact on the outcomes and life chances of children	1.1	Explain factors that impact on outcomes and life chances for children
	1.2	Explain how poverty affects outcomes and life chances
	1.3	Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children
	1.4	Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children
2. Understand how poverty and disadvantage affect children's development	2.1	Analyse how poverty and disadvantage may affect children's > Physical development > Social and emotional development > Communication development > Intellectual development > Learning
3. Understand the importance of early intervention for children who are	3.1	Explain how to identify a child who is: > Disadvantaged > Vulnerable

disadvantaged and vulnerable	3.2 3.3	Explain the importance of early intervention for disadvantaged and vulnerable children Evaluate the impact of early intervention for disadvantaged and vulnerable children
4. Understand the importance of early intervention for children who are disadvantaged and vulnerable	4.1 4.2 4.3 4.4	Evaluate how policies and guidance which inform support services at national level operate at local level Explain how parents and/or carers can be engaged in the strategic planning of services Analyse how practitioners can encourage parents and/or carers to support children's learning and development Explain how the needs of children whose parents and/or carers are users of adult services can be met through collaborative working
5. Understand the role of the practitioner in supporting children who are vulnerable and experiencing poverty and disadvantage	5.1 5.2 5.3	Explain how positive practice with children who are experiencing poverty and disadvantage may increase resilience and self confidence Explain the importance of practitioners having high expectations of and ambitions for children Analyse why practitioners supporting children who are vulnerable and/or experiencing poverty and disadvantage must act as facilitators of change in the work setting

Support Disabled Children and Children with Specific Requirements		
Unit Reference	K/506/1247	
Level	4	
Credit Value	6	
Guided Learning (GL)	45	
Unit Summary	This unit provides the knowledge and skills required to support disabled children and children with specific requirements.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand the purposes, benefits and key features of community based early years provision	1.1	Explain disabled children's legal entitlements for equality of treatment
	1.2	Explain the principles of working inclusively with children
	1.3	Compare service-led and child-led models of provision for disabled children
	1.4	Critically compare: > The social model of disability > The medical model of disability > How each model affects provision
	1.5	Explain the importance of advocacy and facilitated advocacy for children who require it
	1.6	Explain the importance of the personal assistant role for disabled children
	1.7	Explain the importance of encouraging the participation of disabled children
	1.8	Describe the impact of disability within different cultures and the importance of culturally sensitive practice

	1.9	Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children
2. Be able to lead teams in a community based early years setting	2.1	Explain the principles of partnerships with parents and/or carers of disabled children and those with specific requirements
	2.2	Identify the types of support and information parents and/or carers of disabled children or those with specific requirements may require
	2.3	Plan strategies for partnership working with parents and/or carers of disabled children or those with specific requirements
3. Be able to support age and developmentally appropriate learning, play and leisure opportunities for disabled children and children with specific requirements	3.1	Plan strategies for engaging with disabled children and those with specific requirements
	3.2	Work in partnership with children and their parents and/or carers to assess a child's: > Learning needs > Play needs > Leisure needs
	3.3	Identify solutions to any barriers to learning, play or leisure according to the principles of inclusion
	3.4	Develop a plan with an individual child to support their: > Learning needs > Play needs > Leisure needs
	3.5	Implement a learning, play or leisure plan according to own role and responsibilities that takes into account the child's: > Age > Developmental stage > Individual needs

	3.6 3.7	Evaluate the effectiveness of a given learning, play or leisure plan Develop a plan for improving own practice in supporting disabled children and those with specific requirements
4. Be able to evaluate, support and develop existing practice with disabled children and children with specific requirements	4.1 4.2 4.3 4.4	Explain how potential barriers which restrict children's access to learning, play and leisure are overcome in own setting Evaluate the effectiveness of measures to overcome barriers to inclusion in own setting Plan strategies for improving own practice in overcoming barriers to inclusion Identify how to apply policies and procedures to challenge discriminatory, abusive or oppressive behaviour
5. Understand the provision of learning opportunities to support parents and/or carers' participation in a community based early years setting	5.1 5.2	Explain the roles and responsibilities of other agencies who are involved with disabled children and those with specific requirements Evaluate the effectiveness of own practice in multi-agency and partnership working

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 biiab.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.