



Level 2

Diploma in Early Years Practitioner

(610/2573/2)

nqual.

SPECIFICATION
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ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certifying current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 2 Diploma in Early Years Practitioner is regulated by Ofqual.

- Qualification Number: (610/2573/2)

Overview

The NQual Level 2 Diploma in Early Years Practitioner is designed to provide learners with knowledge and skills relating to care practices. It will provide individuals with the chance to develop knowledge and gain skills to seek employment or progression onto higher level qualifications.

The purpose of this qualification is to prepare individuals for employment and progression in the care sector. The units specified within this document cover a variety of areas and topics relevant to the sector.

This qualification is developed with the support of the Department of Education. Upon completion of the qualification, learners are able to be counted towards the statutory framework for the EYFS staff: child ratio at Level 2.

Entry Requirements

- Minimum age: 16

There are no further entry requirements for this qualification.

Progression Opportunities

- Level 3 Diploma in Early Years Educator

Unit Guidance

Learners must achieve all mandatory units. The total credit value for this qualification is 39.

Mandatory Units

Unit Reference	Title	Level	GLH	Credit Value
L/650/7013	Knowledge of Child Development	2	32	4
M/650/7014	Safeguarding in an Early Years Setting	2	40	5
R/650/7015	Health and Safety in an Early Years Setting	2	40	5
T/650/7016	Promote Well-being in an Early Years Setting	2	40	5
Y/650/7017	Communication with Babies and Young Children	2	32	4
A/650/7018	Support the Planning of and Deliver Activities, Purposeful Play Opportunities and Educational Programmes	2	32	4
D/650/7019	Support Children with Special Educational Needs and Disabilities	2	32	4
J/650/7020	The Role of an Early Years Practitioner	2	32	4
K/650/7021	Working with Others – Parents/Carers, Colleagues and Other Professionals	2	32	4

Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 312.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing the independent study.

The Total Qualification Time for this qualification is 390.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

The assessment consists of:

- An internally assessed Portfolio of Evidence and externally quality assured by NQual.

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- Appraisals
- PowerPoint Presentations
- Witness Statements
- Reflective Accounts
- Story Boards

Please note this is not an exhaustive list. Competency-based units **must** include direct observation in the workplace as a primary source of evidence.

Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQual's procedures for registering learners.

Support From NQual

NQual support all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Tutor/Trainer

Tutors/ Trainers who deliver NQual qualifications must possess a teaching qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- Extensive experience at the same level or above, the qualification you are delivering

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

MANDATORY UNITS

Unit Breakdown: Level 2 Diploma in Early Years Practitioner

Learners must complete all mandatory units for this qualification.

Unit: Knowledge of Child Development

Unit Code: L/650/7013

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand patterns of development of babies and children from birth to 7 years	1.1 Describe the expected pattern of babies and children's development from birth to 7 years, in the following areas: • Cognitive • Speech and language • Communication • Physical • Emotional • Social • Brain Development • Literacy • Numeracy 1.2 Describe areas of learning and expected early learning goals and targets within the statutory framework and curriculum requirements for children from birth to 7 years 1.3 Explain the influences of how babies and young children learn and develop in relation to their: • stage of development • well-being • individual circumstances
2. Understand the importance of holistic development in babies and young children	2.1 Explain the meaning of holistic development 2.2 Describe the importance of children's holistic development in: • speech, language and communication • personal, social and emotional development • physical development • literacy • numeracy
3. Understand the impacts of transitions and other significant events	3.1 Describe the meaning of a 'key person' 3.2 Describe the significance of attachment 3.3 Explain how transitions and other significant events can impact children
4. Be able to support babies and young children through a range of transitions	4.1 Support babies and young children to transition effectively

	4.2 Identify a baby or young person's achievement in meeting expected development goals
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Unit: Safeguarding in an Early Years Setting

Unit Code: M/650/7014

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the legal requirements and guidance on safeguarding	1.1 Describe the meaning of 'safeguarding' 1.2 Explain the legal requirements for safeguarding 1.3 Explain how safeguarding policies and procedures relate to own role 1.4 Identify the term 'child abuse' 1.5 Explain indicators of abuse for: - Domestic - Neglect - Physical - Emotional - Sexual abuse - FGM - Grooming - Child sex exploitation 1.6 Explain how to report suspected abuse in your own role 1.7 Outline the steps to take when dealing with a disclosure from a child
2. Understand the legal requirements and guidance on security and confidentiality of information	2.1 Identify the meaning of 'confidentiality' 2.2 Describe legal requirements for confidentiality of information 2.3 Describe legal requirements on security, including child protection and online safety 2.4 Explain how to report safeguarding and security concerns 2.5 Describe your own responsibilities in relation to the confidentiality of information 2.6 Describe your own responsibilities in relation to safeguarding and security 2.7 Describe your own responsibilities in relation to online safety
3. Be able to follow policies and procedures relating to safeguarding	3.1 Follow policies relating to safeguarding 3.2 Follow policies relating to confidentiality and security 3.3 Follow policies relating to online safety

Unit: Health and Safety in an Early Years Setting

Unit Code: R/650/7015

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand health and safety guidance and legislation	1.1 Outline the legal requirements and guidance for: - health and safety - security 1.2 Identify the meaning of a 'risk' 1.3 Identify the meaning of a 'hazard' 1.4 Identify risks and hazards: - in the work setting - during off-site visits 1.5 Describe own role and responsibilities, including reporting, in the event of: - a baby or young child requiring urgent medical/dental attention - a non-medical incident or emergency - identifying risks and hazards
2. Understand procedures for working with medication	2.1 Explain the work setting's procedures, when working with medication, for: - receiving - storing - recording - administering - disposing
3. Be able to control and prevent the spread of infection	3.1 Identify the importance of: - handwashing - food preparation and hygiene - dealing with spillages safely - safe disposal of waste - using correct personal protective equipment 3.2 Demonstrate how to carry out: - hand washing - food preparation and hygiene - dealing with spillages safely - safe disposal of waste - using correct personal protective equipment
4. Be able to promote health and hygiene in babies and young children	4.1 Identify the signs and symptoms which may indicate a child is: - injured - unwell (including common childhood illnesses)

	• having an allergic reaction • in need of urgent medical/ dental attention 4.2 Demonstrate how to encourage children to: • be aware of personal safety • be aware of the safety of others • develop personal hygiene practices (including oral hygiene)
5. Be able to use equipment safely	5.1 Use equipment, furniture and materials safely, following the manufacturer's instructions and setting's requirements 5.2 Contribute to the upkeep of equipment, furniture and materials

Unit: Promoting Well-Being in an Early Years Setting

Unit Code: T/650/7016

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand dietary guidance for early years settings	1.1 Describe current dietary guidance for early years settings 1.2 Explain the importance of a healthy balanced diet for babies and young children 1.3 Explain the importance of physical activity for babies and young children
2. Be able to promote health and well-being in the early year's settings	2.1 Encourage babies and young children to: - consume healthy and balanced meals, snacks and drinks appropriate for their age - be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors 2.2 Share information with parents/ carers about the importance of healthy balanced diets, looking after teeth and being physically active
3. Be able to carry out care routines respectfully for babies and young children	3.1 Carry out respectful care routines appropriate for the development, stage, dignity and needs of the child, including: - eating (feeding and weaning/complementary feeding) - nappy changing procedures - potty/ toilet - care of skin, teeth and hair - rest and sleep provision

Unit: Communication with Babies and Young Children

Unit Code: Y/650/7017

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to communicate effectively in the early years setting	1.1 Describe ways to communicate with all children appropriate for all their stages of development 1.2 Describe ways to communicate with those for whom English is an additional language (EAL) 1.3 Describe ways to communicate with those who have delayed speech
2. Be able to communicate effectively in the early years setting	2.1 Communicate with all children in ways that will be understood, including verbal and non-verbal communication 2.2 Extend children's development and learning through verbal and non-verbal communication 2.3 Use a range of communication methods to exchange information with children and adults 2.4 Encourage babies and young children to use a range of communication methods

Unit: Support the Planning of and Deliver Activities, Purposeful Play Opportunities and Educational Programmes

Unit Code: A/650/7018

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the statutory Framework, including the learning and development requirements for babies and young children	1.1 Explain the terms: - adult led activities - child initiated activities - spontaneous experiences 1.2 Describe the statutory Framework, including the learning and development requirements for babies and young children that must be implemented in your setting
2. Understand the observation, assessments and planning cycle	2.1 Describe the key stages in the observation, assessment and planning cycle 2.2 Explain the value of observation for: - the child - the parents/carers - the early years setting in planning the next steps 2.3 Describe how to refer concerns you may have about a baby's or child's development
3. Be able to support babies and young children through learning and development	3.1 Use learning activities to support early language development 3.2 support children's early interest and development in: - mark making - writing - reading - being read to 3.3 Support children's interest and development in mathematical learning including: - numbers - number patterns - counting - sorting - matching - demonstrate inclusive practice ensuring that every child is included and supported
4. Be able to plan, deliver and review activities for babies and young children	4.1 Observe children accurately 4.2 Assess, plan and record the outcomes of observations 4.3 Share observation results accurately and confidentially in line with the expected statutory framework and the setting's requirements

	4.4 Work with colleagues to identify and plan: • enabling environments • activities (both indoor and outdoor) • play opportunities • educational programmes (both adult-led and child-initiated) 4.5 Implement and review children's holistic development through a range of play, creativity, social development and learning 4.6 Clear up after activities
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Unit: Support Children with Special Educational Needs and Disabilities

Unit Code: D/650/7019

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand statutory guidance in relation to the care and education of children with special educational needs and disabilities (SEND)	1.1 Describe statutory guidance in relation to the care and education of children with special educational needs and disabilities (SEND) 1.2 Explain partnership working (including parents/carers) in relation to working effectively with children with SEND 1.3 Describe what specialist aids, resources and equipment are available for the children you work with 1.4 Explain how to use specialist aids, resources and equipment safely
2. Be able to plan, implement and review individual plans for care and participation	2.1 Support the assessment, planning, implementation and review (the graduated approach) of each baby's and young child's individual plan for their care and participation 2.2 Work in ways that value and respect the development needs and stages of babies and young children

Unit: The Role of an Early Years Practitioner

Unit Code: J/650/7020

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand own role and responsibilities	1.1 Explain own role and expected behaviours 1.2 Explain the roles 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 Identify own responsibilities when following procedures in the work setting for: - reporting - whistleblowing - protecting and promoting the welfare of children - safeguarding - confidentiality - information sharing - use of technology 1.6 Explain, with examples, how your behaviour can impact on babies and children and influence them 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 (CPD)	2.1 Plan and record CPD activities 2.2 Engage in continuing professional development and reflective practice to improve own skills, practice and subject knowledge 2.3 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities

Unit: Working with Others – Parents/Carers, Colleagues and Other Professionals

Unit Code: K/650/7021

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to work with others including parents/carers, colleagues and other professionals	1.1 Describe the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory 1.2 Explain the importance of the voice of the child 1.3 Explain the importance of parental/ carer engagement and its role in early learning 1.4 Explain the importance of the home learning environment and its role in early learning
2. Be able to work with others, including parents/carers, colleagues and other professionals	2.1 Work cooperatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress 2.2 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development 2.3 Encourage parents and/or carers to take an active role in the baby's/child's care play, learning and development



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