

**Early Years Practitioner Assessment RAG rating against DfE EYP Criteria**

<b>Awarding Organisation</b>		<b>Qualification Title</b>	Level 2 Diploma Early Years Practitioner
<b>Qualification features</b>	EYP Criteria Licence to Practice L2	<b>Level</b>	2

Unit Criteria (Each criteria must be met in full by each individual student)	<b>Key</b>
	Grey-Knowledge only
	Green-Suitable alternative
	Amber-Alternative to be used with caution where assessor is unable to access for direct observation and is relying on EWT. This criteria must be observed.
	Red-Assessor Direct Observation only (not applicable for this document)
<b>1. Knowledge of Child Development</b>	
1.1 Describe how children learn and the expected pattern of babies and children’s development from birth to 5 years and their	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.

<p>further development from age 5 to 7. Areas of development to include:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• brain development</li> <li>• literacy and numeracy</li> </ul>	
<p>1.2 Understand the importance to children's holistic development of:</p> <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> <li>• literacy and numeracy</li> </ul>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>
<p>1.3 Explain how babies' and young children's learning and development can be affected by their stage of development, wellbeing and individual circumstances.</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>
<p>1.4 Describe the significance of attachment, the key person's role and how transitions and other significant events impact children.</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>

1.5 Demonstrate how to support babies and young children through a range of transitions.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
2. Safeguarding	
2.1 Know the legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.
2.2 Understand safeguarding policies and procedures, including child protection and online safety.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.
2.3 Explain own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.
<p>2.4 Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them.</p> <p>Types of abuse including:</p> <ul style="list-style-type: none"> <li>• domestic</li> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• sexual abuse</li> </ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.

3. Health and Safety	
<p>3.1 Outline the legal requirements and guidance for:</p> <ul style="list-style-type: none"> <li>• health and safety</li> <li>• security</li> </ul>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>
<p>3.2 Identify risks and hazards in the work setting and during off site visits.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>
<p>3.3 Describe own role and responsibilities, including reporting, in the event of:</p> <ul style="list-style-type: none"> <li>• a baby or young child requiring urgent medical/dental attention</li> <li>• a non-medical incident or emergency</li> <li>• identifying risks and hazards</li> </ul>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion</p>
<p>3.4 Demonstrate skills and understanding for the prevention and control of infection, including:</p> <ul style="list-style-type: none"> <li>• hand washing</li> <li>• food preparation and hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> </ul>	<p>Achieved through a combination of methods as applicable:  This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. To ensure full coverage of this criteria simulation in the classroom via simulation is applicable.</p> <ul style="list-style-type: none"> <li>• hand washing,</li> <li>• food preparation and hygiene,</li> <li>• dealing with spillages safely,</li> <li>• safe disposal of waste,</li> <li>• using correct personal protective equipment</li> </ul>

3.5 Explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
3.6 Use equipment, furniture, and materials safely, following the manufacturers' instructions and setting's requirements.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
3.7 Identify the signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/dental attention.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
3.8 Demonstrate how to encourage children to: <ul style="list-style-type: none"> <li>• be aware of personal safety and the safety of others</li> <li>• develop personal hygiene practices (including oral hygiene)</li> </ul>	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
<b>4. Well Being</b>	
4.1 Understand the impact of health and wellbeing on children's development.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
4.2 Understand the current dietary guidance for early years and explain why it is important for babies and young children to have a healthy balanced diet and be physically active.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
4.3 Promote health and wellbeing in settings by encouraging babies and young children to:	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.

<ul style="list-style-type: none"> <li>• consume healthy and balanced meals, snacks, and drinks appropriate for their age</li> <li>• be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors</li> </ul>	
<p>4.4 Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active.</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion</p>
<p>4.5 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including:</p> <ul style="list-style-type: none"> <li>• Eating (feeding and weaning/complimentary feeding)</li> <li>• nappy changing procedures</li> <li>• potty/toilet training</li> <li>• care of skin, teeth and hair</li> <li>• rest and sleep provision</li> </ul>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>
<p>5. Communication</p>	
<p>5.1 Demonstrate how to communicate with all children in ways that will be understood, including verbal and non-verbal communication.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>

5.2 Demonstrate how to extend children’s development and learning through verbal and non-verbal communication.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
5.3 Explain ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
5.4 Encourage babies and young children to use a range of communication methods.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
5.5 Demonstrate a range of communication methods to exchange information with children and adults.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
6. Support the planning of and deliver activities, purposeful play opportunities and educational programmes	
6.1 Describe the statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
6.2 Demonstrate inclusive practice ensuring that every child is included and supported.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
6.3 Explain the terms: <ul style="list-style-type: none"> <li>• Adult led activities</li> <li>• Child initiated activities</li> <li>• Spontaneous experiences</li> </ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion

<p>6.4 Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children’s holistic development through a range of play, creativity, social development and learning.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. This could be strengthened by simulation.</p>
<p>6.5 Implement and review activities to support children’s play, creativity, social development and learning and clear up after activities.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. Activities can be reviewed in the classroom environment at the Centre.</p>
<p>6.6 Describe the key stages in the observation, assessment and planning cycle and explain the value of observation for:</p> <ul style="list-style-type: none"> <li>• the child</li> <li>• the parents/carers</li> <li>• the early years setting in planning the next steps</li> </ul>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. Activities can be reviewed in the classroom environment at the Centre.</p>
<p>6.7 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting’s requirements.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. Plan and review could be completed in the classroom environment at the Centre.</p> <p>Alternative: Simulation could be used for this outcome, as well as a reflective account from the learner and professional discussion to ensure clear understanding.</p>
<p>6.8 Describe how to refer concerns you may have about a baby’s or child’s development.</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion</p>



6.9 Demonstrate how to use learning activities to support early language development.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
6.10 Support children's early interest and development in mark making, writing, reading and being read to.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
6.11 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
<b>7. Support children with special educational needs and disabilities</b>	
7.1 Describe statutory guidance in relation to the care and education of children with special educational needs and disabilities.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
7.2 Explain partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
7.3 Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. To ensure full coverage of this criterion case studies / scenarios may be used.
7.4 Work in ways that value and respect the developmental needs and stages of babies and children.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.

7.5 Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
8. Own role and development	
8.1 Explain own role and expected behaviours and the roles of colleagues and the team.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
8.2 Explain how to access work place policies and procedures and your own responsibilities and accountabilities relating to these.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
8.3 Explain, with examples, how your behaviour can impact on babies and children and influence them.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
8.4 Identify own responsibilities when following procedures in the work setting for: <ul style="list-style-type: none"> <li>• reporting</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding</li> <li>• confidentiality</li> <li>• information sharing</li> <li>• use of technology</li> </ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
8.5 Explain the importance of reflective practice and continued professional development to improve own skills and early years practice.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion

8.6 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
8.7 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
9. Working with others – parents, colleagues, other professionals	
9.1 Understand the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
9.2 Explain the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion
9.3 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
9.4 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.	Alternative: This may be achieved by case study/scenario.
9.5 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.	Alternative: This may be achieved by case study/scenario.