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LEVEL 2 OCCUPATIONAL CERTIFICATE

Early Years Practitioner

First teaching from September 2027, First Award 2029

Draft Specification

This DRAFT specification has yet to be approved by Ofqual. Centres should therefore expect changes in the final approved version.

Behind *every* TEACHER

Qualification title	WJEC Level 2 Occupational Certificate: Early Years Practitioner
Qualification objective	The WJEC Level 2 Occupational Certificate: Early Years Practitioner provides learners with the knowledge, understanding and occupational skills required to prepare for progression into a specific occupation or occupational area. The qualification supports progression to skilled employment, apprenticeships and further technical training through an engaging programme of vocational learning grounded in authentic occupational contexts. Achievement in the qualification provides valid and reliable evidence that a learner has developed the occupational competence, knowledge and skills specified for the qualification and may be used to support progression decisions by employers, training providers and apprenticeship providers.
WJEC Qualification Code	
QAN Number	
Age groups approved for	16–19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date
Our specifications may change over time. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.		

Supporting Qualification Documents

This specification provides the depth and breadth of the teaching and learning content, you should also refer to the other qualification-specific documents available on our website, including:

- Assessment Administration Guide
- Sample Assessment Materials; including:
  - Candidate Assessment Packs
  - Information for teachers
  - Candidate brief
  - Mark scheme
  - Resource files.

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This specification meets the requirements of the following regulatory documents published by Ofqual:

- Occupational Certificate Qualification Level Conditions and Requirements, which set out the regulatory requirements that apply to all Occupational Certificate Qualification qualifications.
- Occupational Certificate Qualification Level Guidance, which supports compliance with the Occupational Certificate Qualification Level Conditions and Requirements.
- Early Years Practitioner: level 2 occupational certificate subject content which set out the additional requirements specific to Occupational Certificate: Early Years Practitioner.
- General Conditions of Recognition, which contain the rules that all awarding organisations and their qualifications must meet when offering regulated qualifications in England.

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Learning and achieving together

Educational reform creates opportunities for innovation and improvement, but it also brings significant demands for schools and colleges. Successfully introducing new qualifications requires more than effective qualification design; it requires an awarding organisation with the experience, expertise and commitment to support centres every step of the way.

WJEC has extensive experience developing and delivering both general and vocational qualifications and supporting centres through periods of qualification reform. Through close collaboration with teachers, leaders, employers and industry specialists, we understand the realities of implementing change and the practical support needed to ensure successful delivery.

Our approach is built on partnership. We recognise that introducing a new qualification is a significant investment of time, resource and expertise, and we are committed to working alongside centres from first approval through to first assessment and beyond. We listen to feedback, respond to emerging needs and continually refine our support to ensure it remains relevant, practical and effective.

Centres choosing WJEC will have access to a comprehensive support package designed to build confidence and reduce workload. This will include high-quality teaching and learning resources, detailed qualification guidance, assessment support materials, exemplification, professional learning opportunities, regular communications and access to subject specialists. Our support package will help centres understand qualification requirements, prepare learners effectively and approach assessment with confidence.

We believe that successful qualifications are built on strong relationships. By combining subject expertise, responsive support and a deep understanding of educational change, we aim to provide centres with the confidence to embrace new opportunities and focus on what matters most: delivering outstanding outcomes for learners.

As Occupational Certificates are introduced, our commitment is to be a trusted partner for centres, providing the guidance, resources and expertise needed to support successful implementation and long-term delivery.

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Summary of assessment

Content Area	Assessment	Weighting	Marks
Content Area 1: Introductory Core	**Assessment 1:** Non-exam assessment: 26 hours	30% of qualification	111 marks
Content Area 2: Occupation Specific	**Assessment 2:** Assessment by examination: 2 hours	30% of qualification	100 marks
	Assessment 3: Non-exam assessment: Occupational portfolio	40% of qualification	**NA**

Click here to enter accreditation number.

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1. Introduction

1.1. Purpose and aims

WJEC Level 2 Occupational Certificates are designed for learners who wish to develop the knowledge, understanding and skills required to progress towards employment in specific occupational areas. As Level 2 qualifications, Occupational Certificates support learners in developing occupationally relevant competence while preparing them for progression into employment, apprenticeships, workplace training and other technical or professional learning opportunities.

Occupational Certificates offer engaging and applied learning experiences that combine vocational knowledge with practical and occupationally focused skills. They are designed to enable learners to apply their learning in authentic and vocationally relevant contexts, reflecting workplace practices and expectations while supporting progression into occupations aligned to the qualification.

The qualifications are intended to provide learners with a clear route towards employment and the development of full occupational competence through further workplace experience, supported learning, apprenticeships and other relevant training. Achievement in an Occupational Certificate demonstrates that a learner has attained knowledge, understanding and skills relevant to their chosen occupational area and is ready to progress to the next stage of education, training or employment.

The qualifications are designed to provide valid and reliable evidence of attainment, supporting progression decisions made by employers, training providers and other stakeholders. They also enable learners to develop transferable behaviours and skills that support success in both employment and further learning.

WJEC Occupational Certificates:

- provide learners with nationally agreed knowledge, understanding and skills related to progression to a specific occupation, and transferable skills relevant to that overall sector
- provide learners with the ability to apply knowledge, understanding and skills in relevant practical and occupationally-specific contexts
- provide employers with accurate and consistent information concerning learners' attainment in relation to the knowledge, understanding and skills assessed as part of the qualification
- provide information about a learner's readiness to progress to an apprenticeship or employment
- motivate learners to complete the qualification and progress to a specific occupation
- provide a basis for schools and colleges to be held accountable for the performance of their learners.

This qualification is aligned with Level 2 of the Regulated Qualifications Framework (RQF) and forms part of the Occupational Certificate qualification suite regulated by Ofqual.

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The purpose of the Occupational Certificate: Early Years Practitioner is to enable learners to develop the knowledge, understanding, skills and behaviours required to support the care, learning, development, safeguarding and wellbeing of babies and young children in early years settings. The qualification prepares learners for progression to employment, apprenticeships and further training within the early years sector and provides a foundation for developing occupational competence as an Early Years Practitioner.

Through the core content of the qualification, learners will apply their knowledge, skills and understanding to achieve learning outcomes. These learning outcomes focus on themes that are complementary to the content that is mandated by DfE for all full and relevant qualifications as follows:

- **Learning Outcome 1:** Conveying information to an audience to outline the role of an Early Years Practitioner and the knowledge, skills and qualities needed to work successfully in the early years sector
- **Learning Outcome 2:** Collaborating as a team member to promote the importance of partnership working in the early years sector
- **Learning Outcome 3:** Applying research skills to identify and propose ways to improve environmental sustainability in early years settings
- **Learning Outcome 4:** Assessing first aid emergency situations in early years settings to propose appropriate responses

Through these learning outcomes learners will develop transferable skills including:

- planning how to convey information in relation to early years to an audience to ensure communication is effective
- communicating information to an audience in relation to early years practice and communicating effectively as a team member
- investigating through research, to source information needed in relation to environmental sustainability in early years education
- team working to collaboratively achieve an objective
- decision making skills to propose appropriate first aid responses to emergency situations based on knowledge and understanding.

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1.2. Prior learning and progression

Although there is no specific requirement for prior learning, this qualification is intended for learners who are ready to undertake study at Level 2. Learners may enter the qualification from a range of educational backgrounds, including following the completion of Key Stage 4 study, foundation learning, or other relevant general, vocational or technical qualifications. The qualification is designed to support learners in developing the knowledge, understanding and skills associated with a specific occupational area and preparing for progression to employment and further occupational development.

This qualification provides learners with the opportunity to develop and demonstrate occupationally relevant knowledge, understanding and skills through learning and assessment that reflect authentic vocational and workplace contexts. Achievement of the qualification indicates that a learner is ready to progress towards employment in occupations aligned to the qualification and to continue developing occupational competence through workplace experience, apprenticeships, supported learning and other technical or professional training.

The qualification provides a coherent, satisfying and worthwhile course of study for learners seeking to develop occupationally relevant skills and understanding, regardless of whether they progress immediately into employment, an apprenticeship, further learning or a combination of work and training. It enables learners to apply their learning in practical contexts and develop the knowledge and skills valued within the relevant occupational sector.

The qualification provides a suitable basis for progression to employment in occupations related to the subject area, apprenticeships, and further technical, vocational or professional learning. It supports learners in developing the knowledge, understanding and skills required for successful progression while providing employers and training providers with valid and reliable evidence of attainment.

Achievement of this qualification demonstrates that a learner has developed the knowledge, understanding and skills needed to progress towards full occupational competence. Learners can build on this achievement through employment, apprenticeships and further technical training within the occupational area.

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1.3. Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Occupational Certificate: Early Years Practitioner has been designed to be delivered within 540 guided learning hours. The qualification has been designed as a 2-year programme for post-16 learners. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each content area and its weighting within the qualification provides an indication of the anticipated percentage of GLH that may be required for each content area.

	Weighting	GLH
Content Area 1	44%	240
Content Area 2	56%	300
Totals	**100%**	**540 hours**

Total qualification time (TQT) is 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.

Total Qualification Time is comprised of the following two elements:

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

The total qualification time for this qualification has been calculated as 840 hours. This includes:

- 540 hours of guided learning and/or supervised assessment
- 300 hours of non-supervised assessment related activities (for example independent research undertaken to support a supervised assessment task) of which 250 hours are completed through a mandatory work placement in an early years setting.

1.4. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used will be as specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to further amendments to ensure it accurately represents and supports all individuals. We will inform centres of any amendments and the most up to date version of the specification will always be on the website.

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1.5. Equality and fair access

This qualification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect the breadth and diversity of the early years sector. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

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Qualification status and recognition

The WJEC Level 2 Occupational Certificate: Early Years Practitioner is a regulated qualification designed to provide learners with the knowledge, skills and understanding required for occupational practice at Level 2 in the early years sector.

This qualification has been designed to meet the DfE subject content requirements for the Occupational Certificate: Early Years Practitioner. Recognition as a 'full and relevant' early years qualification is determined by the DfE in accordance with its published criteria.

Where the qualification is recognised by the DfE as full and relevant at Level 2, holders may be eligible to count within the relevant staff: child ratios in early years settings in England, subject to the requirements of the statutory Early Years Foundation Stage (EYFS) framework and any additional conditions specified by the DfE

Additional Recommended Learning Resources
To support delivery of the qualification and learners' wider understanding of early years practice, centres are encouraged to make use of the following resources. These resources are not mandatory, do not form part of the qualification content and are not directly assessed.

- Early Years Child Development Training Programme (EYCDT) modules (Early years child development training: Home page). A self-guided online training programme which offers a foundational base of child development knowledge suitable for a Level 2/16–18-year-old student and is pitched at those who are new to the sector. This could be taken alongside the main qualification, as part of the wider study programme, and is maintained by DfE.

- Coverage of the Early Years Foundation Stage nutrition guidance (Early Years Foundation Stage nutrition - GOV.UK) linked to statement K14 in the occupational standard.

- Coverage of food safety guidance: Help for early years providers: Food safety (Help for early years providers : Get help for your setting)

- Coverage of safe sleeping guidance: https://www.nhs.uk/best-start-in-life/baby/baby-basics/newborn-and-baby-sleeping-advice-for-parents/safe-sleep-advice-for-babies/

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2. Content Areas

2.1. Content area format

GLH	Indicates the estimated number of hours a learner will spend under direct supervision or instruction. This includes classroom teaching, practical activities, supervised study and accompanying assessment.
Overview of content area	Provides a concise summary of the content's purpose, scope, and relevance. It outlines the key themes, skills, and knowledge areas covered.
Learning Outcomes	Lists the learning outcomes which set out the essential knowledge, understanding and skills within the content area.
Learner preparation	Outlines the activities learners should undertake to develop the knowledge, skills and understanding required for assessment. This may include directed study, research, practical activities, workplace experience, reading and skills development tasks.
Transferable skills	Provides a concise statement of a skill or capability that can be applied across different roles, occupations and contexts. It outlines the broader competencies that support effective working, learning and progression.
Summary of assessment	Summarises the assessment methods for the content area.
Resources required for assessment	Details the materials, equipment, and facilities needed to carry out the assessment effectively. This ensures consistency and fairness in delivery across centres.
Amplification	Outlines the knowledge, understanding, and skills that learners need to be taught.

2.2. How to read the amplification

The amplification provided in the right-hand column uses the following two stems to indicate the expected depth of learning.

'Learners must know and understand' is used when learners are expected to acquire and demonstrate knowledge and understanding of theoretical facts, principles, concepts, and procedures, this includes being able to recall, describe, explain, interpret and discuss what they have learned.'

'Learners must be able to' is used when learners are expected to use their knowledge and understanding in practical situations or demonstrate application of practical skills and techniques.

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2.3. Teaching content

Content is provided for each learning outcome, outlining the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria. All content must be delivered unless otherwise indicated:

- the use of 'including' indicates that the specified content is mandatory and may be assessed. Centres may also choose to incorporate additional content or examples beyond those listed
- the use of 'for example' or 'such as' indicates that the specified content is provided for guidance only, and alternative examples may be used.

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Content Area 1: Introductory Core

GLH	240 hours
Overview of content area	This content area focuses on the foundational knowledge, skills and supporting behaviours required to work effectively within early years and childcare settings. Learners develop an understanding of the role of the Early Years Practitioner, partnership working, environmental sustainability and first aid responsibilities while developing the communication, teamwork, research and decision-making skills needed to support babies, young children and their families. Learners will develop skills in communication, teamwork, research and decision making by conveying information about the early years sector, promoting partnership working, investigating environmental sustainability and responding appropriately to first aid and emergency situations within early years contexts.
Learning outcomes	The content area is designed to raise learners' awareness of the industry and develop knowledge and understanding of: LO1: Conveying information to an audience to outline the role of an Early Years Practitioner and the knowledge, skills and qualities needed to work successfully in the early years sector LO2: Collaborating as a team member to promote the importance of partnership working in the early years sector LO3: Applying research skills to identify and propose ways to improve environmental sustainability in early years settings LO4: Assessing first aid emergency situations in early years settings to propose appropriate responses
Learner preparation	Learners should have opportunities to develop and apply communication, teamwork, research and decision-making skills prior to assessment.

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Transferable skills	Through these learning outcomes, learners will also develop transferable skills that are essential for employment and progression across the sector, including: • planning how to convey information in relation to early years to an audience to ensure communication is effective • communicating information to an audience in relation to early years practice and communicating effectively as a team member • investigating through research, to source information needed in relation to environmental sustainability in early years education • team working to collaboratively achieve an objective • decision making skills to propose appropriate first aid responses to emergency situations based on knowledge and understanding.

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Summary of assessment	Achievement of the assessment requires learners to demonstrate knowledge, understanding and the application of professional practice relevant to the Early Years Practitioner role. Assessment tasks are based on realistic situations encountered in early years settings and require learners to apply knowledge and understanding to vocationally relevant contexts. The assessment contributes to the overall qualification outcome and provides opportunities for learners to demonstrate understanding of the knowledge, skills and behaviours required of an Early Years Practitioner. The assessment consists of four vocationally relevant activities based on realistic situations in early years settings: LO1: Early Years Practitioner Role and Responsibilities Communicate information about the Early Years Practitioner role, including careers, safeguarding, health and safety, and children's learning and development. LO2: Partnership Working Promote effective partnership working with children, families and professionals in early years settings. LO3: Environmental Sustainability Investigate environmental sustainability in an early years setting and recommend improvements to practice. LO4: First Aid and Emergency Response Demonstrate knowledge of first aid requirements and apply first aid principles to recognise, assess and respond to emergency situations. Total assessment time: approximately 26 hours. Assessment conditions: Medium control.
Resources required for assessment	There are no specific requirements for assessment.

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Content

Learning Outcome 1

LO1: Conveying information to an audience to outline the role of an Early Years Practitioner and the knowledge, skills and qualities needed to work successfully in the early years sector

This learning outcome develops the knowledge, skills and supporting behaviours required to research, plan, organise and convey information about the role of an Early Years Practitioner and the wider early years sector. Through activities such as researching early years settings and provision, exploring the responsibilities of practitioners, considering safeguarding and health and safety requirements, and communicating information to an audience, learners develop an understanding of the knowledge, skills and personal qualities needed to work successfully in early years education and care.

The learning outcome supports the development of transferable skills including communication, creativity, planning, organisation, research, digital literacy and self-management.

Achievement of this learning outcome provides a strong foundation for progression into further learning and employment within the early years sector.

In this topic learners will gain knowledge, understanding and skills in the following areas:

1.1 Early years settings and provision
1.2 The role of an Early Years Practitioner
1.3 The main responsibilities of an Early Years Practitioner
1.4 Safeguarding, health and safety requirements in early years settings
1.5 Child development and learning goals
1.6 Skills and personal qualities for the early years sector
1.7 Communication techniques
1.8 Planning and organising information for effective communication

Section	Amplification
1.1 Early years settings and provision	Learners must know and understand the scope and purpose of different settings and provision in the early years sector: • private and public settings • full day care • children's centres • pre-schools • reception classes • playgroups • nursery schools • home-based provision • hospitals • social care settings • family hubs • local authority provision.

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1.2 The role of an Early Years Practitioner	Learners must know and understand the role of an Early Years Practitioner: • to work as part of a professional team to ensure the health, welfare and care of children • to work as part of a team to support the learning and development of children • to work directly with children on a day-to-day basis supporting the planning and delivery of activities
1.3 The main responsibilities of an Early Years Practitioner	Learners must know and understand the main responsibilities of an Early Years Practitioner: • supporting child-initiated and adult-led activities • supporting children's learning through planned and purposeful play • creating and maintaining an enabling environment • ensuring the safety and security of children • assisting with children's care needs and ensuring the safety and welfare of children by recognising when a child is in danger, or at risk of harm or abuse.

1.4
Safeguarding, health and safety requirements in early years settings
	Learners must know and understand:
	• why safeguarding and child protection is paramount when working as an Early Years Practitioner, including:
	  • the legal requirements and guidance on safeguarding
	  • Prevent
	  • security and confidentiality
	• the need for safeguarding policies and procedures including:
	  • child protection
	  • online safety
	• how to comply with the legal requirements in relation to health and safety and food hygiene in early years settings including:
	  • risks and hazards
	  • infection control techniques including safe food preparation, disposal of waste and effective hygiene practices including hand washing
	  • use of personal protective equipment (PPE).

1.5 Child development and learning goals	Learners must know and understand: • why setting specific learning goals for learning and development is important in the early years sector • the existence of expected learning goals within the statutory framework • the stages of learning and development requirements from birth to five years.

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1.6
Skills and personal qualities for the early years sector
	Learners must know:
	• the skills required by employers in the early years sector:
	  • planning
	  • communicating
	  • teamworking
	• self-managing the personal qualities required by employers in the early years sector:
	  • punctual
	  • inclusive
	  • reliable
	  • positive
	  • enthusiastic and professional.

1.7 Communication techniques	Learners must know and understand different communication techniques used to convey information to an audience: • oral • visual • written • use of technology. Learners must be able to apply: • creativity skills to consider different ways to convey information to an audience • communication skills to convey the information to an audience • digital skills by producing, organising, storing and retrieving created digital content to convey information to an audience.
1.8 Planning and organising information for effective communication	Learners must understand how information can be communicated effectively using written, visual, verbal and digital methods. Learners must be able to plan how to convey information to an audience to produce the required information that is to be conveyed: • estimating time and resources required • prioritising and sequencing activities • identifying information sources to be used and select relevant information to be conveyed to an audience.
Supporting behaviours that are integral to the learning outcome but not assessed explicitly: • self-confident • self-aware • attention to detail.	

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Learning Outcome 2

LO2: Collaborating as a team member to promote the importance of partnership working in the early years sector
This learning outcome develops the knowledge, skills and supporting behaviours required to work effectively with others within the early years sector. Through activities such as exploring the roles of parents, carers, professionals and agencies, understanding the importance of partnership working, and promoting effective information sharing, learners gain an understanding of how collaborative practice supports positive outcomes for children and families. The learning outcome supports the development of transferable skills including teamwork, communication, active listening, collaboration, organisation, inclusivity and digital literacy.
In this topic learners will gain knowledge, understanding and skills in the following areas: 2.1 Partnership working in the early years sector 2.2 Professional roles in early years practice 2.3 Teamwork to support positive outcomes for children 2.4 Information sharing 2.5 Working professionally in partnership with others in early years

Section	Amplification
2.1 Partnership working in the early years sector	Learners must know and understand the range of different individuals and professionals that Early Years Practitioners and educators work with: • parents • carers • wider family • agencies and services that support parents and carers • colleagues within the same setting • other professionals outside of the education setting, for example health visitors, general practitioners and paediatricians.
2.2 Professional roles in early years practice	Learners must know and understand the role of different statutory and non-statutory agencies and childcare professionals, including: • area SENCOs • local authority advisors • health visitors • social workers • speech and language therapists • children's centre workers. Learners must know and understand the core principle in the early years sector of working as part of a professional team to provide high quality care and to ensure the best outcomes for children.

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2.3
Teamwork to support positive outcomes for children
	Learners must know and understand the benefits of professional teamwork in early intervention:
	• to collaborate
	• plan and provide appropriate and comprehensive support for individual children for example to:
	  • support children's learning and development
	  • provide high-quality care and achieve the best possible outcomes for every child
	  • meet children's individual learning needs.

2.4 Information sharing	Learners must know and understand the relationship between safeguarding and confidentiality of information including exceptions to confidentiality.
2.5 Working professionally in partnership with others in early years	Learners must know and understand the important considerations when working professionally with others in partnership to accomplish a task: • effective communication • using active listening techniques • being aware of the needs of others • being aware of the effect on non-verbal communication • being respectful, courteous and inclusive when engaging with others • working collaboratively towards shared goals • maintaining professional relationships • contributing positively as a member of a team • valuing diversity and different viewpoints • resolving disagreements appropriately and professionally. Learners must be able to: • work with others to achieve the objective of promoting the importance of partnership working • apply active listening skills to support team working activities • apply effective communication techniques to support team working activities • apply non-verbal communication techniques to support team working activities • apply an inclusive approach to team working by showing respect for others' views and opinions • apply digital skills to support team working with others by organising, storing, retrieving and sharing any created digital content.
Supporting behaviours that are integral to the learning outcome but not assessed explicitly: • perceptive • professional • assertive.	

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Learning Outcome 3

LO3: Applying research skills to identify and propose ways to improve environmental sustainability in early years settings
This learning outcome develops the knowledge, skills and supporting behaviours required to investigate environmental sustainability and propose improvements within early years settings. Through activities such as researching sustainability issues, evaluating sources of information, interpreting findings and recommending sustainable practices, learners gain an understanding of how environmental sustainability can be promoted in early years environments. The learning outcome supports the development of transferable skills including research, problem solving, critical thinking, information evaluation, communication, digital literacy and organisation.
In this topic learners will gain knowledge, understanding and skills in the following areas: 3.1 Environmental sustainability in early years 3.2 Promoting sustainability in early years 3.3 Researching environmental sustainability in early years settings 3.4 Communicating recommendations for environmental sustainability in early years settings

Section	Amplification

3.1 Environmental sustainability in early years	Learners must know and understand:
	• why improving environmental sustainability in early years settings will help to ensure the long-term future of the environment
	• how resources used in early years settings may impact on sustainability including the use of:
	  • equipment
	  • materials
	  • products
	  • consumables
	• the different environments in which learning activities are delivered in early years settings:
	  • indoor
	  • outdoor
	• the different approaches to improving sustainability including reducing:
	  • energy consumption
	  • water consumption
	  • packaging used by the setting
	  • waste produced by the setting
	• how the use of sustainable materials and products can support environmental sustainability including:
	  • changing to biodegradable or greener products
	  • reducing single item use
	• ways to minimise waste in the early years sector:
	  • reduce

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	• reuse • repurpose • recycle • how to dispose of waste sustainably: • composting • waste sorting.
3.2 Promoting sustainability in early years	Learners must know and understand how to model good practice for children to foster responsibility for sustainability. Learners must know and understand ways to increase children's awareness of sustainability through: • focused learning activities • involvement in reducing waste and recycling • involvement in sustainability projects and challenges • links to Early Years Foundation Stage statutory framework 'Understanding the World'.
3.3 Researching environmental sustainability in early years settings	Learners must know and understand how to: • identify search requirements • create appropriate search criteria and queries to support research • assess reliability of search results: • currency • relevance • source • purpose. Learners must be able to: • investigate information related to environmental sustainability in early years settings using appropriate search criteria • assess reliability of search results • interpret information obtained in relation to environmental sustainability in early years settings
3.4 Communicating recommendations for environmental sustainability in early years settings	Learners must be able to apply: • communication skills to propose ways to improve environmental sustainability in early years settings • digital skills to support making recommendations on improving environmental sustainability by producing, organising, storing and retrieving any created digital content.
Supporting behaviours that are integral to the learning outcome but not assessed explicitly: • focused • perceptive • reflective.	

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Learning Outcome 4

LO4 Assessing first aid emergency situations in early years settings to propose appropriate responses	
This learning outcome develops the knowledge, skills and supporting behaviours required to recognise, assess and respond to first aid and emergency situations in early years settings. The learning outcome supports the development of transferable skills including decision making, problem solving, communication, organisation, attention to detail and professional judgement. Learners will develop the ability to assess situations, interpret information, propose appropriate responses and justify decisions using relevant first aid knowledge and procedures.	
In this topic learners will gain knowledge, understanding and skills in the following areas: 4.1 Roles and responsibilities of a first aider 4.2 Legal requirements for first aid in early years settings 4.3 Recognising emergencies 4.4 First Aid response	
Section	**Amplification**

4.1
Roles and responsibilities of a first aider
	Learners must know and understand:
	• the role and responsibilities of first aiders in early years settings:
	  • safeguarding children
	  • ensuring child safety and wellbeing
	  • responding to health emergencies
	  • providing immediate care to infants and children before professional medical help can be given
	• the overall aim of any first aid response to:
	  • preserve life
	  • prevent any condition worsening
	  • promote recovery.

4.2
Legal requirements for first aid in early years settings
	Learners must know and understand
	• the legal requirements for first aid training and qualifications in early years settings:
	  • requirements set by DfE Statutory Framework for the Early Years Foundation Stage (EYFS)
	  • the new requirements from September 2025 in relation to who must hold a full Paediatric First Aid Certificate.
	
	Learners must know the requirements for early years settings to:
	• maintain appropriate first aid cover at all times
	• maintain appropriate first aid equipment and supplies
	• record and report accidents, injuries and first aid treatment.

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4.3
Recognising emergencies
	Learners must know and understand:
	• how to assess emergency situations by considering:
	  • type of casualty, including responsive, non-responsive and breathing, non-responsive and not breathing
	  • injury or concern
	  • age of casualty; difference in first aid procedures for babies versus children
	  • use of primary survey
	  • danger
	  • response
	  • airway
	  • breathing and circulation (DR ABC)
	  • use of secondary survey
	• the situations in early years settings requiring a first aid response:
	  • accidents: cuts, grazes, bruises, sprains, fractures and head injuries from falls, slips and trips
	  • choking: caused by ingesting small toys or food
	  • allergic reactions: reactions to foods, stings, substances and medicines, possible anaphylaxis
	  • burns and scalds: caused by accidents with hot drinks, food or surfaces
	  • electric shocks: caused by faulty equipment, biting cords or poking items into outlets
	  • environmental incidents: bites, stings and sunburn/heat exhaustion
	  • illnesses: asthma, diabetes, croup, epilepsy and meningitis.
	
	Learners must be able to interpret information on first aid emergency situations.

4.4 First Aid response	Learners must know and understand appropriate first aid responses to injuries, accidents and illnesses: • Basic Life Support (BLS) for babies and children: Cardiopulmonary Resuscitation (CPR) for babies and children • choking: encourage coughing, back blows and abdominal thrusts in children and not babies • correct positioning of casualties depending on situation: lying down and raising legs, sitting up and standing up • using treatments: adrenaline auto-injector for allergic reactions, inhalers for asthma, glucose or sugary drinks for diabetic hypoglycaemia • noting signs and symptoms: rash, high temperature, vomiting and diarrhoea • stopping bleeding: applying pressure, cleaning wounds and using sterile dressings for wounds, treating nosebleeds • treating suspected fractures and sprains: keeping injured limb still, supporting the limb, resting an injury, applying ice pack wrapped in a towel, applying a bandage, elevating the injury • treating minor injuries such as grazes: washing, always wiping from centre, applying a sterile dressing.

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	Learners must be able to: • use decision making skills to propose appropriate first aid responses to emergency situations • apply written communication skills to propose appropriate first aid responses • apply digital skills to support the proposing of appropriate first aid responses by organising, storing and retrieving digital information.
Supporting behaviours that are integral to the learning outcome but not assessed explicitly: • perceptive • focused • attention to detail.	

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Content Area 2: Occupation Specific

GLH	300
Overview of content area	This content area focuses on the essential knowledge, skills and behaviours required to enter employment as an Early Years Practitioner across a range of early years and childcare settings. Learners will develop an understanding of children's learning, development and wellbeing, including the principles of the Early Years Foundation Stage (EYFS), child-centred practice, play-based learning, observation and assessment, and inclusive approaches to care and education. The content areas also covers promoting safe, healthy and nurturing environments, supporting children with special educational needs and disabilities (SEND), and working in partnership with parents, carers and other professionals. Learners will develop the professional skills and behaviours needed to support positive outcomes for all children and prepare for progression into employment and further study within the early years sector.
Learning outcomes	LO5: Children's development and learning and the purpose of the Early Years Foundation Stage (EYFS) framework LO6: Contributing to safe, secure and nurturing environments for children LO7: Identifying and responding to children with special educational needs, disabilities and developmental differences to support inclusion, early intervention and contribute to positive outcomes LO8: Promoting equality, diversity, inclusion and equity to support positive outcomes for all children LO9: Professional Practice and Development
Learner preparation	To prepare for assessment, learners should undertake activities such as independent reading, research, completing practice tasks, reflecting on their learning, reviewing feedback and practising occupational skills. Learners should use these activities to develop and apply the knowledge, skills and behaviours required for working in early years settings.

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Transferable skills	• communication skills to build positive relationships with children, families, colleagues and other professionals • observation and assessment skills to gather, record and interpret information about children's learning, development and wellbeing • planning and organisational skills to support children's learning, development, care routines and daily activities • problem-solving skills to identify appropriate approaches when supporting children's individual needs, development and participation • decision-making skills to respond appropriately to safeguarding, health, safety and wellbeing situations within the limits of own role • collaborative working skills to work effectively with colleagues, parents, carers and external professionals • inclusive practice skills to adapt activities, environments and approaches to meet the diverse needs of children • digital and information management skills to record, store and share information appropriately in line with workplace procedures and data protection requirements • reflective practice skills to evaluate own performance, respond to feedback and identify opportunities for professional development • professional behaviours including reliability, responsibility, empathy, integrity and respect when working with children and families
Summary of assessment	Achievement of the assessment requires learners to demonstrate knowledge, understanding and professional judgement relevant to working as an Early Years Practitioner. Assessment tasks are based on realistic situations encountered in early years settings and require learners to apply knowledge and understanding to vocationally relevant contexts. Learners will be required to interpret information, make decisions and justify professional approaches to supporting children's learning, development, wellbeing and inclusion. The assessment contributes to the overall qualification outcome and provides opportunities for learners to demonstrate understanding of the knowledge, skills and behaviours required within early years practice. Assessment 2: External Examination (30%) A 2-hour, externally assessed exam marked by WJEC, assessing Learning Outcomes 5-9 through realistic early years scenarios. The 100-mark examination includes: • Section A (30 marks): Knowledge and understanding questions • Section B (50 marks): Applied early years scenarios • Section C (20 marks): Professional judgement and decision-making questions

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	Questions range from knowledge recall to analysis, evaluation and justified professional decisions. Achievement of this assessment requires learners to demonstrate the knowledge, skills, behaviours and professional competence expected of an Early Years Practitioner through authentic workplace practice. Assessment activities are based on realistic situations encountered in early years settings and require learners to apply their learning to vocationally relevant contexts. Learners will observe, assess, plan, implement and evaluate practice, make professional judgements, adapt support to meet individual needs, and reflect on their own professional development. The assessment contributes to the overall qualification outcome and provides opportunities for learners to demonstrate occupational competence against the relevant content, competency criteria and Early Years Practitioner Occupational Standards. Evidence is generated through workplace activities, assessor observation, professional discussion and portfolio evidence. Assessment 3: An internally assessed occupational portfolio completed during a mandatory 250-hour early years placement and externally moderated by WJEC. The assessment consists of five workplace-based activities covering: • child development • observation and assessment • literacy and communication • mathematics • supporting children with SEND and developmental differences • daily routines, care and professional practice
Resources required for assessment	There are no specific requirements for assessment.

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Content

Learning Outcome 5

LO5: Children's development and learning and the purpose of the Early Years Foundation Stage (EYFS) framework
This learning outcome develops the knowledge, skills and supporting behaviours required to understand how babies and children learn, grow and develop from birth to seven years. Through exploring child development, individual learning and development, the Early Years Foundation Stage (EYFS) Framework, play and learning experiences, and the observation, assessment and planning cycle, learners gain an understanding of the factors that influence children's progress and the role of practitioners in supporting positive outcomes. The learning outcome supports the development of transferable skills including observation, analysis, communication, planning, problem solving and decision making. Learners will develop the ability to recognise children's individual needs, interpret information about learning and development, plan appropriate support and learning experiences, and use observations and assessments to inform future practice.
In this topic learners will gain knowledge, understanding and skills in the following areas: 5.1 Child development 5.2 Individual learning and development 5.3 The Early Years Foundation Stage (EYFS) Framework 5.4 Play and learning experiences 5.5 Observation and assessment

Section	Amplification

5.1
Child development
	Learners must know and understand:
	• how children learn and the expected pattern of babies' and children's development from birth to five years and their further development from age 5 to 7, for the following areas:
	  • brain development
	  • cognitive development
	  • emotional development
	  • literacy and numeracy development
	  • physical development
	  • speech, language and communication development
	  • social development
	
	• that children develop at different rates
	• how the various areas of development are interconnected and influence one another
	• the importance of a holistic approach to supporting children's development of:
	  • speech, language and communication
	  • personal, social and emotional development
	  • physical development
	  • literacy and numeracy
	• how babies and young children's learning and development can be affected by their stage of development, wellbeing and individual circumstances.

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	Learners must be able to apply knowledge of children's growth, learning and development to: • support individual needs • promote wellbeing • identify appropriate support and learning opportunities • enable positive outcomes for children.
5.2 Individual learning and development	Learners must know how individual factors may influence babies and young children's learning and development including: • ability • culture • family circumstances • health • interests • stage of development • transitions and other significant events • wellbeing Learners must know and understand: • why activities, experiences and support may need to be adapted to meet the needs of individual children • how to support children's individual learning, development and wellbeing through inclusive practice. Learners must be able to: • work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress • work alongside parents or carers and recognise their role in the baby or child's health, wellbeing, learning and development • encourage parents and carers to take an active role in supporting children's care, play, learning and development.
5.3 The Early Years Foundation Stage (EYFS) Framework	Learners must know and understand the principles and purposes of the Early Years Foundation Stage (EYFS) Framework including: • the overarching purpose and principles • the core values • the seven areas of learning and development Prime areas: • Communication and Language • Physical Development • Personal, Social and Emotional Development Specific areas: • Literacy • Mathematics • Understanding the world • Expressive arts and design • the importance of equality, diversity and inclusion • the principles and purposes of: • child-initiated learning • adult-led learning • spontaneous learning opportunities

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	• enabling environments (indoor and outdoor) • assessment requirements within the EYFS • the role of observation, assessment and planning in meeting statutory requirements • practitioner responsibilities for promoting a balanced curriculum that reflects children's interests, stages of development and individual needs • the requirement to provide inclusive practice and equality of opportunity for all children. Learners must be able to apply EYFS principles in early years practice including: • encouraging learning through play • keeping children safe and healthy • providing enabling environments • planning and supporting: • adult-led activities • child-initiated activities • spontaneous experiences • respecting cultural diversity • supporting holistic development of children • working in partnership with parents and carers.
5.4 Play and learning experiences	Learners must know and understand: • the importance of play and learning experiences for children's holistic development • the role of practitioners in supporting learning through verbal and non-verbal communication • how modelling language and questioning can extend children's thinking during play • ways to communicate with all children appropriate to their age and stage of development, including children: • for whom English is an additional language (EAL) • with speech, language and communication needs • how indoor and outdoor environments can be organised to promote children's independence, curiosity and exploration • how environments can be adapted to support inclusion, accessibility and participation • how resources can be used to promote creativity, communication, literacy, numeracy and physical development • the importance of reviewing environments to ensure they continue to meet children's needs and interests. Learners must be able to work with colleagues to identify and plan: • enabling environments • activities (both indoor and outdoors) • play opportunities • educational programmes (both adult led and child led) to support children's holistic development through a range of play, creativity, social development and learning.

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	Learners must be able to: • implement and review activities to support children's play, creativity, social development and learning and clear up after activities • use learning activities to support early language development • support children's early interest and development in mark making, writing, reading and being read to • support communication, early literacy, and environmental awareness through play • support children's interest and development in mathematical learning through activities including numbers, number patterns, counting, sorting and matching • encourage babies and young children to use a range of communication methods • communicate with all children, including those for whom English is an additional language and those with additional needs, in ways that can be understood using verbal and non-verbal communication appropriate to their age, stage of development and individual needs • extend children's development and learning through verbal and non verbal communication.

5.5
Observation and Assessment
	Learners must know the key stages in the observation, assessment and planning cycle including:
	• different methods of observation and when to use them:
	  • narrative
	  • checklist
	  • event/time sample
	  • post-it observations
	• different types of assessments:
	  • formative
	  • summative
	  • diagnostic
	• standardised assessments:
	  • the two-year progress checks
	  • Early Years Foundation Stage Profile (EYFSP)
	  • Reception Baseline Assessment (RBA)
	• how observations inform assessment
	• how assessment informs planning.
	
	Learners must know and understand the value of observation and assessment for:
	• the child
	• parents and carers
	• the early years setting in planning next steps.
	
	Learners must know how to refer concerns about a baby or child's development
	
	Learners must be able to:
	• observe children, conduct and record assessments, and plan appropriate next steps to support children's development and learning

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	• share information accurately and confidentially in line with statutory requirements, GDPR, safeguarding requirements and setting policies.

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Learning Outcome 6

LO6: Contributing to safe, secure and nurturing environments for children
This learning outcome develops the knowledge, skills and supporting behaviours required to help create safe, secure and nurturing environments for babies and young children. Through exploring attachment, emotional wellbeing, transitions, physical care needs, nutrition, health and hygiene, risk assessment, and safeguarding responsibilities, learners gain an understanding of how practitioners promote children's welfare, safety and wellbeing. The learning outcome supports the development of transferable skills including communication, observation, decision making, problem solving, attention to detail and personal responsibility. Learners will develop the ability to identify risks and concerns, follow policies and procedures, support children's physical and emotional needs, and contribute to safe and effective practice.
In this topic learners will gain knowledge, understanding and skills in the following areas: 6.1 Attachment, emotional wellbeing and transitions 6.2 Physical care needs 6.3 Nutrition, health, hygiene and wellbeing 6.4 Safe environments and risk assessment 6.5 Safeguarding and child protection responsibilities

Section	Amplification
6.1 Attachment, emotional wellbeing and transitions	Learners must know and understand: • the role of the key person in developing secure attachments in line with the Early Years Foundation Stage (EYFS) • how own behaviour, attitudes and interactions can influence babies' and children's behaviour, learning, development and wellbeing, including the importance of acting as a positive role model • the significance of attachments for children at different ages and stages of learning and development • the importance of expected and unexpected transitions. Learners must be able to support babies and young children through expected and unexpected transitions including: • expected transitions, for example, moving from nursery to reception, weaning, toilet training • unexpected transitions, for example, moving house, changing schools, parental separation, the birth of a sibling.

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6.2
Physical care needs
	Learners must know and understand:
	• the importance of working in partnership with parents and carers and continuity of care between home and the early years setting
	• the responsibilities of practitioners when meeting children's physical care needs, including following:
	  • setting policies and procedures that underpin physical care routines, including:
	  • nappy changing
	  • sleep and rest
	  • toilet training
	  • feeding and mealtimes
	• the sleep and rest requirements of babies and young children at different ages and stages of development
	• the importance of sleep and rest for children's physical health, emotional wellbeing, learning and development
	• how to minimise the risk of Sudden Infant Death Syndrome (SIDS), including following current safe sleep guidance
	• the setting's policies and procedures relating to the receiving, storing, recording, administering and safe disposal of medicines.
	
	Learners must be able to:
	• carry out respectful care routines that are appropriate to age, stage of development, dignity and individual needs of children, while respecting family preferences, cultural practices and individual circumstances including:
	  • care of skin, teeth and hair
	  • feeding, weaning and mealtime practices
	  • nappy changing
	  • sleep and rest
	  • toilet training.

6.3 Nutrition, health, hygiene and wellbeing	Learners must know and understand: Nutrition • current dietary guidance for early years relating to healthy eating, nutrition and physical activity in the early years • the importance of healthy, balanced and nutritious meals, snacks and drinks for babies and young children • the importance of hydration in supporting children's health and wellbeing • how practitioners can support children's nutrition and hydration through food provision, mealtime routines, encouraging children to make healthy choices and promoting healthy eating habits Health and wellbeing • the role of physical activity in supporting children's physical, social and emotional development • how early years settings support and promote healthy lifestyles through daily routines and experiences Hygiene and infection prevention • the importance of supporting children to develop personal hygiene practices, including hand washing and oral hygiene

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	• the importance of maintaining safe, clean and hygienic environments for babies and young children.
	
	Learners must be able to:
	• encourage children to be aware of personal safety and the safety of others appropriate to their age and stage of development
	• follow infection prevention and control procedures, including:
	  • hand washing
	  • safe food preparation and food hygiene
	  • dealing with spillages safely
	  • safe disposal of waste
	  • the use of personal protective equipment (PPE)
	• encourage children to consume healthy and balanced meals, snacks and drinks appropriate for their age, while respecting their family, dietary requirements and cultural preferences
	• encourage children to develop positive personal hygiene practices, including hand washing and oral hygiene
	• encourage babies and young children to be physically active through planned and spontaneous activities throughout the day, both indoors and outdoors, appropriate to their age, stage of development and individual needs
	• share information with parents and carers about the importance of healthy, balanced and nutritious diets, oral health and physical activity in supporting children's health and wellbeing.

6.4 Safe environments and risk assessment	Learners must know the legal requirements and guidance relating to health and safety and security in early years settings. Learners must know and understand: • the purpose of risk assessment in protecting the health, safety and wellbeing of children, staff and visitors within the setting and during off-site visits • the role and responsibilities of practitioners in identifying risks and hazards and recording and reporting in the event of a baby or young child requiring medical/dental attention, a non-medical incident or emergency. Learners must be able to: • use equipment, furniture and materials safely and securely in accordance with manufacturers' instructions and workplace requirements • identify risks and hazards within the provision and during off-site visits relating to children, staff and visitors, and follow reporting and recording procedures in line with setting policies and procedures.
6.5 Safeguarding and child protection responsibilities	Learners must know and understand: • safeguarding policies and procedures, including child protection, Prevent and online safety • the importance of safeguarding and promoting the welfare of children, and the responsibility of all practitioners to help keep children safe

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	• the different forms of abuse, neglect and exploitation, and indicators that a child may be at risk of harm
	• how to respond to, record and report safeguarding concerns appropriately
	• the role and responsibilities of practitioners in relation to safeguarding and security, including:
	  • reporting
	  • whistleblowing
	  • protecting and promoting the welfare of children
	  • safeguarding
	  • confidentiality
	  • information sharing
	  • use of technology
	• the role of the designated safeguarding lead (DSL) and the importance of timely reporting of concerns
	• the purpose of the Prevent duty and its role within wider safeguarding arrangements
	• how to access workplace policies and procedures relevant to their role and own responsibilities and accountabilities relating to these.
	
	Learners must be able to:
	• recognise when a child may be in danger, at risk of serious harm or experiencing abuse or neglect
	• explain the procedures to be followed when safeguarding concerns arise
	• identify indicators of:
	  • neglect
	  • physical abuse
	  • emotional abuse
	  • sexual abuse
	  • domestic abuse.

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Learning Outcome 7

LO7: Identifying and responding to children with special educational needs, disabilities and developmental differences to support inclusion, early intervention and contribute to positive outcomes
This learning outcome develops the knowledge, skills and supporting behaviours required to recognise, understand and respond to the needs of children with SEND, developmental differences and additional needs. Through exploring statutory guidance, developmental differences, inclusive practice, partnership working and the planning of appropriate learning experiences, learners gain an understanding of how to support children to participate, progress and achieve positive outcomes. The learning outcome supports the development of transferable skills including communication, problem solving, observation, planning, collaboration and inclusive working. Learners will develop the ability to identify support needs, work effectively with parents, carers and other professionals, adapt provision and review the effectiveness of support strategies.
In this topic learners will gain knowledge, understanding and skills in the following areas: 7.1 Statutory guidance in relation to Special Educational Needs and Disabilities (SEND) 7.2 Developmental differences, SEND and additional needs 7.3 Supporting children with Special Educational Needs and Disabilities and developmental differences 7.4 Planning learning experience for children with Special Educational Needs and Disabilities and developmental differences.

Section	Amplification
7.1 Statutory guidance in relation to Special Educational Needs and Disabilities (SEND)	Learners must know and understand the purpose of statutory guidance and legislation relating to Special Educational Needs and Disabilities (SEND), including how it supports the identification, inclusion, participation and educational progress of children with SEND.

7.2 Developmental differences, SEND and additional needs	Learners must know and understand:
	• that a child is considered to have developmental differences, SEND and additional needs if they need more support than is normally expected for their age and stage of development.
	• SEND needs may include:
	  • physical needs
	  • emotional needs
	  • psychological needs
	  • social needs
	  • learning disabilities
	  • learning difficulties
	  • health needs
	• how developmental differences and additional needs may affect learning, behaviour, communication and social interactions

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	• the importance of early identification and intervention in supporting children's learning, development, wellbeing and participation.
7.3 Supporting children with Special Educational Needs and Disabilities and developmental differences	Learners must know and understand the importance of partnership working with parents, carers and other professionals when supporting children with SEND and developmental differences. Learners must be able to: • work in ways that value and respect children's and babies' individual developmental needs, strengths and stages of development • describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely.
7.4 Planning learning experience for children with Special Educational Needs and Disabilities and developmental differences.	Learners must know and understand: • how environments, activities and routines can be adapted to meet individual needs • the importance of monitoring and reviewing the effectiveness of support strategies. Learners must be able to: • support the graduated approach for the assessment, planning, implementation and reviewing of each baby's and young child's individual plan for their care and participation.

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Learning Outcome 8

LO8: Promoting equality, diversity, inclusion and equity to support positive outcomes for all children
This learning outcome develops the knowledge, skills and supporting behaviours required to promote equality, diversity, inclusion and equity within early years practice. Through exploring children's identity, belonging and individual needs, recognising barriers to participation, and understanding anti-discriminatory and anti-bias practice, learners gain an understanding of how inclusive environments support children's wellbeing, participation and development. The learning outcome supports the development of transferable skills including communication, teamwork, empathy, relationship building, problem solving and reflective thinking. Learners will develop the ability to recognise and challenge barriers, value and respect diversity, promote inclusion and support positive outcomes for children and families.
In this topic learners will gain knowledge, understanding and skills in the following areas: 8.1 Equality, Diversity, Inclusion and equity in early years practice 8.2 Supporting children's Identity, belonging and individual needs 8.3 Removing barriers to participation

Section	Amplification

8.1
Equality, Diversity, Inclusion and equity in early years practice
	Learners must know:
	• the importance of:
	  • equality
	  • diversity
	  • inclusion
	  • equity
	• legislation and guidance that promotes equality and inclusion in early years settings
	
	Learners must know and understand:
	• the importance of anti-discriminatory practice and anti-bias practice
	• how stereotyping, prejudice and discrimination can affect children, families and communities
	• how practitioners can challenge discriminatory attitudes, language, behaviour and stereotypes appropriately.
	
	Learners must be able to work in ways that promote fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

8.2 Supporting children's Identity, belonging and individual needs	Learners must know and understand: • the importance of respecting children's social and cultural context • the importance of the voice of the child

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	• the importance of parental engagement and the home learning environment in supporting children's learning, development, inclusion and positive outcomes • how resources, activities and experiences can positively represent diversity. Learners must be able to: • create welcoming and inclusive environments where children feel respected, valued and included • develop positive relationships and a sense of belonging for all children • demonstrate inclusive practice ensuring that every child is included and supported • demonstrate care, compassion and empathy when supporting children, recognising and responding to opportunities to promote their learning, development and wellbeing • demonstrate honesty, integrity, empathy and professionalism when developing positive relationships with children and families • act as a positive role model for children by maintaining professional standards, attitudes and behaviours • demonstrate commitment to improving outcomes for children through child-centred care, learning and development.
8.3 Removing barriers to participation	Learners must know and understand barriers that may affect children's participation and inclusion, including: • additional needs and disabilities • attitudinal barriers, prejudice and discrimination • economic disadvantage • family circumstances • language barriers • physical barriers within the environment • social and cultural barriers.

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Learning Outcome 9

LO9: Professional Practice and Development	
This learning outcome develops the knowledge, skills and supporting behaviours required to maintain and improve professional practice within the early years sector. Through exploring reflective practice, feedback, supervision and continuing professional development (CPD), learners gain an understanding of how practitioners develop their knowledge, skills and professional competence throughout their careers.	
In this topic learners will gain knowledge, understanding and skills in the following areas: 9.1 Reflective Practice and Professional Development	
Section	**Amplification**
9.1 Reflective Practice and Professional Development	Learners must know and understand the importance of: • reflective practice in improving own skills and early years practice • continuous professional development (CPD) in improving own skills and early years practice. Learners must be able to: • use feedback, mentoring and supervision to identify strengths, areas for development, goals and career opportunities • reflect on own practice and take action to improve performance • engage in continuing professional development and reflective practice to improve own skills, practice and subject knowledge • demonstrate a positive and professional approach to work and ongoing development.

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3. Assessment

Assessment support materials will include all detailed information relating to assessment.

Learning Outcomes (LOs)

Learning outcomes describe what learners will be able to do after a period of learning. Learners are expected to apply the full range of their knowledge, understanding and skills in order to demonstrate achievement of the learning outcome.

3.1. Assessment overview

Assessment 1

Assesses Learning Outcomes 1–4 within Content Area 1 through an externally set non-exam assessment. Learners complete a series of vocationally relevant tasks based on a brief.
The assessment comprises 111 marks and is internally assessed and externally moderated.

A new brief will be issued annually through Portal from February for use within that academic year. Learners must not have access to the brief or associated tasks until the start of the assessment.

Learners are provided with the assessment window in which to complete the assessment. This flexibility allows centres to integrate the assessment within their programme of delivery while providing sufficient opportunity for learners to engage with the tasks, produce evidence, and demonstrate the knowledge, skills and understanding required by the content area under controlled conditions.

Assessment sessions may be arranged across multiple sittings within the window, allowing learners to undertake the practical and applied tasks in a manageable manner while generating the evidence required for assessment.

Assessment 2

Assesses Learning Outcomes 5-9 within Content Area 2.
An externally set examination assessing learners' ability to apply knowledge, understanding and professional judgement from across the content area. The assessment comprises 100 marks and is externally marked.

Learners are required to complete an examination based on realistic early years scenarios and situations.

The assessment must be taken under invigilated examination conditions in accordance with JCQ requirements (www.jcq.org.uk – *Instructions for conducting examinations*).

Assessment 3

Assessment 3 is an internally assessed occupational portfolio completed during a mandatory 250-hour early years placement and externally moderated by WJEC. The assessment consists of five workplace-based activities that assess learners' ability to apply knowledge and skills in practice.

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The brief will be released through Portal at the beginning of September in the year of first teaching and is not intended to change for the lifetime of the qualification.

The assessment includes a mandatory occupational placement requirement of **250 hours** and is designed to assess the practical application of the knowledge, skills and behaviours associated with **Learning Outcomes 5–9**.

Synoptic assessment

Assessments 2 and 3 are synoptic assessments which require learners to draw together knowledge, understanding and skills from across content areas. Learners are required to make decisions, solve problems and demonstrate extended reasoning in occupationally relevant contexts.

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4. Technical information

4.1. Assessment availability

Assessment	Winter Yr-1	Summer Yr-2	Winter Yr-1	Summer Yr-2
Content Area 1 Introductory Core Assessment 1	✓	✓	✓	✓
Content Area 2 Occupation Specific Assessment 2	×	✓	×	✓
Content Area 2 Occupation Specific Assessment 3	×	×	×	✓

If a candidate has been entered for but is absent for an assessment, the absence does not count as an attempt.

4.2. Assessment entries

You must enter candidates for each assessment they wish to take. Entry for assessments must be made using the entry code below.

	Entry code
Assessment 1	
Assessment 2	
Assessment 3	

If a candidate has been entered for but is absent for an assessment, the absence does not count as an attempt.

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4.3. Claiming the qualification

Once candidates have completed all their assessments, you must claim their qualification using the cash-in code below.

Claiming the qualification and entering the cash-in code enables aggregation to take place, grades to be calculated, and results to be issued.

Cash-in code	

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

4.4. Grading and reporting

Occupational Certificate qualifications and the assessments within them are reported on a three-point scale: Distinction, Merit and Pass. Learners who do not achieve the minimum standard required for a Pass will be awarded an Unclassified result.

Individual assessment results are reported on a uniform mark scale (UMS) with the following grade equivalences.

	Max.	Distinction	Merit	Pass
Assessment 1	280	224	168	112
Assessment 2	120	96	72	48
Assessment 3	None	-	-	-

The uniform marks obtained for each assessment are added up and the qualification grade is based on this total.

	Max.	Distinction	Merit	Pass
Qualification	400	320	240	160

Candidates who do not achieve the uniform marks required to achieve a Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

In addition, in order to certificate candidates must successfully achieve:

- the competency-based assessment requirements (Assessment 3); and
- completion of a minimum of 250 hours of placement in an early years setting.

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Appendix A – Glossary of terms

Term	Definition
Diversity	The recognition, respect and valuing of differences between individuals, including differences in culture, ethnicity, language, religion, family structure, abilities, experiences and backgrounds.
DSL	Designated Safeguarding Lead (DSL). A trained member of staff with overall responsibility for safeguarding and child protection within a setting, including receiving concerns, maintaining records and liaising with relevant agencies when required.
Early years practitioner	An occupation whose broad purpose is to work and interact directly with children on a day-to-day basis supporting the planning of and delivery of activities, purposeful play opportunities and educational programmes within the ethos of the setting.
Early years sector	This is the sector that supports the period from birth to five years old. This stage is officially governed by the Early Years Foundation Stage (EYFS). The sector provides high-quality education and care to ensure children are prepared for school, focusing on cognitive, physical and social development
Early years setting	Any private or public setting including full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home based provision, hospitals, social care settings, out of school environments and local authority provision which is responsible for delivering the Early Years Foundation Stage.
Environmental sustainability	The ability to meet the needs of the present generation without compromising the ability of future generations to meet their own needs.
Equity	The principle of providing children with the specific support, resources and opportunities they need to achieve positive outcomes, recognising that different children may require different levels or types of support.
Inclusion	The practice of ensuring that all children can access learning, play and opportunities to participate, regardless of their individual needs, abilities, backgrounds or circumstances.
Mandatory Placement	A required period of work experience in a real early years environment where learners demonstrate and develop occupational knowledge, skills and behaviours under supervision.
Occupational competence	The ability to perform effectively and consistently in a specific job role by applying the required knowledge, skills, behaviours and professional standards in the workplace.

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Prevent	A safeguarding duty that aims to protect children and adults from being drawn into terrorism or extremist views.
Safeguarding	This is the proactive process of protecting babies and children from harm, promoting their welfare and ensuring that all care is provided in a safe environment.
SEND	Special Educational Needs and Disabilities (SEND) refers to children and young people who have a learning difficulty, disability or additional need that requires extra or different support to help them learn, develop and participate in education and daily activities.
Sustainable Practice	Actions and approaches that reduce environmental impact, conserve resources and promote long-term environmental responsibility, while supporting the needs of children, families and communities.

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Appendix B – Links to Foundation Certificates

The policy aims for Occupational Certificates state that, where appropriate, the specification should provide opportunities for co-teaching with Foundation Certificate students. Introductory core content should therefore share learning outcomes and outline content with Foundation Certificates in similar sectors, wherever it is appropriate to do so.

The following Occupational Certificate content is also covered in the Foundation Certificate in Education and Early Years	Foundation Certificate	Coverage (Full/Partial)
LO2 Knowledge/understanding The range of different individuals and professionals that Early Years Practitioners and educators work with: parents, carers, wider family, agencies and services that support parents and carers, colleagues within the same setting and other professionals outside of the education setting	LO2 Knowledge/understanding Coverage (Full/Partial) The different individuals that educators interact with: parents, carers, wider family, agencies and services that support parents and carers, colleagues within the same education setting and industry professionals outside of the education setting	Partial Occupational Certificate focuses on early years, Foundation Certificate is broader and covers industry professionals
LO2 Knowledge/understanding The important considerations when working with others to accomplish a task: using active listening techniques, being aware of needs of others, being aware of the effect of non-verbal communication, being courteous and inclusive when engaging with others	LO2 Knowledge/understanding Communication techniques used to communicate purposefully: verbal, visual, written methods, and use of technology. The ways to ensure communication is purposeful: being clear, being concise, being courteous, using active listening techniques, being aware of audience, being aware of the effect of non-verbal communication The ways to demonstrate active listening to communicate purposefully: paying attention, allowing others to speak, responding rather than just delivering information The different non-verbal communication techniques:	Partial Foundation Certificate requires more depth

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	body language, facial gestures, eye contact, space and physical appearance	
LO1 Skill Apply communication skills to convey the information to an audience LO2 Skill Apply oral communication techniques to support team working activities Apply non-verbal communication techniques to support team working activities	LO2 Skill Communicate purposefully with different individuals through the use of visual, oral and written communication methods to share required information	Full

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Appendix C – Links to Occupational Standards

Content Area 1

Learning Outcome 1 (LO1): Conveying information to an audience to outline the role of an Early Years Practitioner and the knowledge, skills and qualities needed to work successfully in the early years sector.

Occupational standard	Reference	Knowledge	Skills	Behaviours
Early Years Practitioner	(ST0888)	K8, K11, K16, K32	-	-

Learning Outcome 2 (LO2): Collaborating as a team member to promote the importance of partnership working in the early years sector

Occupational standard	Reference	Knowledge	Skills	Behaviours
Early Years Practitioner	(ST0888)	K5, K6, K7, K15, K21, K23, K28, K29	S12, S22	B4

Learning Outcome 3 (LO3): Applying research skills to identify and propose ways to improve environmental sustainability in early years settings

Occupational standard	Reference	Knowledge	Skills	Behaviours
Early Years Practitioner	(ST0888)	K31	-	-

Learning Outcome 4 (LO4): Assessing first aid emergency situations in early years settings to propose appropriate responses

Occupational standard	Reference	Knowledge	Skills	Behaviours
Early Years Practitioner	(ST0888)	K7	-	-

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Content Area 2

Learning Outcome 5 (LO5): Children's development and learning and the purpose of the Early Years Foundation Stage (EYFS) framework

Occupational standard	Reference	Knowledge	Skills	Behaviours
Early Years Practitioner	(ST0888)	**K1, K2, K3, K13, K15, K16, K17, K18, K19**	**S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S22**	**B2**

Learning Outcome 6 (LO6): Contributing to safe, secure and nurturing environments for children

Occupational standard	Reference	Knowledge	Skills	Behaviours
Early Years Practitioner	(ST0888)	**K4, K5, K6, K7, K8, K9, K10, K11, K24, K25, K26**	**S1, S2, S3, S4, S5, S6, S7, S8, S12, S13, S23, S25**	**-**

Learning Outcome 7 (LO7): Identifying and responding to children with special educational needs, disabilities and developmental differences to support inclusion, early intervention and contribute to positive outcomes

Occupational standard	Reference	Knowledge	Skills	Behaviours
Early Years Practitioner	(ST0888)	**K19, K20, K21, K22, K28**	**S20, S23**	**-**

Learning Outcome 8 (LO8): Promoting equality, diversity, inclusion and equity to support positive outcomes for all children

Occupational standard	Reference	Knowledge	Skills	Behaviours
Early Years Practitioner	(ST0888)	**K14, K29, K30**	**S23, S24**	**B1, B2, B3, B5, B6, B8**

Learning Outcome 9 (LO9): Professional Practice and Development

Occupational standard	Reference	Knowledge	Skills	Behaviours
Early Years Practitioner	(ST0888)	**K27, K23**	**S21**	**B7**

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