



# City & Guilds Level 2 Diploma for the Early Years Practitioner (England) (4228-02)

May 2025 Version 2.1

## Qualification Handbook

## Qualification at a glance

<b>Subject area</b>	Children and Young People
<b>City &amp; Guilds number</b>	4228-02
<b>Age group approved</b>	16+
<b>Entry requirements</b>	None
<b>Assessment types</b>	Portfolio of evidence
<b>Grading Profile</b>	Pass/Fail
<b>Support materials</b>	SmartScreen resources
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 2 Diploma for the Early Years Practitioner	298	467	4228-02	603/4935/9

Version and date	Change detail	Section
V2.0 August 2019	Initial version	All
V2.1 May 2025	Word England added	Footer
	Version table added Grading Profile added	Qualification at a glance section
	Accessibility Statement updated	Appendix 1
	Progression qualifications table updated Early Years Practitioner Standard V1.1 approved	Introduction
	Word “serious” removed from range	Unit 205 range 1.5

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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	<p>The Level 2 Diploma for the Early Years Practitioner (England) is an occupational qualification for candidates who work in Early Years Settings in England. This qualification meets the needs of candidates who work or want to work in a wide range of early years settings covering the age range 0-5 years for example in the roles of:</p> <ul style="list-style-type: none"><li>• Early years assistant</li><li>• Preschool assistant</li><li>• Playgroup assistant</li><li>• After school assistant</li><li>• Childminder assistant</li><li>• Childminder</li></ul> <p>For those working with children and/or young people between the ages of 6-19, an alternative qualification available is 5239-21 Level 2 Certificate in Supporting Teaching and Learning in Schools.</p>
What does the qualification cover?	<p>This qualification consists of mandatory units only covering core knowledge and skills competencies included in the Department for Education criteria for Early Years Practitioner qualifications.</p> <p>The criteria for this qualification can be found on the Gov website - <a href="https://www.gov.uk/government/publications/early-years-practitioner-level-2-qualifications-criteria">https://www.gov.uk/government/publications/early-years-practitioner-level-2-qualifications-criteria</a></p> <p>The key standards for those working in children's care learning and development has been identified by the Early Years Foundation Stage to be:</p> <p>'To ensure that children learn, develop, and are kept healthy and safe. It promotes teaching and learning to ensure children have the skills they need to start school and a broad range of knowledge and skills that provide</p>

Area	Description
	<p>the right foundation for good future progress through school and life'</p> <p>Implicit in this statement is the core assumption that the human rights of children will be safeguarded at all times and candidates will follow an inclusive, rights based and child centred approach when working in the child care setting. This includes all children's needs including those with SEN and/or a disability where adaptations may be required to uphold an inclusive environment. This approach should be followed throughout the candidate's practice during their programme of study and developed through their progression in the workforce.</p> <p>There are no optional units in this qualification.</p>

What opportunities for progression are there?

This qualification allows candidates to learn, develop and demonstrate the skills and knowledge required for employment and/or career progression in Early Years settings.

Candidates can progress to one of the following qualifications providing they are in an appropriate job role and work setting:

City & Guilds Level 3 Diploma for Early Years Practitioners (Early Years Educator) (work-based) 3605-03,

City & Guilds Level 3 Diploma in Residential Childcare (4340-31) or

City & Guilds Level 3 Diploma in Healthcare Support (4346-31)

Opportunities may also be available to progress to an apprenticeship standard such as Early Years Educator, Senior Healthcare Support Worker (Children and Young People option) or Children Young People and Families Practitioner at level 4.

Who did we develop the qualification with?

This qualification is approved by the DfE as meeting their Level 2 Early Years Practitioner qualification criteria

The qualification was developed with employers and sector experts from a range of training providers, FE Colleges and sector membership organisations.

Area	Description
Is it part of an apprenticeship framework or initiative?	This qualification aligns with the Early Years Practitioner apprenticeship standard ST0888/AP01. Early Years Practitioner qualification is mandated within.

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## **Aim and purpose of the qualification**

This level 2 qualification meets the Department for Education's Level 2 full and relevant criteria for a Level 2 Early Years Practitioner for those working in the early years workforce in England. It provides candidates with the knowledge and understanding of working with babies and young children from birth to 7 years and supports the development of the practical and technical skills needed to work with children up to the age of 5 years.

This qualification has been designed to:

- provide a broad understanding of the early years sector and an introduction to the practical skills and knowledge required
- provide an awareness of the range of jobs and work settings in the early years sector
- enable candidates to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
- encourage candidates to reach a level of knowledge and skills that will facilitate progress into further vocational learning or to potential employment in the sector
- introduce candidates to the discipline of the working environment and to encourage mature attitudes to the community in general
- encourage candidates to value continued learning and remain in the learning process
- allow candidates to learn, develop and practise selected skills required for progression in the sector
- provide opportunities for progression to level 3 qualifications and other related qualifications in the sector.

## Principles

- The welfare of the child is paramount
- Practitioners contribute to the high quality delivery of children's care, learning and development and this is reflected in every aspect of practice and service provision.
- Practitioners, within the scope of their own role, work with parents, carers and families who are partners in the care, learning and development of their children and are the child's first and most enduring educators.

## Values

- The needs, rights and views of the child are at the centre of all practice and provision
- Individuality, difference and diversity are valued and celebrated
- Equality of opportunity and anti-discriminatory practice are actively promoted
- Children's health and well-being are actively promoted
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child
- Self-esteem, resilience and a positive self-image are recognised as essential to every child's development
- Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake
- Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely
- Best practice requires reflection and a continuous search for improvement.

In order to be assessed as competent, candidates must demonstrate that they work within the context of the principles and values of the sector. Assessors will be expected to confirm this by signing the declaration form, unit assessment and quality assurance declaration.

## Structure

To achieve the level 2 Diploma for the Early Years Practitioner (England), candidates must achieve 9 mandatory units 201 – 209.

Level 2 Diploma for the Early Years Practitioner (England)			
City & Guilds unit number	Unit title	GLH	TUT
<b>Mandatory</b>			
201	Exploring roles and development opportunities in early years settings	25	37
202	Child development from birth to 7 years	50	80
203	Safeguarding babies and young children in early years settings	25	40
204	Supporting health and safety in early years settings	25	40
205	Promoting wellbeing in early years settings	50	80
206	Supporting effective communication in early years settings	25	40
207	Supporting activities, purposeful play and educational programmes	50	80
208	Understand how to support children with special educational needs and/or disabilities	23	33
209	Working with parents, colleagues and other professionals in early years settings	25	37

The overall TQT for the qualification is 467 hours and carries 47 credit value.

## 2 Centre requirements

### Approval

If your Centre is approved to offer the 4227-01 Level 2 Certificate for the Children and Young People's Workforce (England) or the 3605-03 Level 3 Diploma for Early Years Practitioners (Early Years Educator) (Work based) (England), you will be given automatic approval for the Level 2 Diploma for the Early Years Practitioner (England)

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### Resource requirements

#### **Resources**

It is advisable that the majority of assessment for this competence-based qualification will take place in the workplace under real work conditions. All practical elements of this qualification are required to be assessed in a real work setting.

Candidates must be working in early years settings with children up to 5yrs.

Simulation is not permitted for any of the units within this qualification.

#### **Centre staffing**

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements in early years. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be current and to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training
- participate in and record relevant occupational continuing professional development.

Assessors must also:

- maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- hold a recognised assessment qualification as:
  - o the Level 3 Award in Assessing Competence in the Work Environment or
  - o the Level 3 Certificate in Assessing Vocational Achievement or
  - o another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's External Quality Assurer.

Where assessors have older qualifications they are expected to provide evidence that they are assessing to the current National Occupational Standard for assessment Competence units MUST be assessed by occupationally competent assessors. Each assessor must be

capable of carrying out the full requirements of the area they are assessing, Occupational competence means that they are also occupationally knowledgeable. Occupationally knowledgeable assessors can assess units or learning outcomes which are designed to assess specific knowledge and understanding. Each assessor must have the relevant knowledge and understanding of the area they are assessing.

Where assessors are working towards their qualification, their assessment decisions must be countersigned by a qualified and competent assessor with early years expertise.

See also the assessment section for details from the assessment strategy on the role of the expert witness (page 13).

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

### **Internal Quality Assurance**

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those carrying out the internal quality assurance role must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Where the quality assurance qualification is not the most current one, the internal quality assurer must evidence that they are working at the current national occupational standard for quality assurance qualifications.

### **Candidate entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

It is the responsibility of the centre to liaise with the employer ensure the candidate has met any requirements such as enhanced disclosure and barring checks prior to commencing the qualification. The centre should record this as part of initial assessment.

### **Occupational Placement**

If candidates are not already in employment, centres must ensure that they have the opportunity to develop their practical and technical skills through an occupational placement.

The placement hours for this qualification have been set at 250 hours. Centres must be able to demonstrate how the primary evidence for the qualification has been achieved during the required placement hours. The candidate must complete these hours in regulated settings working with young children from birth to 5 years in the Early Years Foundation Stage.

Please note that funders may also have placement expectations, however where these are less than indicated above, centres must ensure that full qualification placement requirement is achieved before applying for certification.

## **Age restrictions**

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for candidates under 16.

## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.
- ensure that the units in the qualification are supported by the candidates job role

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for these qualifications:

Description	How to access
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>

### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence candidates' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurer, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Summary of assessment methods

#### ***Candidates must:***

- have a completed portfolio of evidence covering the assessment criteria for each unit.

#### ***Time constraints***

The following must be applied to the assessment of this qualification:

- Candidates must be registered with the Awarding Organisation before formal assessment commences
- Candidates must finish their assessment within their period of registration

### Assessment strategy

Level 2 Diploma for the Early Years Practitioner (England) is a competence-based qualification which is assessed by a portfolio of evidence. The candidate is measured against learning outcomes and assessment criteria described in each unit of the qualification. The candidate must meet all of the learning outcomes within all of the units to be able to be awarded the qualification.

Centres must carry out a robust initial assessment to ensure that the candidate has the opportunity to provide evidence against all the requirements of the qualification.

There will be a combination of assessment methods for this qualification. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged. Direct observation of candidate's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source of evidence.

These observations of practice must take place in a real work setting. Simulation is not permitted for any of the units within this qualification.

Assessment decisions for skills based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment, but the final assessment decision must show application of knowledge within the real work environment. Evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and any codes of practice for the sector.

Confidential records must not to be included in candidate's portfolios but must be referred to in the assessment records. Video or audio recording should not be used where this compromises the privacy, dignity, confidentiality, or safeguarding of any child or family using services. Where these are used, evidence of the consent of the parent/carer must be available as well as compliance of the safeguarding policy of the work setting.

The assessor role can be as part of a wider role within an organisation's training department. Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation. The use of expert witnesses should be determined and agreed by the assessor.

An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff.

## **Additional assessment methods or evidence sources**

To help build a well-rounded portfolio, assessors should identify an appropriate mix of other assessment methods from the list below, to ensure that all the assessment criteria are sufficiently evidenced to allow them to make the consistency of the candidate's practice for each unit.

- If an assessor is unable to observe their candidate, she/he will identify an expert witness in the workplace who will provide testimony of the candidate's work based performance. Expert witnesses may observe candidate practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification, however this does not remove the requirement for assessors to observe the candidate in practice in the work setting.
- Work products can be any relevant products of candidate's own work, or to which they have made a significant contribution, which demonstrate use and application within their practice. Work products should remain in situ in the workplace. The portfolio should contain a description of the candidate's contribution to the work record, which criteria the work product meets and where the work product is situated. This is to support appropriate quality assurance sampling.
- Professional discussion should be in the form of a planned and structured review of candidate's practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates can evaluate their knowledge and practice across the qualification.
- Candidate/ reflective accounts describe candidate's actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates can evaluate their knowledge and practice across the activities embedded in this qualification.
- Questions asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- Witness testimonies - these should be from people who are in a position to provide evidence of candidate competence. Where testimony is sought from individuals who are parents or carers, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- Projects/Assignments - candidates may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide

evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used

- Case studies must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

NB Confidential records must not to be included in candidate's portfolios but must be referred to in the assessment records.

### ***Recognition of prior learning (RPL)***

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification.

For this qualification, RPL is allowed refer the Centre Manual - Supporting Customer Excellence for further information.

### **Confidential records used as evidence**

Candidates may quite appropriately cite confidential records as evidence in their qualification as long as the parent, or the child's advocate, has given written and informed consent for records to be used for this purpose.

Confidential records should never be included in candidates' portfolio of evidence and should be examined in-situ by the qualified occupationally competent assessor.

Assessors/candidates should describe and record what evidence has been provided and where the evidence is located.

The External Quality Assurer (EQA) may wish to discuss such evidence with the centre as part of the verification process, but would not normally require sight of confidential records.

However, in the unlikely event that the EQA should have concerns about the quality of such evidence, they will discuss their concerns with the centre quality assurance manager. They may also seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

### **Images of minors being used as evidence**

Photographs and video or other electronic recordings are often used in settings to support the child assessment process and to celebrate children's experiences and achievements.

Photographs and video/recording should always be treated as a confidential record, be left in situ in the early years setting and must not be placed in the portfolio of evidence. Candidates must seek permission before referring to photographs and/or other images (video/electronic recordings) in their assessment records and images must not be used inappropriately (eg to embellish/decorate a portfolio). Tutor/assessors must ensure that permission has been secured before accepting such evidence and before viewing images in situ.

Throughout the assessment journey, centres must seek to safeguard the privacy of children and ensure that they fully meet the requirements of child protection practice. If videos or photographs of minors (those under 18) are referred to as part of the assessment process, both the centre and candidate have shared responsibilities relating to child protection legislation.

It is the responsibility of the centre to inform the candidate of the need to obtain written permission from the minor's parent/guardian. This must be in place prior to making references to images in assessment records and before tutor/assessors can view visual displays and pictorial records/reports.

Assessment centres must also ensure that all assessment staff are suitably qualified and approved to work in close proximity to and have access to children and vulnerable people. When seeking permission to make references to child images as part of the assessment process, candidates and centres must ensure that clear information has been shared in relation to:

- reasons for and restrictions to referring to photographs or video recordings as evidence
- period of time for which the photographs or video recordings may need to be retained by the setting in order that the assessment process can be facilitated
- the requirement of the candidate and centre to respect the setting's obligation to keep photographs or video recordings secure from unauthorised access
- the requirement of the candidate and centre to respect the settings obligation to provide secure electronic storage requirement of photographs or video recordings.

City & Guilds recognise the increasing role that social media and technologies play in day to day early years practice, e.g. online learning journal, and that e-portfolios are part of modern assessment practice. When combined this can present centres with specific challenges regarding confidentiality, anonymity, cyber security and data protection. In these circumstances centres must ensure that the employer and families/carers have provided informed consent specifically relating to the inclusion of digital recorded child observations within an e-portfolio. Centres must demonstrate that the e-portfolio system used incorporates sufficiently robust safeguards regarding data storage and access protocols; and that they are maintained to meet current data protection legislation.

## 5 Units

### Structure of the units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- Title
- Level
- Total qualification time (TQT)
- Guided learning hours (GLH)
- Learning outcomes, which are comprised of a number of assessment criteria
- Range

Range are statements or lists that provide amplification for specific learning outcomes and/or assessment criteria. They define the breadth or scope of a specific area by setting out the various circumstances in which they should be applied. The range criteria appears in bold within the assessment criteria, details of which can be found at the end of each outcome (where relevant).

All range must be taught and evidenced however candidates are only required to provide **performance** evidence of range that relate directly to their own job roles and where there is suitable provision. The assessor must use their professional judgement regarding which type of evidence is used to cover other items in the range to confer occupational competence or to demonstrate sufficient breadth and depth of knowledge. This should be agreed when planning the assessment.

Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (e.g. audio visual). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the range.

## Unit 201

# Exploring roles and development opportunities in early years settings

<b>Level:</b>	2
<b>GLH:</b>	25
<b>Aim:</b>	This unit aims to develop knowledge and understanding relating to roles and development within early years settings. To include an understanding of own role and responsibilities, impact of self on others and to engage in personal development and reflective practice.
<b>Assessment type</b>	Portfolio of evidence

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### Learning outcome:

The candidate will:

1. Understand own role and development opportunities in early years settings

### Assessment criteria

The candidate can:

- 1.1 Explain own role, responsibilities and accountabilities in line with **policies and procedures** of setting
- 1.2 Explain the roles and responsibilities of colleagues
- 1.3 Describe behaviours expected of a childcare worker
- 1.4 Explain how to access workplace policies and procedures
- 1.5 Explain how own behaviour can impact on and influence babies and children
- 1.6 Explain the importance of reflective practice and continued professional development to improve own **skills** and early years practice

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### Range

#### 1.1 Policies and procedures

- Reporting
- Whistleblowing
- Protecting and promoting the welfare of children
- Safeguarding
- Confidentiality
- Information sharing
- Use of technology

1.6 Improvement of skills such as:

- Practical skills
- Study skills
- Reflection

### **Guidance**

Candidates should consider the expected childcare worker behaviours outlined in relevant documents such as Ofsted requirements and EYFS.

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### **Learning outcome:**

The candidate will:

2. Be able to reflect on personal development in early years settings

### **Assessment criteria**

The candidate can:

- 2.1 Engage in continuing professional development and reflective practice to improve own skills, practice and subject knowledge
- 2.2 Use personal development planning to identify areas for development, goals and career opportunities.
- 2.3 Use **support methods** to monitor progress against own personal development plan.

### **Range**

2.3 Support methods to include:

- Feedback
- Appraisals
- Mentoring
- Supervision

## Unit 202

## Child development from birth to 7 years

<b>Level:</b>	2
<b>GLH:</b>	50
<b>Aim:</b>	<p>This unit aims to develop knowledge, understanding and skills relating to child development and learning in early years settings. To include attachments, transitions, holistic approaches to child development and supporting positive behaviour.</p> <p>In practice, candidates will be working in a way that promotes child development from 0 to 5 years and will develop knowledge and understanding of child development up to 7 years.</p>
<b>Assessment type</b>	Portfolio of evidence

### Learning outcome:

The candidate will:

- 1 Understand principles of child development and learning

### Assessment criteria

The candidate can:

1.1 Describe the main areas of babies and children's development from birth to 5 years and their further development from age 5 to 7:

- brain development
- cognitive
- speech, language and communication
- physical
- emotional
- social
- literacy and numeracy

1.2 Describe the expected pattern of babies and children's development from birth to 5 years and their further development from age 5 to 7.

1.3 Describe how skills and behaviours can be affected by atypical development:

- Windows of opportunity (sensitive/critical periods)
- Expected sequence and rate

- 1.4 Understand how individual aspects of development affects children's holistic development:
    - speech, language and communication
    - personal, social and emotional development
    - physical development
    - literacy and numeracy
  - 1.5 Explain how babies' and young children's development can be affected by other factors:
    - Wellbeing
    - Individual circumstances
    - SEND/Specific needs
    - Stage of development
  - 1.6 Describe the different ways that children learn and how to support this within the boundaries of own role
  - 1.7 Describe the factors that influence how children learn
  - 1.8 Describe **secure attachments** between babies/young children and others
  - 1.9 Describe the importance of secure attachments to the holistic development of children
  - 1.10 Describe how children's development can be affected by **transitions** or significant life events
  - 1.11 Describe how to support children's readiness for school
- 

**Learning outcome:**

The candidate will:

2 Be able to support babies and young children with transitions

**Assessment criteria**

The candidate can:

- 2.1 Use child centered approaches to support babies and/or young children through transitions
- 2.2 Encourage resilience in relation to transitions and significant life events
- 2.3 Work in ways that ensure children experiencing transition feel safe, secure and nurtured

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## Range

1.8

Secure attachments to:

- Parent
- Carer
- Key person
- Key worker

1.10

Transitions/significant life events:

- Entering the childcare setting
- Toilet/potty training
- Moving from room to room
- Moving on to next setting/school
- Changes within family structure
- Loss/bereavement

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## Learning outcome:

The candidate will:

3 Understand how to support positive behaviour in early years settings

## Assessment criteria

The candidate can:

- a. Outline expected behaviours linked to children's age and stage of development
- b. Explain **factors and triggers** that may influence children's behaviour
- c. Explain how the policies and procedures of the work setting contribute to the understanding and support of children's behaviour
- d. Describe how encouragement and reward is beneficial to:
  - The child
  - Other children in the setting
  - Parents/carers
- e. Outline what is mean by the following terms:
  - Antecedents
  - Behaviour
  - Consequences
- f. Identify the process for recording behaviour concerns

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## Range

3.2 Factors and triggers could include:

- Environment
- Separation from parent/carer
- Special needs
- Gender
- Previous experience
- Continuity
- Consistency of approach
- Other children
- The child
- Parent/carers

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## Learning outcome:

The candidate will:

4 Be able to support positive behaviour in early years settings

## Assessment criteria

The candidate can:

4.1 Role model the standard of behaviour expected of children within the work setting

4.2 Support the child to develop strategies to self-regulate their behaviour

## Unit 203

# Safeguarding babies and young children in early years settings

<b>Level:</b>	2
<b>GLH:</b>	25
<b>Aim:</b>	This unit aims to develop knowledge, understanding and skills relating to safeguarding in early years settings. To include an awareness of national and local requirements, how to recognise signs and symptoms of potential abuse and the candidates own role in reporting concerns.
<b>Assessment type</b>	Portfolio of evidence

### Learning outcome:

The candidate will:

1. Understand safeguarding relating to early years settings

### Assessment criteria

The candidate can:

- 1.1 Describe signs and symptoms of harm and **abuse**
- 1.2 Identify factors that may place a child at risk of abuse
- 1.3 Identify current national legislation and local guidance in relation to:
  - Safeguarding children
  - Maintaining security of settings
  - Maintaining confidentiality of information
  - Promoting the welfare of children
- 1.4 Describe national and local **safeguarding policies** and procedures
- 1.5 Describe the role and benefit of **reviews** in relation to safeguarding babies and children.
- 1.6 Describe the role and responsibilities of the appointed safeguarding lead within the childcare setting
- 1.7 Describe roles and responsibilities of other professionals and agencies within the childcare sector
- 1.8 Explain own role and **responsibilities** in relation to safeguarding babies and children in line with recognised procedures.

---

## Range

### 1.1 Types of abuse:

- Domestic
- Neglect
- Physical
- Emotional
- Bullying/cyber bullying
- Sexual abuse

### 1.4 Safeguarding policies and procedures relating to:

- Child protection
- Online safety
- Female Genital Mutilation (FGM)
- Child sexual exploitation (CSE)
- Radicalisation

### 1.5 Reviews to include:

- Case reviews
- Child death reviews post April 2019

### 1.8 Responsibilities relating to:

- Security
- Child welfare
- Child protection
- Reporting
- Confidentiality of information
- Whistleblowing

## Unit 204

## Supporting health and safety in early years settings

<b>Level:</b>	2
<b>GLH:</b>	25
<b>Aim:</b>	This unit aims to develop knowledge, understanding and skills relating to health and safety in early years settings. To include an awareness of legal requirements, risk and hazards in the setting and the candidates own role in recognising signs and symptoms that a child is injured or unwell.
<b>Assessment type</b>	Portfolio of evidence

### Learning outcome:

The candidate will:

1. Understand **health and safety** relating to early years settings

### Assessment criteria

The candidate can:

- 1.1 Describe legal requirements and guidance relating to:
  - Health and safety
  - Security
- 1.2 Identify potential risks and hazards in early years settings relating to:
  - Indoors
  - Outdoors
  - Off-site visits
- 1.3 Describe scope of own role and responsibilities, in the event of and **following**:
  - A baby or young child requiring urgent medical/dental attention
  - A non-medical incident or emergency
  - Identifying risks and hazards
- 1.4 Describe own role and responsibilities in relation to risk assessments in early years settings.

1.5 Describe procedures relating to medicines in early years settings:

- receiving
- storing
- recording
- administering
- safe disposal

1.6 Identify signs and symptoms of common **childhood illnesses and allergies**

1.7 Identify signs and symptoms which may indicate a child is injured or in need of urgent medical/dental attention.

1.8 Understand how to prevent and control infection/infestation through:

- Hand washing
- Personal hygiene
- Safe food storage and preparation
- Safe baby feed storage and preparation
- Sterilisation of baby feed equipment
- Dealing with spillages safely
- Safe disposal of waste
- Reporting procedures
- Cleaning procedures
- Using correct personal protective equipment (PPE)

1.9 Identify relevant immunisation programmes relating to babies and young children.

---

### Range

1.3 Follow-up actions including:

- Reporting (written or verbal)
- Reflection
- Identifying own training needs

Scope of own role to include:

- Limitations
- Expectations
- Responsibilities

## 1.6 Common childhood illnesses and allergies:

- Common cold
- Measles
- Chicken pox
- Meningitis
- Sepsis
- Diarrhoea/vomiting
- Food allergies
- Animal/insect allergies
- Hayfever
- Eczema
- Asthma

---

### Learning outcome:

The candidate will:

2. Be able to follow health and safety procedures in early years settings

### Assessment criteria

The candidate can:

- 2.1 Follow safe practice for the prevention and control of infection
- 2.2 Use equipment, furniture and materials **safely** in accordance with risk assessments
- 2.3 Encourage children to:
  - Be aware of personal safety and the safety of others
  - Develop personal hygiene practices including hair, skin and oral care
  - Follow safe practices independently
- 2.4 Follow safe practice for moving and handling of equipment
- 2.5 Follow safe practice when lifting, holding and carrying babies and young children
- 2.6 Follow safe practice when supporting children in their spatial awareness
- 2.7 Follow safe practice when monitoring children's **sleep patterns**

---

### Range

- 2.2 Safe use of equipment, furniture and materials to include:
  - Setup of activity
  - Clearing up, storage and disposal after activity
  - Maintenance of equipment/furniture
  - Food preparation

## 2.7 Sleep patterns to include:

- Sleep positioning
- Timing
- Equipment (blankets, pillows)
- Risk of Sudden Infant Death Syndrome (SIDS)

## Unit 205

## Promoting wellbeing in early years settings

<b>Level:</b>	2
<b>GLH:</b>	50
<b>Aim:</b>	<p>This unit aims to develop knowledge, understanding and skills relating to wellbeing. To include the importance and impact of wellbeing factors and current relevant guidance.</p> <p>In practice, candidates will be able to encourage physical wellbeing and carry out respectful and positive interactions.</p>
<b>Assessment type</b>	Portfolio of evidence

### Learning outcome:

The candidate will:

1. Understand principles of wellbeing relating to babies and young children in early years settings

### Assessment criteria

The candidate can:

- 1.1 Explain how health and wellbeing can have an impact on children's development
  - Positive impact
  - Negative impact
  - Short term
  - Long term
- 1.2 Describe current dietary guidance for babies and young children:
  - 0 to 12 months
  - 1 to 2 years
  - 2 to 3 years
  - 3 to 7 years
- 1.3 Describe current guidance relating to physical activity for babies and young children:
  - 0 to 12 months
  - 1 to 2 years
  - 2 to 3 years
  - 3 to 7 years
- 1.4 Explain the importance of wellbeing factors for babies and young children:

- A healthy balanced diet
- Access to fresh drinking water
- Physical activity
- Sleep
- Rest and relaxation
- Feelings of safety, security and being nurtured
- Developing resilience and independence

1.5 Explain the importance of sharing information with parents/carers about the need for healthy balanced diets, oral hygiene and physical activity

---

**Learning outcome:**

The candidate will:

2. Be able to support wellbeing for babies and/or young children in early years settings

**Assessment criteria**

The candidate can:

2.1 Encourage babies and/or young children to:

- Consume a healthy and balanced diet
- Take part in **physical activities**
- Rest appropriately

2.2 Carry out respectful **care routines** appropriate to the development, stage, dignity and needs of the child

2.3 Take part in positive interactions with children

- At mealtimes
  - During activities
- 

**Range**

2.1 Physical activity to include:

- Planned activities
  - Spontaneous activities
  - Indoors
  - Outdoors
  - Rest/relaxation
-

## 2.2 Care routines to include:

- Eating and drinking (feeding and weaning/complimentary feeding)
- Nappy changing procedures
- Potty/toilet training
- Care of skin and hair
- Oral hygiene
- Rest and sleep provision

### **Guidance**

Consideration should be given to ensure personal choice, cultural and/or religious differences are recognised and respected.

## Unit 206

## Supporting effective communication in early years settings

<b>Level:</b>	2
<b>GLH:</b>	25
<b>Aim:</b>	This unit aims to develop knowledge, understanding and skills relating to effective communication in early years settings. To include an understanding of communication methods used with children and adults, and the candidate being able to show their ability to communicate effectively in practice.
<b>Assessment type</b>	Portfolio of evidence

---

### Learning outcome:

The candidate will:

1. Understand communication needs

### Assessment criteria

The candidate can:

- 1.1 Explain the importance of communicating in a way that recognises the age and stage of a child's development and their right to be heard.
- 1.2 Identify specific communication needs of children.
  - Special educational needs
  - English as a second language (EAL)
  - Physical, social and emotional factors.
  - Development factors.

---

### Learning outcome:

The candidate will:

2. Be able to communicate effectively in early years settings

### Assessment criteria

The candidate can:

- 2.1 Communicate with children in ways that will be understood using verbal and non-verbal methods
- 2.2 Encourage babies and/or young children to use verbal and non-verbal communication

2.3 Extend children's development and learning through verbal and non-verbal communication

2.4 Exchange **information** with **relevant adults** regarding the care of children in line with own role and responsibility

---

### Range

2.4 Types of information exchanged:

- Day to day activities
- Accidents and incidents
- Illness and injury
- Daily routines
- Eating and drinking

Relevant adults may include:

- Parents/carers
- Other practitioners
- Colleagues

## Unit 207

# Supporting activities, purposeful play and educational programmes

<b>Level:</b>	2
<b>GLH:</b>	50
<b>Aim:</b>	This unit aims to develop knowledge, understanding and skills relating to planning and supporting activities in early years settings. To include an awareness of planning and observation methods and the candidates ability to support inclusive practice through purposeful play and educational activities.
<b>Assessment type</b>	Portfolio of evidence

### Learning outcome:

The candidate will:

1. Understand how to support the planning of activities and assessment in early years settings

### Assessment criteria

The candidate can:

- 1.1 Describe what is meant by the types of activities implemented in an early years setting:
  - Adult led activities
  - Child initiated activities
  - Spontaneous experiences
- 1.2 Explain the benefits of different types of activities that contribute towards holistic development.
- 1.3 Explain how fundamental British Values are embedded in early years settings.
- 1.4 Describe **observation** methods and progress tracking used in childcare settings.
- 1.5 Explain the value of observation and assessment for:
  - The child
  - The parents/carers
  - The early years setting in planning the next steps
- 1.6 Explain the importance of using a **balanced approach** and **child involvement** when planning activities for children

- 1.7 Describe how to refer concerns about the development of babies and children
  - 1.8 Summarise the key themes of the current statutory framework relating to play opportunities and educational programmes
  - 1.9 Describe the benefits of purposeful play in relation to babies and young children's development.
- 

### Range

1.4 Observation key stages to include:

- Assess
- Plan
- Implement
- Review

1.6 Balanced approach as a cycle of:

- Observation
- Assessment
- Planning
- Parental involvement
- Child's voice
- Implementation
- Review

Child involvement to include:

- Providing opportunity for choice
  - Seeking children's opinion
  - Respecting and responding to feelings and emotions
- 

### Learning outcome:

The candidate will:

2. Be able to demonstrate inclusive practice in supporting play and the delivery of activities in early years settings

### Assessment criteria

The candidate can:

- 2.1 Work with colleagues to identify and plan **enabling environments** to support children's holistic development
  - 2.2 Support the implementation and review of **activities** to support children's creativity, social development and learning
  - 2.3 Support children's development through purposeful and spontaneous play.
-

- 2.4 Use **interactions** to extend children's development through purposeful and spontaneous play.
- 2.5 Carry out observations of children using the setting's agreed method
- 2.6 Record and share the findings of observations of children in line with the setting's requirements and ensuring:
- Confidentiality
  - Accuracy
  - Use of appropriate language
  - Findings are used to shape **children's learning experience**
- 2.7 Use learning activities to support early language development
- 2.8 Support children's early interest and development including:
- mark making
  - writing
  - reading
  - being read to
- 2.9 Support children's interest and development in **mathematical concepts**
- 

### Range

- 2.1 Enabling environments:
- Indoor and outdoor activities
  - Creative activities
  - Play opportunities
  - Educational opportunities
  - Adult led initiatives
  - Child initiated activities
  - 1 to1 support
  - Group activities
- 2.2 Implementation and review of activities:
- Adult led activities
  - Child initiated activities
  - Spontaneous experiences
- 2.4 Interactions to include:
- Verbal
  - Non-verbal
  - Parallel play
  - Scaffolding
-

## 2.6 Children's learning experiences

- Individual
- Group

## 2.9 Mathematical concepts:

- Numbers
- Number patterns
- Counting
- Capacity
- Sorting and matching
- Space, shape and measure

## Unit 208

# Understand how to support children with special educational needs and/or disabilities

<b>Level:</b>	2
<b>GLH:</b>	23
<b>Aim:</b>	This unit aims to develop knowledge and understanding relating to supporting children with additional needs in early years settings. To include an awareness of recognised guidance and approaches, resources and aids and the importance of inclusive practice.
<b>Assessment type</b>	Portfolio of evidence

### Learning outcome:

The candidate will:

1. Understand support required by babies/children with special educational needs and/or disabilities

### Assessment criteria

The candidate can:

- 1.1 Describe how statutory guidance in relation to the care and education of babies/children with special educational needs and/or disabilities
  - Informs and influences practice in early years settings
  - Promotes a rights-based approach
- 1.2 Describe how the graduated approach supports a child centered approach to planning for and meeting babies/children's needs.
  - Assessment
  - Plan
  - Implementation
  - Review
- 1.3 Describe how the expectations of parents/carers should be balanced according to the interests, needs and ability of babies/children.
- 1.4 Explain **partnership** working in relation to working effectively with children with special educational needs and/or disabilities.
- 1.5 Describe specialist aids, resources and equipment that are available for babies/children with special educational needs and/or disabilities.

1.6 Describe how specialist equipment should be used safely in line with manufacturers/provided instructions.

---

**Range**

1.4 Partnership to include:

- Parents/carers
  - Other practitioners
  - The child
- 

**Guidance**

Whilst this is a knowledge unit, if candidates are working in a setting with children with SEND, evidence should reflect the candidate following a child centred approach in performance units across the qualification.

## Unit 209

# Working with parents, colleagues and other professionals in early years settings

<b>Level:</b>	2
<b>GLH:</b>	25
<b>Aim:</b>	This unit aims to develop knowledge, understanding and skills relating to working with others within early years settings. To include an awareness of other agencies and professionals and the importance of a child centred approach. In practice, candidates should be able to work with others appropriately.
<b>Assessment type</b>	Portfolio of evidence

---

### Learning outcome:

The candidate will:

1. Understand how to work with others in early years settings

### Assessment criteria

The candidate can:

- 1.1 Describe roles and responsibilities of other **agencies and professionals** within the childcare sector
- 1.2 Explain the role and importance of parental/carer engagement in early years learning including
  - Engaging home environment
  - Parent/carer as the first educator
  - Support of the practitioner
  - Meeting the individual needs of the child

---

### Range

- 1.1 Agencies and professionals:
  - OFSTED
  - Local safeguarding board
  - Social workers
  - Speech and language therapist (SALT)
  - Special educational needs coordinator (SENCO)
  - Health professionals
  - Voluntary and community organisations

- Therapists (behaviour, music, play)
- 

**Learning outcome:**

The candidate will:

2. Be able to develop positive working relationships with parents and other professionals in early years settings

**Assessment criteria**

The candidate can:

- 2.1 Work co-operatively with **others** to meet the individual developmental needs of babies and/or young children and to enable them to progress
  - 2.2 Encourage parents and/or carers, within limitations of the role, to take an active role in the **care and development** of babies and/or children.
- 

**Range**

2.1 Working with others:

- Parents/carers
- Colleagues
- Other professionals
- Agencies

2.2 Care and development to include:

- Health
  - Wellbeing
  - Play
  - Learning
- 

**Learning outcome:**

The candidate will:

3. Understand how partnership working contributes to children's wellbeing during transition to school

**Assessment criteria**

The candidate can:

- 3.1 Outline the roles and responsibilities of parents, professionals and others in preparing children for transition to school
  - 3.2 Describe the types of information that must be shared between the early years setting and schools, and how this supports children's transition.
-

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on [www.cityandguilds.com](http://www.cityandguilds.com).

*Centre Manual - Supporting Customer Excellence* contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues.

Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

*Our Quality Assurance Requirements* encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

*Access arrangements: When and how applications need to be made to City & Guilds* provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

## Appendix 2 Useful contacts

**UK learners**  
General qualification information

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

**International learners**  
General qualification information

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

**Centres**  
Exam entries, Certificates,  
Registrations/enrolment, Invoices,  
Missing or late exam materials, Nominal  
roll reports, Results

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

**Single subject qualifications**  
Exam entries, Results, Certification,  
Missing or late exam materials, Incorrect  
exam papers, Forms request (BB, results  
entry), Exam date and time change

**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

**International awards**  
Results, Entries, Enrolments, Invoices,  
Missing or late exam materials, Nominal  
roll reports

**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

**Walled Garden**  
Re-issue of password or username,  
Technical problems, Entries, Results, e-  
assessment, Navigation, User/menu  
option, Problems

**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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