



Department  
for Education

# **Early Years Practitioner**

**Level 2 Occupational Certificate  
subject content**

**July 2026**

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# Introduction

Occupational Certificates are technical qualifications that will be taken as part of the 2-year Occupational pathway. They are designed for students who want to prepare for a particular occupation in a school or college-based setting, before progressing into employment in a relevant Level 2 role. The content for Occupational Certificates in early years education is aligned to the following level 2 occupational standard:

- OCC0888 Early Years Practitioner

Occupational Certificates comprise two components:

1. broad introductory core content that is set centrally. This will include the knowledge and skills that are applicable across a range of occupations in the same, or similar sectors, including key transferable skills<sup>1</sup> that are needed to succeed, and
2. occupation-specific content that is developed by awarding organisations. This will be aligned to an occupational standard and deliver the knowledge, skills and behaviours to enable the student to enter relevant level 2 employment and work towards full competence in their given occupation.

The content for this Occupational Certificate is divided into two sections and reflects the specific nature of the Early Years Practitioner qualification and its reliance upon the existing DfE-published criteria for “full and relevant” qualifications.

**Part 1** - sets out broad introductory core content that provides an introduction to working in an early years setting. This section is structured around learning outcomes and the associated knowledge, understanding and skills.

**Part 2** - sets out the occupation-specific component for the Occupational Certificate and is aligned to the occupational standard and the DfE-published criteria for full and relevant qualifications at level 2. Awarding organisations should use this to develop additional occupation-specific content for inclusion in the final qualification specification, ensuring that all of the full and relevant criteria are met.

**Awarding organisations must include the content from both Part 1 and Part 2 in their final qualification specification.**

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<sup>1</sup> Please refer to the [Framework for Transferable Skills and Work-related Behaviours](#) published alongside the subject content as part of the consultation.

## Qualifications

There will be one qualification in this occupational route:

- **Level 2 Occupational Certificate: Early Years Practitioner 540GLH**

Introductory core content guided learning hours (GLH) should be less than 50% of the total GLH for the qualification. The estimated size of the core content for this occupational certificate is 240GLH.

The Department does not set mandatory prior learning requirements for Occupational Certificates. Providers may set their own entry requirements, including any GCSEs required. The Occupational Certificate: Early Years Practitioner must align to the DfE's full and relevant criteria for level 2 qualifications: [Early years qualification requirements and standards](#).

**In order to meet the requirements for full and relevant status, students must demonstrate competence in all areas of the full and relevant criteria. Awarding organisations will need to take this into consideration when designing their approach to assessment.**

Work experience, or a significant work placement, is essential to prepare students to work in a qualified role in an early years setting. Therefore, in addition to the 540GLH for the Occupational Certificate, awarding organisations must include a requirement for around 250 hours of work experience, or practical placement, to enable students to demonstrate competence in both knowledge and skills.

The requirement for “shared” introductory core content will not be applied for this qualification, as Early Years Practitioner is the only standard in this occupational route at level 2. Core content will therefore focus on themes that are complementary to the content that is mandated by DfE for all full and relevant qualifications.

We recommend that awarding organisations should include clear signposting in their qualification specifications to direct providers to the following resources (not embedded in the qualification and not formally 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/conditions/baby/caring-for-a-newborn/reduce-the-risk-of-sudden-infant-death-syndrome/> signposted in the EYFS para 3.84.

# Part 1: Introductory Core Content

## 1.1 Aims

The purpose of this qualification is to enable students to develop their technical knowledge and skills in relation to early years, over a two-year period, with the aim of progressing into skilled employment in a relevant level 2 role. Through the core content of the qualification, students 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 students 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.

## 1.2 Subject Content

### 1.2.1 Guidance for awarding organisations on inclusion of content in qualification specifications

All content, unless specified otherwise, must be included in qualification specifications.

#### **Lists of content which start with a colon ‘:’**

This denotes that all the content in the list is compulsory and is expected to be included in awarding organisations’ qualification specifications.

#### **Lists of content which start with ‘including’**

This denotes that all the content in the list is compulsory and is expected to be included in awarding organisations’ qualification specifications. The list is a minimum; awarding organisations can choose to add to the list. To ensure comparability between awarding organisations’ qualification specifications in a subject, DfE will use this approach in limited instances where additional relevant content could reasonably be added without affecting the comparability of qualification specifications and assessments.

#### **Use of ‘e.g.’**

This is used to exemplify what is meant by the content statement. It is used to ensure awarding organisations have a clear and consistent understanding of the term; to signal that the example in use now may be superseded by more up-to-date examples; or where different examples could reasonably be included without affecting the comparability of qualification specifications and assessments. Awarding organisations can use the cited example, where it remains relevant and appropriate.

### 1.2.2 Learning Outcomes

Learning outcomes describe what a student will be able to do after a period of learning.

We have set out below each learning outcome and the knowledge, skills and behaviours, where appropriate, that a student will need to know and apply to achieve that outcome:

- knowledge refers to both knowledge and understanding. It relates to the theoretical facts, principles, concepts, procedures and techniques that students should acquire
- skills refer to subject-specific and transferable skills needed to achieve a learning outcome

Students are expected to apply the full range of their knowledge, understanding and skills in order to demonstrate achievement of the learning outcome.

For each learning outcome, a rationale is provided for contextual explanation only. It is not part of the subject content that awarding organisations are required to include in their specifications.

## **Learning Outcome 1: Convey 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**

Rationale:

This learning outcome provides an opportunity for students to develop fundamental knowledge and understanding in relation to the requirements for successful working in the early years sector. This understanding will prepare students for employment in an early years setting and underpins further study at level 3.

The learning outcome will also develop students' skills in communicating as they convey information in a way which is relevant and engaging for a specific audience. Effective communication skills are fundamental to early years practice; developing these skills in a simulated situation will provide the opportunity to hone the skill and develop student confidence to use the skill within a workplace setting and to develop the skill further through relevant employment in the early years sector and level 3 study.

The learning outcome also strengthens the key transferable skills of planning, identifying relevant information, creativity and using digital technologies. Students will need to plan how to communicate information to an audience, identify information sources to use and relevant information to convey using digital technologies to do this.

This learning outcome provides a coherent stepping stone for students progressing into skilled employment in a relevant level 2 role in the early years sector.

To enable students to achieve the learning outcome, students must know and understand:

- the different settings 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 and local authority provision.
- the role of an Early Years Practitioner:
  - to work as part of a professional team to ensure the 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

- 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
- 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 and 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, and use of personal protective equipment
- why setting specific learning goals for learning and development is important in the early years sector
- the existence of expected early learning goals within the statutory framework and the stages of learning and development requirements from birth to five years
- the skills required by employers in the early years sector: planning, communicating, teamworking and self-managing
- the personal qualities required by employers in the early years sector: punctual, inclusive, reliable, positive, enthusiastic and professional
- communication techniques used to convey information to an audience: oral, visual, and written methods, and using technology to support conveying information.

To enable students to achieve the Learning Outcome, students must be able to:

- plan how to convey information to an audience: estimating time and resources required, prioritising and sequencing activities to produce the required information that is to be conveyed
- identify information sources to be used and select relevant information to be conveyed to an audience
- apply creativity skills to consider different ways to convey information to an audience
- apply communication skills to convey the information to an audience
- apply digital skills by producing, organising, storing and retrieving created digital content to convey information to an audience.

Supporting behaviours that are integral to the learning outcome but not expected to be assessed:

- self-confident
- self-aware
- attention to detail

## **Learning Outcome 2: Collaborate as a team member to promote the importance of partnership working in the early years sector**

Rationale:

This learning outcome provides an opportunity for students to develop fundamental knowledge and understanding in relation to the requirements for partnership working in the early years sector. This understanding will prepare students for employment in an early years setting and underpins further study at Level 3.

This learning outcome will also develop students' skills in team working to prepare them to work as part of a professional team in the early years sector. Effective team working skills are fundamental to early years practice; developing these skills in a simulated situation will provide the opportunity to refine these skills and develop student confidence to apply them within a workplace setting, and to develop them further through relevant employment in the early years sector and Level 3 study.

The learning outcome also strengthens the key transferable skills of communication, inclusivity and using digital technologies. Students will need to use effective communication skills to work as part of a team; they will need to demonstrate inclusivity to encourage active participation of all team members and use digital technologies to support team working.

This learning outcome provides a coherent stepping stone for students progressing into skilled employment in a relevant level 2 role in the early years sector.

To enable students to achieve the learning outcome, students 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 and other professionals outside of the education setting
- the role of different agencies and childcare professionals: area SENCOs, local authority advisors, health visitors, social workers, speech and language therapists and children's centre workers
- 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
- the benefits of professional teamwork in early intervention: to collaborate, plan and provide appropriate and comprehensive support for individual children
- the relationship between safeguarding and confidentiality of information, including exceptions to confidentiality
- the important considerations when working with others to accomplish a task: using active listening techniques, being aware of the needs of others, being aware of the

effect of non-verbal communication, being courteous and inclusive when engaging with others.

To enable students to achieve the learning outcome, students 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 expected to be assessed:

- perceptive
- professional
- assertive

### **Learning Outcome 3: Apply research skills to identify and propose ways to improve environmental sustainability in early years settings**

Rationale:

This learning outcome provides an opportunity for students to develop understanding of the requirements for sustainable working in the early years sector. This understanding will prepare students for employment in an early years setting and underpins further study at Level 3. Through this learning outcome students will consider the importance of environmental sustainability and what determines sustainability in early years settings.

This learning outcome will also develop students' research skills through the investigation of the concept of sustainability and how this relates to early years settings. From their research investigations, students will be able to consider possible changes to learning activities, possible changes to learning environments and how the involvement of children can contribute to improving sustainability. This will allow students to propose ways in which sustainability could be improved within early years settings.

Effective research skills are fundamental to early years practice; developing these skills in a simulated situation will provide the opportunity to hone the skills and develop student confidence to use the skills within a workplace setting and to develop the skills further through relevant employment in the early years sector and level 3 study.

The learning outcome also strengthens the key transferable skills of communication, investigation and using digital technologies. Students will need to use effective investigation skills as part of their research; they will need to demonstrate communication skills to communicate their findings and use digital technologies to support their research.

This learning outcome provides a coherent stepping stone for students progressing into skilled employment in a relevant level 2 role in the early years sector.

To enable students to achieve the learning outcome, students must know and understand:

- why improving environmental sustainability in early years settings will help to ensure the long-term future of the environment
- how to model good practice for children to foster responsibility for sustainability
- how resources used in early years settings may impact on sustainability including the use of equipment, materials, products and consumables
- the different environments in which learning activities are delivered in early years settings: indoor and outdoor
- different approaches to improving environmental sustainability: reducing energy consumption, reducing water consumption, reducing packaging used by the setting, reducing waste produced by the setting

- how the use of sustainable materials and products can support environmental sustainability including changing to biodegradable or greener products and reducing single item use
- ways to minimise waste in the early years sector: reduce, reuse, repurpose and recycle
- how to dispose of waste sustainably including composting and waste sorting
- ways to increase children's awareness of sustainability: focused learning activities, involvement in reducing waste and recycling, involvement in sustainability projects and challenges, links to Early Years Foundation Stage statutory framework and 'understanding the world'
- how to identify search requirements and create appropriate search criteria and queries to support research
- how to assess reliability of search results: currency, relevance, source and purpose.

To enable students to achieve the learning outcome, students 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
- apply communication skills to propose ways to improve environmental sustainability in early years settings
- apply 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 expected to be assessed:

- focused
- perceptive
- reflective

## **Learning Outcome 4: Interpret information on first aid emergency situations in early years settings to propose appropriate responses**

Rationale:

This learning outcome provides an opportunity for students to develop fundamental knowledge in relation to the requirement to hold a Paediatric First Aid qualification and the roles and responsibilities of a first aider. Students will also develop an understanding of the different emergency situations that first aiders may have to respond to within an early years setting and the appropriate responses to those situations. This understanding will prepare students for employment in an early years setting and underpins further study at Level 3.

The learning outcome also develops students' decision-making skills, so they can interpret information regarding different emergency situations and use their knowledge and understanding to propose the appropriate first aid response for different emergency situations. Effective decision-making skills are fundamental to early years practice; developing these skills in a simulated situation will provide the opportunity to hone the skill and develop student confidence to use the skill within a workplace setting and to develop the skill further through relevant employment in the early years sector and level 3 study.

The expectation for this outcome is not for students to provide any actual first aid, but to identify the correct response to given first aid situations, in scenario type situations. This learning outcome supports students intending to undertake a Paediatric First Aid qualification in the future but is not intended as a replacement for such qualifications.

The learning outcome also strengthens the key transferable skills of communication, interpretation and using digital technologies. Students will need to use effective interpretation skills to inform the decisions they make; they will need to demonstrate communication skills to communicate their proposals and use digital technologies to support this.

This learning outcome provides a coherent stepping stone for students progressing into skilled employment in a relevant level 2 role in the early years sector.

To enable students to achieve the learning outcome, students must know and understand:

- roles and responsibilities of first aiders in early years settings: safeguarding of children, ensuring child safety and well-being, responding to health emergencies, responding to accidents and emergencies and providing immediate care to infants and children before professional medical help can be given
- the overall aim of any first aid response is to preserve life, prevent any condition worsening and promote recovery

- the legal requirements for first aid training and qualifications in early years settings including requirements set by DfE Statutory Framework for Early Years Foundation Stage (EYFS) and the new requirements from September 2025 in relation to who must hold a full Paediatric First Aid certificate.
- how to assess emergency situations by considering:
  - type of casualty
  - 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
- types of casualties that first aiders deal with: responsive, non-responsive and breathing, non-responsive and not breathing
- 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
- 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

To enable students to achieve the learning outcome, students must be able to:

- interpret information on first aid emergency situations
- 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 expected to be assessed explicitly:

- perceptive
- focused
- attention to detail

### 1.3 Links to Occupational Standards

The mapping below sets out which knowledge and skills statements from the occupational standards have been addressed in the introductory core content, and which need to be developed further by awarding organisations for inclusion in the occupation-specific component of the qualification. We would not expect the same knowledge and skills to appear in both the introductory core and the occupation-specific components of the qualification unless there is a genuine need for greater contextualisation.

This table lists all the learning outcomes for the introductory core content and the knowledge and skills statements from each occupational standard that each learning outcome will address.

**Learning Outcome 1:** Convey 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    | <b>K5:</b> The legal requirements and guidance on safeguarding, including Prevent, security, confidentiality of information and promoting the welfare of children. | <b>S12:</b> Use a range of appropriate communication methods to share information with children, parents or carers and other professionals |            |

**Learning Outcome 2:** Collaborate 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    | <b>K21:</b> Partnership working, including parents or carers, in relation to working effectively with children with special educational needs and disabilities |        |            |
| Early Years Practitioner | ST0888    | <b>K28:</b> The roles and responsibilities of other agencies and professionals that work with and support the provision, both statutory and non-statutory      |        |            |

**Learning Outcome 3:** Apply 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    | <b>K31:</b> Ways to increase children's awareness of environmental sustainability |        |            |

**Learning Outcome 4:** Assess first aid emergency situations in early years settings to propose appropriate responses

| Occupational standard    | Reference | Knowledge                                                                                                                                                                                                                         | Skills | Behaviours |
|--------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------|
| Early Years Practitioner | ST0888    | <b>K12:</b> The signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/ dental attention                                         |        |            |
| Early Years Practitioner | ST0888    | <b>K10:</b> Own role and responsibilities, including identifying risks and hazards and the recording and reporting in the event of a baby or young child requiring medical/ dental attention, a non-medical incident or emergency |        |            |

## 1.4 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.

| <b>The following Occupational Certificate content is also covered in the Foundation Certificate in Education and Early Years</b>                                                                                                                                                                                                 | <b>Foundation Certificate</b>                                                                                                                                                                                                                                                            | <b>Coverage (Full/Partial)</b>                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| LO2<br>Knowledge/understanding<br>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<br>Knowledge/understanding<br>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<br>Occupational Certificate focuses on early years, Foundation Certificate is broader and covers industry professionals |

| The following Occupational Certificate content is also covered in the Foundation Certificate in Education and Early Years                                                                                                                                                                                | Foundation Certificate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Coverage (Full/Partial)                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <p>LO2<br/>Knowledge/understanding<br/>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</p> | <p>LO2<br/>Knowledge/understanding<br/>Communication techniques used to communicate purposefully: verbal, visual, written methods, and use of technology.<br/><br/>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<br/><br/>The ways to demonstrate active listening to communicate purposefully: paying attention, allowing others to speak, responding rather than just delivering information<br/><br/>The different non-verbal communication techniques: body language, facial gestures, eye contact, space and physical appearance</p> | <p>Partial<br/><br/>Foundation Certificate requires more depth</p> |
| <p>LO1 Skill<br/>Apply communication skills to convey the information to an audience<br/><br/>LO2 Skill<br/>Apply oral communication techniques to support team working activities<br/><br/>Apply non-verbal communication techniques to support team working activities</p>                             | <p>LO2 Skill<br/>Communicate purposefully with different individuals through the use of visual, oral and written communication methods to share required information</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Full</p>                                                        |

## Part 2: Occupation-specific content

### 2.1 Aims

The occupation-specific component of the Occupational Certificate will address the outstanding knowledge, skills and supporting behaviours in the occupational standard.

This section sets out the knowledge and skills statements, taken from the relevant occupational standard, that must be addressed in the occupation-specific component of the qualification. Where any of the knowledge and skills listed below have been covered as part of the introductory core content, either partially or in full, this is clearly indicated in Table 2.1. Awarding organisations must use this list of knowledge and skills statements, alongside the broad introductory core content set out in Part 1, as a framework to prepare their detailed qualification specifications and ensure that all relevant knowledge and skills are covered. All content from Part 1 and Part 2 must be included.

Table 2.1 lists the knowledge and skills that must be addressed in the following qualification:

- Occupational Certificate: Early Years Practitioner

Table 2.1 also lists relevant behaviours which should be encouraged but do not need to be formally assessed.

### 2.2 Occupational Certificate: Early Years Practitioner

#### Essential knowledge and skills

This qualification must be designed to ensure students achieve as many of the outcomes in the occupational standard for Early Years Practitioner (OCC0888) as is reasonable in a course of education. To be considered as “full and relevant” the qualification must also meet the requirements set by the Department for Education for full and relevant qualifications at level 2. These are mapped to the occupational standard in Table 2.1. There is no optionality within this qualification.

The outcomes in the occupational standard broadly align with the DfE’s full and relevant criteria. Where there are differences or additional elements, these have been highlighted. Awarding organisations must ensure their qualification content covers all outcomes.

#### **Table 2.1 Comparison of occupational standard and full and relevant criteria**

|    | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                                                                                                                                                         | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                                                                                                                                                                                                                                                                                                           | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| K1 | How children learn and the expected pattern of babies' and children's development from birth to 5 years and their further development from ages 5 to 7. Areas of development include: cognitive, speech, language and communication, physical, emotional, social, brain development and literacy and numeracy. | Describe how children learn and the expected pattern of babies and children's development from birth to 5 years and their further development from age 5 to 7.<br><br>Areas of development to include:<br><ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• brain development</li> <li>• literacy and numeracy</li> </ul> |                                                                 |                                      |
| K2 | The importance to children's holistic development of speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy.                                                                                                                           | Understand the importance to children's holistic development of:<br><br><ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> <li>• literacy and numeracy</li> </ul>                                                                                                                                                          |                                                                 |                                      |

|    | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                          | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                    | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| K3 | How babies' and young children's learning and development can be affected by their stage of development, wellbeing and individual circumstances.                | Explain how babies' and young children's learning and development can be affected by their stage of development, wellbeing and individual circumstances |                                                                 |                                      |
| K4 | The significance of attachment, the key person's role and how transitions and other significant events impact children <b>at different ages and stages.</b>     | Describe the significance of attachment, the key person's role and how transitions and other significant events impact children.                        | at different ages and stages                                    | Partial (LO1)                        |
| K5 | The legal requirements and guidance on safeguarding, including <b>Prevent</b> , security, confidentiality of information and promoting the welfare of children. | Know the legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.               | Prevent                                                         |                                      |
| K6 | Safeguarding policies and procedures, including child protection and online safety.                                                                             | Understand safeguarding policies and procedures, including child protection and online safety.                                                          |                                                                 | Partial (LO1)                        |

|     | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                                                                        | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                                                                                                                                                      | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| K7  | Own role and responsibilities in relation to safeguarding and security, including child protection, <b>recording and reporting, whistle blowing</b> and confidentiality of information.                                       | Explain own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.                                                                                                                                 | recording and reporting, whistleblowing                         | Partial (LO1)                        |
| K8  | The legal requirements and guidance for health and safety.                                                                                                                                                                    | Outline the legal requirements and guidance for: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• security</li> </ul>                                                                                                                                                |                                                                 | Partial (LO1)                        |
| K9  | Risks and hazards in the provision and during off site visits.                                                                                                                                                                | Identify risks and hazards in the work setting and during off site visits.                                                                                                                                                                                                                |                                                                 |                                      |
| K10 | Own role and responsibilities, including identifying risks and hazards and the <b>recording</b> and reporting in the event of a baby or young child requiring medical/ dental attention, a non-medical incident or emergency. | Describe own role and responsibilities, including reporting, in the event of: <ul style="list-style-type: none"> <li>• a baby or young child requiring urgent medical/dental attention</li> <li>• a non-medical incident or emergency</li> <li>• identifying risks and hazards</li> </ul> | recording                                                       | Partial (LO1)                        |
| K11 | The provision's procedures for receiving, storing, recording, administering and the safe disposal of medicines.                                                                                                               | Explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines.                                                                                                                                                                |                                                                 | Partial (LO1)                        |

|     | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                              | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                                                        | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| K12 | The signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/ dental attention.      | Identify the signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/dental attention.      |                                                                 | Full (LO4)                           |
| K13 | The impact of health and wellbeing on children's development.                                                                                                                       | Understand the impact of health and wellbeing on children's development.                                                                                                                    |                                                                 |                                      |
| K14 | The current dietary guidance for early years and why it is important for babies and young children to have a healthy, balanced <b>and nutritious</b> diet and be physically active. | Understand the current dietary guidance for early years and explain why it is important for babies and young children to have a healthy balanced diet and be physically active.             | and nutritious                                                  |                                      |
| K15 | Ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech. | Explain ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech. |                                                                 | Partial (LO2)                        |

|     | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                                       | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                                                                                                                                             | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| K16 | The statutory framework, including the learning and development requirements for babies and young children's provision.                                                                      | Describe the statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.                                                                                                                    |                                                                 | Partial (LO1)                        |
| K17 | <b>The principles of enabling environments (indoor and outdoor)</b> , adult-led activities, child-initiated activities and spontaneous experiences.                                          | Explain the terms:<br><ul style="list-style-type: none"> <li>• Adult led activities</li> <li>• Child initiated activities</li> <li>• Spontaneous experiences</li> </ul>                                                                                                          | The principles of enabling environments (indoor and outdoor)    |                                      |
| K18 | The key stages in the observation, assessment and planning cycle and the value of observation for the child, the parents or carers and the early years provision in planning the next steps. | Describe the key stages in the observation, assessment and planning cycle and explain the value of observation for:<br><ul style="list-style-type: none"> <li>• the child</li> <li>• the parents/carers</li> <li>• the early years setting in planning the next steps</li> </ul> |                                                                 |                                      |
| K19 | How to refer concerns about a baby's or child's development.                                                                                                                                 | Describe how to refer concerns you may have about a baby's or child's development.                                                                                                                                                                                               |                                                                 |                                      |

|     | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                             | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                     | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| K20 | The statutory guidance in relation to the care and education of children with special educational needs and disabilities.                          | Describe statutory guidance in relation to the care and education of children with special educational needs and disabilities.                           |                                                                 | Partial (LO1)                        |
| K21 | Partnership working, including parents or carers, in relation to working effectively with children with special educational needs and disabilities | Explain partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities. |                                                                 | Full (LO2)                           |
| K22 | What specialist aids, resources and equipment are available for the children in the provision and how to use these safely.                         | Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely.                         |                                                                 |                                      |
| K23 | Own role and expected behaviours and the roles of colleagues and the team.                                                                         | Explain own role and expected behaviours and the roles of colleagues and the team.                                                                       |                                                                 | Partial (LO1)                        |
| K24 | How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these                               | Explain how to access workplace policies and procedures and your own responsibilities and accountabilities relating to these.                            |                                                                 |                                      |

|     | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                                                                         | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                                                                                                                                                                                                                | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| K25 | How own behaviour can impact on babies and children and influence them.                                                                                                                                                        | Explain, with examples, how your behaviour can impact on babies and children and influence them.                                                                                                                                                                                                                                                    |                                                                 |                                      |
| K26 | Own responsibilities when following procedures in the provision for <b>recording</b> and reporting, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology | Identify own responsibilities when following procedures in the work setting for: <ul style="list-style-type: none"> <li>• reporting</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding</li> <li>• confidentiality</li> <li>• information sharing</li> <li>• use of technology</li> </ul> | recording                                                       |                                      |
| K27 | The importance of reflective practice and continued professional development to improve own skills and early years practice.                                                                                                   | Explain the importance of reflective practice and continued professional development to improve own skills and early years practice.                                                                                                                                                                                                                |                                                                 |                                      |
| K28 | The roles and responsibilities of other agencies and professionals that work with and support the provision, both statutory and non-statutory.                                                                                 | Understand the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.                                                                                                                                                                                            |                                                                 | Partial (LO2)                        |

|     | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                                                           | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                                                                                                                                                                                                    | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| K29 | The importance of the voice of the child, parental or carer engagement, the home learning environment and their roles in early learning.                                                                         | Explain the importance of the voice of the child, parental/carers engagement, the home learning environment and their roles in early learning.                                                                                                                                                                                          |                                                                 | Partial (LO2)                        |
| K30 | <b>The importance of equality, diversity, and inclusion, and respecting children's social and cultural context.</b>                                                                                              | No full and relevant equivalent                                                                                                                                                                                                                                                                                                         |                                                                 | Partial (LO1)                        |
| K31 | <b>Ways to increase children's awareness of environmental sustainability.</b>                                                                                                                                    | No full and relevant equivalent                                                                                                                                                                                                                                                                                                         |                                                                 | Full (LO3)                           |
| K32 | Prevention and control of infection techniques, including hand washing, food preparation and hygiene and how to deal with spillages safely, safe disposal of waste, using correct personal protective equipment. | Demonstrate skills and understanding for the prevention and control of infection, including: <ul style="list-style-type: none"> <li>• hand washing</li> <li>• food preparation and hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> </ul> |                                                                 |                                      |

|    | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                                                               | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                                                                                                    | <b>Differences or additional elements that must be included</b>                         | <b>Coverage in introductory core</b> |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------|
| S1 | Support babies and young children through a range of transitions <b>and significant events. e.g. moving onto school, moving house or the birth of a sibling</b>                                                      | Demonstrate how to support babies and young children through a range of transitions                                                                                                                                                     | and significant events. e.g. moving onto school, moving house or the birth of a sibling |                                      |
| S2 | Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect, physical, emotional, and sexual abuse. | Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them.<br>Types of abuse including:<br>• domestic<br>• neglect<br>• physical<br>• emotional<br>• sexual abuse |                                                                                         |                                      |
| S3 | Identify risks and hazards in the provision and during off site visits <b>relating to both children and staff and visitors and follow reporting procedures.</b>                                                      | Identify risks and hazards in the work setting and during off site visits.                                                                                                                                                              | relating to both children and staff and visitors and follow reporting procedures        |                                      |

|    | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                                                 | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                                                                                                                                                                                                    | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| S4 | Use prevention and control of infection techniques for hand washing and food preparation and hygiene, deal with spillages safely, safe disposal of waste, using correct personal protective equipment. | Demonstrate skills and understanding for the prevention and control of infection, including: <ul style="list-style-type: none"> <li>• hand washing</li> <li>• food preparation and hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> </ul> |                                                                 |                                      |
| S5 | Use equipment, furniture and materials safely and securely, following the manufacturers' instructions and provision's requirements.                                                                    | Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.                                                                                                                                                                                                                    |                                                                 |                                      |
| S6 | Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).                                                            | Demonstrate how to encourage children to: <ul style="list-style-type: none"> <li>• be aware of personal safety and the safety of others</li> <li>• develop personal hygiene practices (including oral hygiene)</li> </ul>                                                                                                               |                                                                 |                                      |

|    | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                                                                                                                                                        | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                                                                                                                                                                                                                                          | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| S7 | Promote health and wellbeing in the provision by encouraging babies and young children to consume healthy, balanced <b>and nutritious</b> meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors. | Promote health and wellbeing in settings by encouraging babies and young children to: <ul style="list-style-type: none"> <li>• consume healthy and balanced meals, snacks and drinks appropriate for their age</li> <li>• be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors</li> </ul>                              | and nutritious meals                                            |                                      |
| S8 | Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (feeding and weaning or complementary feeding), nappy changing procedures, potty or toilet training, care of skin, teeth and hair and rest and sleep provision.                    | Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: <ul style="list-style-type: none"> <li>• Eating (feeding and weaning/complementary feeding)</li> <li>• nappy changing procedures</li> <li>• potty/toilet training</li> <li>• care of skin, teeth and hair</li> <li>• rest and sleep provision</li> </ul> |                                                                 |                                      |

|     | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                                                                 | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)             | <b>Differences or additional elements that must be included</b>                            | <b>Coverage in introductory core</b> |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------|
| S9  | Communicate with all children, <b>including those for whom English is an additional language and those with additional needs</b> , in ways that will be understood. This includes verbal and non-verbal communication. | Demonstrate how to communicate with all children in ways that will be understood, including verbal and non-verbal communication. | including those for whom English is an additional language and those with additional needs |                                      |
| S10 | Extend children's development and learning through verbal and non-verbal communication.                                                                                                                                | Demonstrate how to extend children's development and learning through verbal and non-verbal communication.                       |                                                                                            |                                      |
| S11 | Encourage babies and young children to use a range of communication methods.                                                                                                                                           | Encourage babies and young children to use a range of communication methods.                                                     |                                                                                            |                                      |
| S12 | Use a range of appropriate communication methods to share information with children, parents or carers and other professionals                                                                                         | Demonstrate a range of communication methods to exchange information with children and adults.                                   |                                                                                            | Partial (LO2)                        |

|     | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                            | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                                                                                                                                                                         | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| S13 | Work with colleagues to identify and plan educational programmes to support children's holistic development through a range of play, creativity, social development and learning. | Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning. |                                                                 |                                      |
| S14 | Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.                                            | Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.                                                                                                                                                                       |                                                                 |                                      |
| S15 | Observe children, assess, plan and record the outcomes, share results accurately and confidentially in line with expected statutory and the provision's requirements.             | Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.                                                                                                                                  |                                                                 |                                      |
| S16 | Use learning activities to support early language development.                                                                                                                    | Demonstrate how to use learning activities to support early language development.                                                                                                                                                                                                                            |                                                                 |                                      |

|     | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                       | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                                       | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| S17 | Support children's early interest and development in mark making, writing, reading and being read to.                                                                        | Support children's early interest and development in mark making, writing, reading and being read to.                                                                      |                                                                 |                                      |
| S18 | Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.                                     | Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.                                   |                                                                 |                                      |
| S19 | 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. | Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation. |                                                                 |                                      |
| S20 | Work in ways that value and respect the developmental needs and stages of babies and children.                                                                               | Work in ways that value and respect the developmental needs and stages of babies and children.                                                                             |                                                                 |                                      |

|     | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                            | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                              | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| S21 | Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress. | Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.                         |                                                                 |                                      |
| S22 | Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress. | Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress. |                                                                 |                                      |
| S23 | Work alongside parents or carers and recognise their role in the baby or child's health, well-being, learning and development.                    | Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.                 |                                                                 |                                      |
| S24 | Encourage parents or carers to take an active role in the baby's or child's care, play, learning and development.                                 | Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.                                |                                                                 |                                      |

|     | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                                       | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate)                                      | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| S25 | Demonstrate how to share information with parents or carers about the importance of healthy, balanced and nutritious diets for their child, looking after teeth and being physically active. | Demonstrate how to share information with parents/carers about the importance of healthy, balanced diets, looking after teeth and being physically active | and nutritious                                                  |                                      |
| B1  | Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for their development                                     | No full and relevant equivalent.                                                                                                                          |                                                                 |                                      |
| B2  | Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.                                      | No full and relevant equivalent.                                                                                                                          |                                                                 | Partial (LO1)                        |
| B3  | Positive work ethic – maintains professional standards within the work environment providing a positive role model for children.                                                             | No full and relevant equivalent.                                                                                                                          |                                                                 | Partial (LO1)                        |

|    | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                                             | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate) | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| B4 | Being team-focused - work effectively with colleagues and other professionals.                                                                                                                     | No full and relevant equivalent.                                                                                     |                                                                 | Partial (LO2)                        |
| B5 | Commitment - to improving the outcomes for children through inspiration and child centred care and education.                                                                                      | No full and relevant equivalent.                                                                                     |                                                                 |                                      |
| B6 | Recognise and respect differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.                                                        | No full and relevant equivalent.                                                                                     |                                                                 |                                      |
| B7 | Professional Practice – be a reflective practitioner with a commitment to continued professional development and adhering to legislation, policy and procedure with a positive disposition to work | No full and relevant equivalent.                                                                                     |                                                                 |                                      |

|    | <b>Knowledge/Skills Statement</b><br>(must be covered in the Occupational Certificate)                                                                                                       | <b>Equivalent criteria for full and relevant qualifications</b><br>(must be covered in the Occupational Certificate) | <b>Differences or additional elements that must be included</b> | <b>Coverage in introductory core</b> |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| B8 | Work in ways which consider fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. | No full and relevant equivalent.                                                                                     |                                                                 | Partial (LO2)                        |

# Annex

## Annex A: Glossary

| Term                         | Definition                                                                                                                                                                                                                                                                                                                   |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Early years sector           | This is the sector that supports the period from birth to 5 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 |
| 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                                                                       |
| 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                                                                                                                                                              |
| Environmental sustainability | The ability to meet the needs of the present generation without compromising the ability of future generations to meet their own needs.                                                                                                                                                                                      |



Department  
for Education

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