

**NCFE**

**CACHE**

# Qualification Specification

**NCFE CACHE Level 3 Diploma for Working in  
the Early Years Sector (Early Years Educator)  
QN: 610/4164/6**

### Qualification summary

|   |   |                                       |          |
|---|---|---------------------------------------|----------|
| <b>Qualification title</b>                | <b>NCFE CACHE Level 3 Diploma for Working in the Early Years Sector (Early Years Educator)</b>  |                                       |          |
| <b>Ofqual qualification number (QN)</b>   | 610/4164/6  | <b>Aim reference</b>                  | 61041646 |
| <b>Guided learning hours (GLH)</b>        | 864   | <b>Total qualification time (TQT)</b> | 950      |
| <b>Credit value</b>                       | 95  |                                       |          |
| <b>Minimum age</b>                        | 16  |                                       |          |
| <b>Qualification purpose</b>              | <p>This qualification is designed to prepare learners with the knowledge, skills and understanding to enter work in an early years setting and be included in staff:child ratios.</p> <p>This qualification includes both knowledge and skills that meet the Department for Education Early Years Educator (DfE EYE) criteria in full and map to the knowledge, skills and behaviours (KSBs) within the Early Years Educator occupational standard ST0135 in England.</p>   |                                       |          |
| <b>Grading</b>                            | Achieved/not yet achieved   |                                       |          |
| <b>Assessment method</b>                  | Internally assessed and externally quality assured portfolio of evidence.   |                                       |          |
| <b>Work/industry placement experience</b> | <p>This qualification requires learners to complete a mandatory work/industry placement experience throughout the duration of the qualification, before certification.</p> <p>The skills-based learning outcomes associated with work placement experience have been included as part of guided learning (GL) hours within each unit (where relevant). The GL has been allocated as knowledge and work placement experience to support with delivery. The total number of mandatory work placement hours is a minimum of <b>300</b> hours, however it is recommended that learners undertake <b>350</b> hours where possible.</p> |                                       |          |
| <b>Rules of combinations</b>              | To be awarded this qualification, learners are required to successfully achieve 10 mandatory units/95 credits.  |                                       |          |
| <b>Regulation information</b>             | This is a regulated qualification. The regulated number for this qualification is 610/4164/6.   |                                       |          |
| <b>Funding</b>                            | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.  |                                       |          |

## Contents

|  |           |
|--|-----------|
| <b>Qualification summary</b>   | <b>2</b>  |
| <b>Section 1: introduction</b>   | <b>4</b>  |
| Aims and objectives  | 4         |
| Support handbook   | 4         |
| Guidance for entry and registration  | 4         |
| Early Years Educator: GCSE English and Mathematics requirement   | 5         |
| Achieving this qualification   | 5         |
| Progression  | 6         |
| Staffing requirements  | 6         |
| Resource requirements  | 6         |
| Real work environment (RWE) requirement/recommendation   | 6         |
| Work/industry placement experience   | 7         |
| Placement in a RWE   | 7         |
| Age ranges covered by the qualification  | 7         |
| How the qualification is assessed  | 7         |
| Internal assessment  | 8         |
| Mapping to the Department for Education (DfE) Early Years Educator (EYE) qualification criteria                    | 9         |
| <b>Section 2: unit content and assessment guidance</b>   | <b>10</b> |
| EYE L3 WF 1 Introduction to the role of the early years educator (T/651/1390)                                      | 11        |
| EYE L3 WF 2 Holistic child development (Y/651/1391)  | 15        |
| EYE L3 WF 3 Children with special educational needs and disabilities (SEND) (A/651/1392)                           | 21        |
| EYE L3 WF 4 Effective communication in an early years setting (D/651/1393)   | 25        |
| EYE L3 WF 5 Safeguarding and welfare requirements (F/651/1394)   | 28        |
| EYE L3 WF 6 Health, wellbeing and safety (H/651/1395)  | 32        |
| EYE L3 WF 7 Promoting an effective early years curriculum (J/651/1396)   | 37        |
| EYE L3 WF 8 Assessment of children's learning and development (K/651/1397)   | 42        |
| EYE L3 WF 9 Understanding play for holistic development and learning (L/651/1398)                                  | 45        |
| EYE L3 WF 10 Partnership working (M/651/1399)  | 47        |
| Recommended assessment methods   | 51        |
| Assessment strategies and principles relevant to this qualification  | 52        |
| <b>Section 3: explanation of terms</b>   | <b>57</b> |
| <b>Section 4: support</b>  | <b>59</b> |
| Support materials  | 59        |
| Other support materials  | 59        |
| Reproduction of this document  | 59        |
| <b>Contact us</b>  | <b>60</b> |
| <b>Appendix A: units</b>   | <b>61</b> |
| <b>Appendix B: Mapping to the Department for Education (DfE) Early Years Educator (EYE) qualification criteria</b> | <b>63</b> |

## **Section 1: introduction**

Please note this is a draft version of the qualification specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

### **Aims and objectives**

The aim of this qualification is to prepare learners to become early years educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.

Upon achievement of this qualification, it is intended that learners will be able to enter the workforce as early years educators.

In response to the Department for Education, we have built a qualification to meet the criteria required for those wishing to become early years educators.

We have surpassed the minimum requirements set out in the 'full and relevant criteria' to develop a qualification which reflects the priorities of educators and employers to meet the needs of babies and children.

This qualification aims to:

- focus on the study of early years education
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- confirm occupational competence and/or 'licence to practice'
- confirm competence in an occupational role to the standard required

### **Support handbook**

This qualification specification must be used alongside the mandatory support handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

### **Guidance for entry and registration**

This qualification is designed for learners preparing to become early years educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years. Learners must

be at least 16 years old. We do not set any other entry requirements but centres may have their own guidelines.

It may also be useful to learners studying qualifications in the following sector:

- early years and childcare

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills or knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a NCFE CACHE Level 2 Diploma for the Early Years Practitioner 603/3723/0, or a previous level 2 qualification that is full and relevant or holds transferable skills preparing learners to study at level 3.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

### **Early Years Educator: GCSE English and Mathematics requirement**

The requirement for Level 3 Early Years Educators (EYE) to hold GCSE or Functional Skills in Mathematics at Level 2 has been removed from ratio requirements in the Early Years Workforce. Learners will still need to hold a suitable level 2 English qualification in order to count within the staff:child ratios at level 3. In addition, from January 2024, a manager or a learner that starts in a manager role will also need to hold a suitable level 2 Maths qualification. International qualifications can be checked in liaison with the DfE.

### **Achieving this qualification**

To be awarded this qualification, learners are required to successfully achieve **10 mandatory units/95 credits**.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the fees and pricing document on the NCFE website.

## Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - educator in day nurseries
  - educator in nursery schools
  - educator in reception classes in primary schools
  - pre-school worker
- further education:
  - NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner
- higher education – personal statements may be accepted by universities

## Progression to higher level studies

Level 3 qualifications can support progression to higher level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

## Staffing requirements

Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Please see the **Assessment principles for early years educator (EYE) qualifications** in this specification for further information staffing requirements.

## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## Real work environment (RWE) requirement/recommendation

Where the assessment requirements for a unit allows, it is essential that organisations wishing to operate a real work environment (RWE) do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

## **Work/industry placement experience**

This qualification requires learners to complete a mandatory work/industry placement experience throughout the duration of the qualification, before certification.

Placements must be chosen carefully and all necessary risk assessments undertaken, giving attention to:

- location
- accessibility
- suitability

Wherever possible learner placements will be at centres with a good or outstanding Ofsted rating. Those accessing placements that require improvement would benefit from wider experience during their training if possible.

Observations of learners on placement should provide holistic evidence in line with requirements and be undertaken throughout the qualification journey and feedback offered to students for reflection and improved practice.

## **Placement in a RWE**

The minimum placement hours for this qualification are **300** hours, however it is recommended that learners undertake **350** hours where possible.

## **Age ranges covered by the qualification**

This qualification prepares learners to work with children between birth and 5 years with knowledge of children up to 7 years.

## **How the qualification is assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed contextualised portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

This qualification includes both knowledge and skills that meet the Department for Education Early Years Educator (DfE EYE) criteria in full and map to the knowledge, skills and behaviours (KSBs) within the Early Years Educator apprenticeship standard ST0135.

The assessment methods for the skills-based criteria should include:

- **direct observation** of learner in work placement/employment (*it is essential to include observations*)
- **professional discussions**
- **reflective accounts**
- **expert witness testimonies** from lead practitioner and accompanied by professional discussion (where required) to triangulate the evidence (only to be used when observation would not be appropriate)
- **work products**, for example, policies, reports and records that can be used to underpin or move a professional discussion forward

Skills based outcomes must be achieved in a real work environment and in accordance with assessment principles, they are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice.

### **Internal assessment**

We have created some sample tasks for the internally assessed 10 units, which can be found within a separate document in the member's area of our website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge learning outcome(s) (LOs) for all units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the provider development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.



All 10 units are mandatory to achieve this qualification.

Learners must be successful in this component to gain the Level 3 Diploma for Working in the Early Years Sector (Early Years Educator).

The NCFE CACHE Level 3 Diploma for Working in the Early Years Sector (Early Years Educator) is a competence-based qualification (CBQ).

A CBQ may be based on an occupational standard as identified in the qualification summary table at the beginning of this specification. A CBQ must be assessed in the workplace or in a RWE in accordance with the relevant assessment guidance. For further information on the guidance, please visit the qualification's page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance (EQA) visits are required.

All the evidence generated by the learner will be assessed against the standards expected of a level 3 learner for each LO.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

### **Mapping to the Department for Education (DfE) Early Years Educator (EYE) qualification criteria**

It is the role of the DfE to define the content of the level 3 qualifications that practitioners must hold to be included in the ratios specified in the early years foundation stage (EYFS) statutory framework. DfE does this by defining criteria that qualifications must meet to enable practitioners to demonstrate their competence.

The qualification criteria lay out the minimum requirements for what an early years educator should know, understand and be able to do to be considered qualified to support babies and children from birth to age 5 in the early years foundation stage.

Appendix B contains mapping to show where the DfE EYE criteria has been mapped within the NCFE CACHE Level 3 Diploma for Working in the Early Years Sector (Early Years Educator) (610/4164/6).

## **Section 2: unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

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**EYE L3 WF 1 Introduction to the role of the early years educator (T/651/1390)**

| Unit summary   |                           |         |           |        |                        |
|--|---------------------------|---------|-----------|--------|------------------------|
| This unit explores the role and responsibilities of the reflective early years educator whilst appreciating the knowledge, skills and behaviours required for effective engagement within own role. During the delivery of this unit students should be exposed to the significance of sustainability in practice where appropriate. |                           |         |           |        |                        |
| Assessment   |                           |         |           |        |                        |
| Internally assessed  |                           |         |           |        |                        |
| Mandatory  | Achieved/not yet achieved | Level 3 | 7 credits | 42 GLH | 25 Work/ placement GLH |

| Learning outcomes (LOs)<br>The learner will:   | Assessment criteria (AC)<br>The learner can:   | Evidence record<br>eg page number and method | Assessor<br>Initial and date |
|--|--|--|------------------------------|
| 1. Understand the professional roles and responsibilities required to work in an early years setting | 1.1 Explain the professional role and responsibilities of an early years educator regarding knowledge, skills and behaviours   |  |                              |
|  | 1.2 Describe the professional role of the early years educator with regard to the potential of supervising other staff and leading the setting   |  |                              |
| 2. Understand procedures that must be adhered to in the work setting and their importance            | 2.1 Reflect on prior learning and experience as appropriate to describe the role of the early years educator in the following aspects: <ul style="list-style-type: none"> <li>• reporting and types of records expected</li> <li>• whistleblowing procedures</li> <li>• protecting and promoting the welfare of children in line with statutory requirements</li> <li>• safeguarding in line with statutory requirements</li> <li>• confidentiality</li> <li>• information-sharing</li> <li>• use of technology</li> <li>• referring development concerns</li> <li>• protecting self (for example, media and online presence)</li> <li>• staff health and safety, including mental health and wellbeing support and supervision</li> </ul> |  |                              |
| 3. Understand the role of supervision  | 3.1 Analyse <b>supervision</b> as an opportunity for staff to discuss issues, concerns and plans   |  |                              |
| 4. Understand professional development   | 4.1 Explain the role of reflective practice and how <b>evidence-based</b> , continuous professional development can improve practice for children's academic outcomes as well as increase own career opportunities   |  |                              |

| <b>Learning outcomes (LOs)</b><br>The learner will:  | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|--|--|---|-------------------------------------|
|  | 4.2 Describe methods of reflective and reflexive practice and opportunities for continuing professional development (CPD), including participating in supervision for growth and improved practice   |   |                                     |
|  | 4.3 Explain progression opportunities in an early years setting to include leadership and management positions   |   |                                     |
| 5. Be able to use and model good communication skills, including a good command of the English language in spoken and written form                 | 5.1 Communicate with a good command of the English language in spoken and written form including, for example, when working with children, emails, in meetings and discussions   |   |                                     |
| 6. Be able to explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team                      | 6.1 Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team, including the significance of being self-motivated, proactive and able to use initiative (this could be initiated through small peer group discussions in preparation for placement where it will be required to be observed) |   |                                     |
| 7. Be able to explain how our own and others' behaviour can impact on babies and children and the importance of role-modelling positive behaviours | 7.1 Explain how our own and others' behaviour can impact on babies and children and the importance of role-modelling positive behaviours   |   |                                     |
| 8. Be confident in supporting or challenging the practice of colleagues, including difficult conversations   | 8.1 Discuss the importance of challenging practice in the best interests of babies and children  |   |                                     |
|  | 8.2 Summarise steps to take when challenging the practice of colleagues  |   |                                     |
| 9. Be able to follow procedures in the work setting including, where appropriate, updating and   | 9.1 Work in adherence to policy and procedure with regard to: <ul style="list-style-type: none"> <li>• reporting</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding</li> </ul>  |   |                                     |

| <b>Learning outcomes (LOs)</b><br>The learner will:   | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|---|---|-------------------------------------|
| developing policies and procedures  | <ul style="list-style-type: none"> <li>• confidentiality</li> <li>• information-sharing</li> <li>• use of technology</li> <li>• referring development concerns</li> <li>• protecting educators (for example, media and online presence)</li> <li>• staff health and safety, including mental health and wellbeing support</li> </ul> <p><i>Where direct involvement is not possible, simulation against policy and procedure such as case study or scenario is permitted to demonstrate a working knowledge of these aspects.</i></p> |   |                                     |
| 10. Be able to foster a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of career | 10.1 Contribute to a culture of mutual support, teamwork and continuous improvement by partaking in supervision   |   |                                     |
|   | 10.2 Discuss how effective supervision encourages confidential discussion of sensitive issues at all stages of a career   |   |                                     |
| 11. Be able to seek out feedback from others and use reflection to identify and support career development and personal goals   | 11.1 Collect feedback from others to identify areas for improvement   |   |                                     |
|   | 11.2 Develop a personal development plan to support goals   |   |                                     |
|   | 11.3 Discuss how the role of a mentor and supervision can support career goals  |   |                                     |

| <b>Range</b>   |
|--|
| <b>3. Understand the role of supervision</b>   |
| <b>3.1</b> Supervision: identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Effective supervision provides support, coaching and training for the educator and promotes the interests of babies and children. |
| <b>4. Understand professional development</b>  |
| <b>4.1 CPD: Evidence-based:</b> own skills, practice, and subject knowledge, increase career opportunities and help children’s academic outcomes, especially in areas of disadvantage (opportunity to link to sustainable development goals (SDGs) 1 and 10).              |

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**EYE L3 WF 2 Holistic child development (Y/651/1391)**

| Unit summary   |                           |         |            |        |                              |
|--|---------------------------|---------|------------|--------|------------------------------|
| This unit explores holistic development and key milestones for babies and children including the significance of experience and personal circumstance. |                           |         |            |        |                              |
| Assessment   |                           |         |            |        |                              |
| Internally assessed  |                           |         |            |        |                              |
| Mandatory  | Achieved/not yet achieved | Level 3 | 14 credits | 90 GLH | 40 Work/<br>placement<br>GLH |

| Learning outcomes (LOs)<br>The learner will:  | Assessment criteria (AC)<br>The learner can:   | Evidence record<br>eg page number and method | Assessor<br>Initial and date |
|---|--|--|------------------------------|
| 1. Understand the expected patterns of babies' and children's development from conception to 7 years old                  | 1.1 Identify stages of human development from conception to birth  |  |                              |
|   | 1.2 Identify sequences of normative patterns of development in babies and children from birth to 7 years of age to include: <ul style="list-style-type: none"> <li>• cognitive</li> <li>• neurological and brain development</li> <li>• speech, language and communication development</li> <li>• physical</li> <li>• personal, social, and emotional development</li> </ul> |  |                              |
| 2. Understand key milestones for holistic development from birth to 7 years   | 2.1 Define the term holistic development   |  |                              |
|   | 2.2 Describe holistic development from birth to 7 years with regard to: <ul style="list-style-type: none"> <li>• cognitive</li> <li>• neurological and brain development</li> <li>• speech, language and communication development</li> <li>• physical</li> <li>• personal, social and emotional development</li> </ul>  |  |                              |
| 3. Understand the influence of key individuals and the importance of attachments that shape babies' and children's social | 3.1 Summarise theories around attachment   |  |                              |
|   | 3.2 Explain the significance of attachment in relation to the key person approach  |  |                              |
|   | 3.3 Analyse how attachment influences babies' and children's social world, including maintaining relationships, and underpins their holistic development   |  |                              |

| <b>Learning outcomes (LOs)</b><br>The learner will:  | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|--|---|---|-------------------------------------|
| world and underpin their holistic learning and development   | 3.4 Identify ways babies' and children's learning and development can be affected by their individual circumstances and significant events in their lives, including biological and environmental factors |   |                                     |
|  | 3.5 Summarise the impact of planned and unplanned change, transitions and significant life events on babies' and children's current development and learning needs  |   |                                     |
| 4. Understand the significance of physical, mental and emotional health and wellbeing for babies' and children's development | 4.1 Explain the impact of physical, mental and emotional health and wellbeing for babies' and children's development  |   |                                     |
|  | 4.2 Describe the role and responsibilities of the key person when supporting physical, mental and emotional health and wellbeing for babies' and children's development                                   |   |                                     |
| 5. Understand co-regulation and self-regulation in children  | 5.1 Explain the terms: <ul style="list-style-type: none"> <li>• co-regulation</li> <li>• self-regulation</li> </ul>   |   |                                     |
|  | 5.2 Use examples to describe how early years educators provide opportunities for co-regulation in an early years setting  |   |                                     |
|  | 5.3 Describe how self-regulation changes according to a child's age and stage of development  |   |                                     |
|  | 5.4 Analyse the significance of co-regulation for self-regulation   |   |                                     |
| 6. Understand a range of <b>evidence-based theories</b> and research that underpin early years development                   | 6.1 Summarise a range of underpinning theories and their impact to child development  |   |                                     |
| 7. Be able to prepare and support babies and children through transitions and significant events in their lives              | 7.1 Develop effective strategies to support children's ability to manage significant life events and daily micro transitions  |   |                                     |
|  | 7.2 Reflect on how early years educators prepare babies and children for planned transitions  |   |                                     |
|  | 7.3 Summarise processes used in an early years setting to support individual children through micro transitions making reference to the role of the key person  |   |                                     |



| <b>Learning outcomes (LOs)</b><br>The learner will:         | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|---|---|-------------------------------------|
|   | 7.4 Identify strategies to support individual children through unplanned and significant life events  |   |                                     |
| 8. Be able to support children to form positive attachments | 8.1 Apply theories of attachment to demonstrate warm and responsive, professional relationships with babies, and children and their families with clearly established and age-appropriate boundaries including supporting children to develop warm and responsive relationships with other children |   |                                     |

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| <b>Learning outcomes (LOs)</b><br>The learner will: | <b>Assessment criteria (AC)</b><br>The learner can:                          | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|--|---|-------------------------------------|
|   | 8.2 Shadow the role of a key person and reflect on key features of this role |   |                                     |

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| <b>Learning outcomes (LOs)</b><br>The learner will:  | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|--|--|---|-------------------------------------|
| 9. Be able to promote health and wellbeing in settings working with babies and children from birth to 5 years  | 9.1 Reflect on strategies used in an early years setting to encourage babies and children to: <ul style="list-style-type: none"> <li>• consume healthy and balanced meals, snacks and drinks, taking account of cultural requirements, including race, religion and belief systems (considering good oral health)</li> <li>• be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors</li> <li>• teach children to develop skills to manage their own and others safety</li> <li>• provide sensitive and respectful personal care to include personal hygiene practices and oral hygiene</li> </ul> |   |                                     |
|  | 9.2 Interact with babies and children to positively impact their health and wellbeing demonstrating care, compassion and sensitivity   |   |                                     |
| 10. Be able to support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate | 10.1 Facilitate an enabling, nurturing environment encouraging emotional literacy  |   |                                     |
|  | 10.2 Maintain an effective and supportive emotional environment that enables the babies and children to feel safe, secure, respected and experience a positive sense of self and wellbeing; maintaining and prioritising the individual child's voice  |   |                                     |
|  | 10.3 Model the use of co-regulation to support babies and children when they are experiencing any range of emotions by providing warm, responsive interactions to help support the development of self-regulation  |   |                                     |
| 11. Be able to apply <b>evidence-based theories</b> in practice, and as appropriate, based on a clear understanding of cognitive science (reliable theory)   | 11.1 Reflect on own practice to identify where there are links to <b>evidence-based theory</b> and philosophical approaches  |   |                                     |

| <b>Range</b>  |
|---|
| <b>6.</b> Understand a range of <b>evidence-based theories</b> and research that underpin early years development   |
| <b>6.1</b> A range of traditional and contemporary theorists to be explored, considering the impact to practice, to include but not limited to: <ul style="list-style-type: none"><li>• Piaget</li><li>• Vygotsky</li><li>• Bruner</li><li>• Bandura</li><li>• Nutbrown</li><li>• Athey</li><li>• Donaldson</li></ul> |

| <b>Delivery and assessment guidance</b>  |
|--|
| LO7:<br><br>This section must include: <ul style="list-style-type: none"><li>• moving school</li><li>• starting and moving through or between early years settings</li><li>• birth of a sibling</li><li>• moving home</li><li>• family breakdown</li><li>• living outside of the home</li><li>• loss of significant people or bereavement</li><li>• social events that impact their lives, such as COVID-19, adoption and care, and including the significance of adverse childhood experiences and trauma</li></ul> |

**EYE L3 WF 3 Children with special educational needs and disabilities (SEND) (A/651/1392)**

| Unit summary  |                           |         |           |        |                        |
|---|---------------------------|---------|-----------|--------|------------------------|
| This unit explores legislation and guidance to support the increasing awareness and confidence of the early years educator to support babies, children and their families when facilitating nurturing environments for babies and children with special educational needs and disability. |                           |         |           |        |                        |
| Assessment  |                           |         |           |        |                        |
| Internally assessed   |                           |         |           |        |                        |
| Mandatory   | Achieved/not yet achieved | Level 3 | 7 credits | 42 GLH | 25 Work/ placement GLH |

| Learning outcomes (LOs)<br>The learner will:  | Assessment criteria (AC)<br>The learner can:  | Evidence record<br>eg page number and method | Assessor<br>Initial and date |
|---|---|--|------------------------------|
| 1. Know about legislation and guidance for children and young people with special educational needs and disabilities (SEND) | 1.1 Identify legislation, statutory and non-statutory frameworks and guidance for provision in early years including for children and young people with special educational needs and disabilities  |  |                              |
|   | 1.2 Understand that there are 4 general areas of need, and how to balance these against a detailed understanding of an individual baby or child's needs: <ul style="list-style-type: none"> <li>• communication and interaction</li> <li>• cognition and learning</li> <li>• social, emotional and mental health</li> <li>• physical and sensory needs</li> </ul> |  |                              |
|   | 1.3 Summarise the implications of legislation and guidance for practice in an early years setting to appreciate the legal rights of each individual child according to their current and future needs   |  |                              |
|   | 1.4 Describe the following features of effective practice for babies and children with SEND: <ul style="list-style-type: none"> <li>• early help and early intervention</li> <li>• the graduated approach</li> <li>• early years offer</li> </ul>   |  |                              |
| 2. Understand that there are appropriate strategies for supporting a baby or child with SEND                                | 2.1 Explain <b>inclusive</b> practice in an early years setting   |  |                              |
|   | 2.2 Explain how a delay in a baby's or child's learning and development does not necessarily indicate a special educational need or disability and may be due to a gap in their knowledge and understanding   |  |                              |
|   | 2.3 Describe how scaffolded learning strategies and the design of flexible, adaptive daily routines and expectations can help babies and children to  |  |                              |

| <b>Learning outcomes (LOs)</b><br>The learner will:   | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|---|---|-------------------------------------|
|   | progress and overcome perceived delay in learning and development   |   |                                     |
|   | 2.4 Explain that changes in behaviour are not necessarily a sign that a baby or child has SEND  |   |                                     |
| 3. Understand that there are specialist aids, resources, and equipment available to support babies and children with SEND   | 3.1 Identify a range of specialist aids, resources and equipment available to support babies and children with SEND   |   |                                     |
|   | 3.2 Summarise the role of the early years special needs coordinator (SENDCo)  |   |                                     |
|   | 3.3 Analyse partnership working for effective support of children with SEND   |   |                                     |
| 4. Be able to explain and apply the early years foundation stage statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach              | 4.1 Reflect on how policy and procedure in an early years setting adheres to the early years foundation stage statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach                           |   |                                     |
|   | 4.2 Advocate for children's individual learning, considering their current development and uniqueness, including those with SEND and English as an additional language (EAL)  |   |                                     |
|   | 4.3 Create an effective and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice  |   |                                     |
| 5. Be able to work effectively in partnership with others (or alongside colleagues), including parents and carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND | 5.1 Reflect on policy and procedure in an early years setting to describe ways to work effectively in partnership with others, including parents and carers, to identify, help, promote and implement appropriate strategies for supporting the progress of babies and children with SEND |   |                                     |
|   | 5.2 Explain the importance of own professional skills and behaviour when liaising with parents/carers of children with SEND   |   |                                     |

| <b>Learning outcomes (LOs)</b><br>The learner will:  | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|--|---|---|-------------------------------------|
| 6. Be able to effectively carry out a child's care plan (or shadow a colleague) alongside parents and carers, including the initial assessment, implementation, and ongoing review | 6.1 Explain how to effectively carry out a child's care plan (or shadow a colleague) alongside parents and carers in an early years setting to include: <ul style="list-style-type: none"> <li>• the initial assessment</li> <li>• implementation and ongoing review</li> </ul> |   |                                     |
|  | 6.2 Explain the importance of carrying out a child's care plan in a sensitive and respectful manner   |   |                                     |
| 7. Be able to promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND                  | 7.1 Facilitate an environment that meets the individual needs of children in an early years setting   |   |                                     |
|  | 7.2 Discuss how the setting supports babies and children to develop a positive sense of their own identity and culture, valuing race, religion and belief systems   |   |                                     |
|  | 7.3 Create an effective and supportive emotional environment that enables all children to feel safe, secure, respected and experience a sense of wellbeing  |   |                                     |
|  | 7.4 Promote and encourage a working environment that values and respects the maintenance and prioritisation of the individual developmental needs and stages of babies and children with SEND, whilst valuing and respecting the child's voice                                  |   |                                     |
|  | 7.5 Model inclusive practice to ensure children have equal access to opportunities to learn, develop, and reach their potential   |   |                                     |
| 8. Be able to use specialist aids, resources and equipment available to support babies and children with SEND  | 8.1 Know how to use specialist aids, resources and equipment available to support babies and children with SEND (simulation and reflection as appropriate)  |   |                                     |
| 9. Be able to analyse and explain how cultural background and family circumstances can impact on babies'   | 9.1 Support babies and children to develop a positive sense of their own identity and culture   |   |                                     |
|  | 9.2 Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND  |   |                                     |
|  | 9.3 Reflect on effective strategies in an early years setting to know how to identify, help and work  |   |                                     |

| <b>Learning outcomes (LOs)</b><br>The learner will: | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|--|---|-------------------------------------|
| and children's learning and development             | appropriately with others to provide children and babies with any additional support they may need |   |                                     |

| <b>Range</b>   |
|--|
| 1. Know about legislation and guidance for children and young people with special educational needs and disabilities (SEND)  |
| 1.1 Relevant legislation and guidance to include SEND Code of Practice and where relevant The Equality Act 2010  |
| 2. Understand that there are appropriate strategies for supporting a baby or child with SEND   |
| 2.1 Learners must understand that all children are entitled to a quality education, one that is appropriate to their unique needs, promotes high standards and the fulfilment of potential |

| <b>Delivery and assessment guidance</b>   |
|---|
| Relevant guidance for this part of the criteria includes: <ul style="list-style-type: none"> <li>• <a href="#">SEND code of practice: 0 to 25 years</a></li> <li>• <a href="#">Equality Act 2010: guidance</a></li> </ul> |



**EYE L3 WF 4 Effective communication in an early years setting (D/651/1393)**

| Unit summary   |                           |         |          |        |                              |
|--|---------------------------|---------|----------|--------|------------------------------|
| This unit explores the significance of communication for holistic development and learning in all babies and children. |                           |         |          |        |                              |
| Assessment   |                           |         |          |        |                              |
| Internally assessed  |                           |         |          |        |                              |
| Mandatory  | Achieved/not yet achieved | Level 3 | 7 credit | 42 GLH | 25 Work/<br>placement<br>GLH |

| Learning outcomes (LOs)<br>The learner will:  | Assessment criteria (AC)<br>The learner can:  | Evidence record<br>eg page number and method | Assessor<br>Initial and date |
|---|---|--|------------------------------|
| 1. Understand the impact of an effective communication and language curriculum that offers positive benefits to babies and children's development | 1.1 Explain how communication and language is the cornerstone of an early years curriculum, which can provide all children with an equal chance of success  |  |                              |
|   | 1.2 Describe the relationship between an effective communication curriculum and positive benefits for all children in early years settings including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds |  |                              |
| 2. Understand that children develop at their own pace in language development and can experience speech and language difficulties                 | 2.1 Explain the importance of respecting pace of language development in individual babies and children   |  |                              |
|   | 2.2 Summarise stages of language acquisition  |  |                              |
|   | 2.3 Outline speech and language difficulties that may be experienced by babies and children as they acquire language  |  |                              |
|   | 2.4 Identify ways babies and children can be supported with speech and language difficulties including specialist early intervention  |  |                              |
| 3. Understand that there are ways to communicate with all children, appropriate for their stages of development                                   | 3.1 Use examples to describe strategies for effective communication with babies and children from birth to 5 years of age   |  |                              |
|   | 3.2 Explain <b>strategies</b> for effective communication for babies and children with speech and language difference including: <ul style="list-style-type: none"> <li>SEND or neurodivergent children</li> <li>children using English as an additional language (EAL)</li> </ul>                        |  |                              |
|   | 3.3 Analyse the importance of valuing diversity, equality and inclusion, for effective communication and language development   |  |                              |
| 4. Be able to develop, support  | 4.1 Read stories in the following situations: <ul style="list-style-type: none"> <li>with an individual baby or young child</li> </ul>  |  |                              |

| <b>Learning outcomes (LOs)</b><br>The learner will:  | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|--|---|---|-------------------------------------|
| and promote babies' and children's speech, language, and communication through effective planned adult interactions  | <ul style="list-style-type: none"> <li>• small groups of children (up to 4 children)</li> <li>• large groups of children (5 children or more)</li> </ul>  |   |                                     |
|  | 4.2 Demonstrate the following skills and techniques: <ul style="list-style-type: none"> <li>• reading aloud stories and talking about them to build familiarity and understanding</li> <li>• exploring vocabulary in wider contexts on children know a story well through conversation and sensitive questioning, using a rich range of vocabulary and language structures</li> </ul> |   |                                     |
|  | 4.3 Participate in songs and rhymes with babies and children to support an awareness of sounds  |   |                                     |
|  | 4.4 Promote and facilitate children's communication through experiences and activities for social interactions and relationships to blossom   |   |                                     |
| 5. Be able to identify delays in communication development and describe appropriate support services for babies and children   | 5.1 Explain ways the early years educator is able to identify delays in communication development   |   |                                     |
|  | 5.2 Describe appropriate support services for babies and children   |   |                                     |
| 6. Be able to communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development | 6.1 Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development  |   |                                     |
| 7. Be able to help children to catch-up with language development through planned use of pronunciations, words and phrases   | 7.1 Use appropriate strategies and ways of working to facilitate a language rich environment for babies and children  |   |                                     |
|  | 7.2 Summarise how the early years educator can support children to catch-up with language development through planned use of pronunciations, words and phrases  |   |                                     |
| 8. Be able to adapt teaching approaches as   | 8.1 Describe ways the early years educator can adapt teaching approaches as appropriate to ensure children with speech and language difficulties and  |   |                                     |

| <b>Learning outcomes (LOs)</b><br>The learner will:   | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|--|---|-------------------------------------|
| appropriate to ensure children with speech and language difficulties and those for whom English is an additional language (EAL) are supported to catch-up | those for whom English is an additional language (EAL) are supported to catch-up through effective communication                   |   |                                     |
| 9. Be able to apply a range of communication methods for effective collaborative working  | 9.1 Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child |   |                                     |

| <b>Range</b>   |
|--|
| 3. Understand that there are ways to communicate with all children, appropriate for their stages of development  |
| 3.2 <b>Strategies:</b> the demand for sensitive interaction with parents/carers to enable effective care for the child   |
| 4. Be able to develop, support and promote babies' and children's speech, language, and communication through effective <b>planned</b> adult interactions<br><br><b>Planned:</b> spontaneous as well as planned interactions to be considered. Understand that there are ways to communicate with all children, appropriate for their stages of development. |

**EYE L3 WF 5 Safeguarding and welfare requirements (F/651/1394)**

| Unit summary   |                           |         |           |        |                        |
|--|---------------------------|---------|-----------|--------|------------------------|
| This unit explores how the early years educator safeguards children including wider aspects of child protection, reporting and record keeping. There are opportunities to consider sustainability and sustainable development goals 2 and 6 when exploring the welfare requirements. |                           |         |           |        |                        |
| Assessment   |                           |         |           |        |                        |
| Internally assessed  |                           |         |           |        |                        |
| Mandatory  | Achieved/not yet achieved | Level 3 | 10 credit | 62 GLH | 25 Work/ placement GLH |

| Learning outcomes (LOs)<br>The learner will:  | Assessment criteria (AC)<br>The learner can:   | Evidence record<br>eg page number and method | Assessor<br>Initial and date |
|---|--|--|------------------------------|
| 1. Understand the signs of harm and the different types of abuse and what these are               | 1.1 Describe signs of <b>harm and abuse</b> , to include but not limited to: <ul style="list-style-type: none"> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• online</li> <li>• domestic</li> <li>• sexual abuse</li> </ul>  |  |                              |
| 2. Understand legislation, policy and procedure in relation to keeping children safe              | 2.1 Summarise legislation, policy and procedure in relation to keeping children and colleagues safe in an early years setting to include: <ul style="list-style-type: none"> <li>• safeguarding and welfare requirements</li> <li>• child protection (including keeping children safe online)</li> <li>• discrimination</li> <li>• whistleblowing</li> </ul> |  |                              |
|   | 2.2 Explain why safeguarding and security systems are an important part of keeping babies and children safe  |  |                              |
|   | 2.3 Describe own role with regard to local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance  |  |                              |
|   | 2.4 Outline reasons the early years educator must stay updated with changes to legislation   |  |                              |
| 3. Understand an early years educator's role and responsibilities in relation to keeping children | 3.1 Analyse the role and responsibilities of the early years educator to keep babies and children safe to include: <ul style="list-style-type: none"> <li>• the appropriate supervision of others</li> <li>• health and safety, safeguarding and security systems</li> <li>• child protection</li> <li>• duty of care</li> </ul>                             |  |                              |

| <b>Learning outcomes (LOs)</b><br>The learner will:   | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|--|---|-------------------------------------|
| and colleagues safe   | <ul style="list-style-type: none"> <li>• reporting and confidentiality of information</li> <li>• safeguarding staff</li> </ul>   |   |                                     |
| 4. Be able to recognise when a baby or child is in danger or at risk of abuse, including online and know how to act to protect them                         | 4.1 Discuss signs to recognise when a baby or child is in danger or at risk of abuse, including online, and the procedure to follow to protect them in an early years setting                            |   |                                     |
| 5. Be able to find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance | 5.1 Discuss how the early years educator would apply legislation, policy and procedure to ensure the safety and wellbeing of everyone in the setting, demonstrating vigilance and professional curiosity |   |                                     |
|   | 5.2 Explain ways the early years educator can stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance                       |   |                                     |

| <b>Learning outcomes (LOs)</b><br>The learner will:   | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|---|---|-------------------------------------|
| 6. Be able to follow Ofsted’s whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer’s organisation. This might be about activity that is illegal, risks others’ health and safety, is about poor practice or fails to meet statutory requirements | 6.1 Refer to policy to discuss Ofsted’s whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer’s organisation. This might be about activity that is illegal, risks others’ health and safety, is about poor practice or fails to meet statutory requirements |   |                                     |
| 7. Be able to carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information  | 7.1 Carry out and act upon responsibilities, including: <ul style="list-style-type: none"> <li>• providing appropriate supervision of others in relation to safeguarding and security</li> <li>• child protection</li> <li>• duty of care</li> <li>• reporting and confidentiality of information</li> </ul>                              |   |                                     |

| <b>Range</b>  |
|---|
| 1. Understand the signs of harm and the different types of abuse and what these are, including but not limited to: <ul style="list-style-type: none"> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• online</li> </ul> |

### Range

- domestic
- sexual abuse

#### 1.1 Types of harm to also include:

- female genital mutilation (FGM)
- sexual exploitation
- grooming
- bullying
- radicalisation
- discrimination

### Delivery and assessment guidance

LO5 Be able to find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance

Learner's must follow the setting's policy and procedure and be mindful of how our own values and belief system can impact practice. They must also understand the importance of signposting families in need of further guidance and support regarding their own safeguarding needs.

Useful links:

[Ofsted's whistleblowing policy](#)

**EYE L3 WF 6 Health, wellbeing and safety (H/651/1395)**

| Unit summary   |                                  |                |                   |               |                               |
|--|----------------------------------|----------------|-------------------|---------------|-------------------------------|
| <p><b>This unit explores the relationship between legislation policy and procedure with further focus on own role and responsibilities with regard to the health, wellbeing and safety of babies and children. Students should be mindful of energy saving approaches to sustainability when considering health, wellbeing and safety, for example energy efficient approaches and wellbeing strategies.</b></p> |                                  |                |                   |               |                               |
| Assessment   |                                  |                |                   |               |                               |
| Internally assessed  |                                  |                |                   |               |                               |
| <b>Mandatory</b>   | <b>Achieved/not yet achieved</b> | <b>Level 3</b> | <b>10 credits</b> | <b>62 GLH</b> | <b>25 Work/ placement GLH</b> |

| <b>Learning outcomes (LOs)</b><br>The learner will:   | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|---|---|-------------------------------------|
| 1. Understand legal requirements and statutory guidance as well as other non-statutory guidance on health and safety        | 1.1 Summarise legal requirements and statutory guidance as well as other non-statutory guidance on health and safety to include control of substances hazardous to health (COSHH) and reporting of injuries, diseases and dangerous occurrences regulations RIDDOR  |   |                                     |
| 2. Understand it is important to ensure equipment, furniture, and materials are used safely and the dangers of not doing so | 2.1 Give reasons for ensuring equipment, furniture and materials are used safely and the dangers of not doing so  |   |                                     |
| 3. Understand the role of policy and procedure in maintaining the health, wellbeing and safety of babies and children       | 3.1 Describe policy and procedure in relation to health and safety in an early years setting to include: <ul style="list-style-type: none"> <li>• risk and risk management</li> <li>• security</li> <li>• confidentiality of information</li> <li>• personal hygiene including oral health</li> <li>• meals and snacks</li> <li>• accidents and emergencies</li> <li>• illness</li> <li>• routine safety checks</li> <li>• fire drills</li> </ul> |   |                                     |
| 4. Understand that it is important to   | 4.1 Describe action to take to prevent and control infection in an early years setting  |   |                                     |



| <b>Learning outcomes (LOs)</b><br>The learner will:   | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|---|---|-------------------------------------|
| prevent and control infection   |   |   |                                     |
| 5. Understand the signs and symptoms of a child who is unwell or injured  | 5.1 Identify signs and symptoms of ill health in babies and children  |   |                                     |
|   | 5.2 Describe signs, symptoms and treatment of common childhood illnesses and allergies in children  |   |                                     |
|   | 5.3 Identify signs of urgent dental attention in children   |   |                                     |
|   | 5.4 Identify minor injury in babies and children  |   |                                     |
|   | 5.5 Identify serious injury requiring urgent medical attention in babies and children   |   |                                     |
| 6. Understand that it is important for babies and children to have a healthy, balanced and nutritious diet                        | 6.1 Identify nutritional guidelines for babies and children from birth to 5 years   |   |                                     |
|   | 6.2 Describe the different stages of weaning in babies  |   |                                     |
|   | 6.3 Describe steps to take to maintain good oral health in babies and children  |   |                                     |
|   | 6.4 Explain how the early years educator keeps knowledge of food allergies and anaphylaxis up to date   |   |                                     |
|   | 6.5 Explain how the early years educator keeps children safe during mealtimes to include recognising the signs of choking and action to take  |   |                                     |
|   | 6.6 Explain the need to prepare food that is suitable for the age, personal need and development of babies and children, referring to the most up-to-date guidance                                |   |                                     |
| 7. Understand that it is important for babies and children to be physically active  | 7.1 Explain benefits of physical activity for babies' and children's holistic health and wellbeing  |   |                                     |
| 8. Understand the importance of risk versus benefit   | 8.1 Explain principles of risk assessment and management, and how to balance risks and benefits of activities for children  |   |                                     |
| 9. Be able to use equipment, furniture and materials safely following the manufacturer's instructions and setting's requirements, | 9.1 Assist others in the safe use of equipment, furniture and materials, following the manufacturer's instructions and setting's requirements (can be achieved through simulation as appropriate) |   |                                     |
|   | 9.2 Discuss sleep safety and precautions to take to keep babies and children safe   |   |                                     |

| <b>Learning outcomes (LOs)</b><br>The learner will:  | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|--|--|---|-------------------------------------|
| with regard for sleep safety.<br>Assist others in the safe use of: <ul style="list-style-type: none"> <li>• equipment</li> <li>• furniture</li> <li>• materials</li> </ul>                                   |  |   |                                     |
| 10. Be able to identify and act upon own responsibilities in relation to: <ul style="list-style-type: none"> <li>• health</li> <li>• safety</li> <li>• wellbeing</li> </ul>                                  | 10.1 Apply legislation, policy and procedure to ensure the safety and wellbeing of everyone in the setting to ensure adherence with: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• confidentiality of information</li> <li>• promoting the welfare of babies and children</li> </ul>   |   |                                     |
| 11. Be able to carry out risk assessments and risk management in line with: <ul style="list-style-type: none"> <li>• employer, local and national requirements</li> <li>• policies and procedures</li> </ul> | 11.1 Apply the principles of risk assessment and risk management in line with daily procedure to include a working knowledge of how to complete documentation within practice  |   |                                     |
|  | 11.2 Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting to include: <ul style="list-style-type: none"> <li>• risk assessment</li> <li>• food safety and allergies</li> <li>• COSHH</li> <li>• accidents, injuries and emergencies</li> </ul>   |   |                                     |
|  | 11.3 Outline ways risk benefit is managed in an early years setting  |   |                                     |
| 12. Be able to maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met   | 12.1 Refer to policy and procedures in an early years setting to explain the role of the early years educator in relation to records and reports to include: <ul style="list-style-type: none"> <li>• medication requirements</li> <li>• special dietary needs, including approaches to starting and storing solid foods</li> <li>• planning</li> <li>• observation and assessment</li> <li>• health, safety and security</li> <li>• accidents and near misses</li> <li>• daily registers</li> </ul> |   |                                     |

| <b>Learning outcomes (LOs)</b><br>The learner will:   | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|--|---|-------------------------------------|
| 13. Be able to explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of babies and children to include the cultural, race, religion and belief systems | 13.1 Reflect on policy and procedure in an early years setting to describe the role of an early years educator with regard to: <ul style="list-style-type: none"> <li>• supervision of children whilst eating (feeding and weaning and complementary feeding)</li> <li>• nappy-changing procedures</li> <li>• potty and toilet training</li> <li>• care of skin, teeth and hair</li> <li>• rest and sleep provision</li> </ul>   |   |                                     |
|   | 13.2 Shadow qualified staff as they prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance and supervise children whilst eating   |   |                                     |
|   | 13.3 Prepare food that respects individual need and preference, including cultural requirements such as race, religion and belief systems  |   |                                     |
|   | 13.4 Plan care routines that are sensitive to the cultural, race, religion and belief systems of children with regard to food and personal care  |   |                                     |
| 14. Be able to implement effective strategies for preventing and controlling infection  | 14.1 Demonstrate effective handwashing techniques  |   |                                     |
|   | 14.2 Reflect on policy and procedure with regard to: <ul style="list-style-type: none"> <li>• food hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> </ul>  |   |                                     |
|   | 14.3 Explain exclusion processes to describe knowledge of common childhood illnesses   |   |                                     |
|   | 14.4 Outline the immunisation schedule   |   |                                     |
| 15. Be able to respond and take appropriate action to accidents and emergency situations  | 15.1 Discuss policy and procedure to explain the role and responsibilities of the early years educator with regard to: <ul style="list-style-type: none"> <li>• a baby or young child requiring urgent medical or dental attention</li> <li>• a non-medical incident or emergency</li> <li>• identifying risks and hazards</li> <li>• receiving, storing, recording, administering and the safe disposal of medicines</li> </ul>   |   |                                     |
| 16. Be able to share information with parents and carers  | 16.1 Share information (written or verbal) with parents with regard to: <ul style="list-style-type: none"> <li>• the importance of healthy balanced diets</li> <li>• looking after teeth and oral health</li> <li>• being physically active</li> </ul> <p><b>Information shared must consider:</b></p> <ul style="list-style-type: none"> <li>• current dietary guidance for early years explaining why it is important for babies and children to have a healthy, balanced diet and be physically active</li> </ul> |   |                                     |

| <b>Learning outcomes (LOs)</b><br>The learner will: | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|--|---|-------------------------------------|
|   | <ul style="list-style-type: none"><li>find and apply the most up-to-date advice on weaning provided by the NHS</li></ul> |   |                                     |

DRAFT

**EYE L3 WF 7 Promoting an effective early years curriculum (J/651/1396)**

| Unit summary  |                           |         |            |        |                              |
|---|---------------------------|---------|------------|--------|------------------------------|
| This unit explores the early years statutory framework offered through the Early Years Foundation Stage and the implications for embedding effective characteristics of teaching and learning for all children. |                           |         |            |        |                              |
| Assessment  |                           |         |            |        |                              |
| Internally assessed.  |                           |         |            |        |                              |
| Mandatory   | Achieved/not yet achieved | Level 3 | 15 credits | 92 GLH | 40 Work/<br>placement<br>GLH |

| Learning outcomes (LOs)<br>The learner will:   | Assessment criteria (AC)<br>The learner can:   | Evidence record<br>eg page number and method | Assessor<br>Initial and date |
|--|--|--|------------------------------|
| 1. Understand how evidence-based philosophical and pedagogical approaches influence the early years foundation stage that sets out the early education curriculum requirements from birth to age 5 | 1.1 Summarise a range of evidence-based philosophical and pedagogical approaches and research that underpin early years development and underpin the organisation's approach and values  |  |                              |
|  | 1.2 Outline the areas of development and learning making up the statutory Early Years Foundation Stage Framework. To include: <ul style="list-style-type: none"> <li>• communication and language</li> <li>• physical development</li> <li>• personal, social and emotional development</li> <li>• literacy</li> <li>• mathematics</li> <li>• understanding the world</li> <li>• expressive arts and design</li> </ul> |  |                              |
|  | 1.3 Describe a range of pedagogical approaches to include: <ul style="list-style-type: none"> <li>• play</li> <li>• direct teaching</li> <li>• adult explanations</li> <li>• adult modelling</li> <li>• learning from peers</li> <li>• guided learning</li> </ul>  |  |                              |
| 2. Understand that all children and young people are entitled to an education, appropriate to their needs, which promotes high standards and the fulfilment of potential                           | 2.1 Outline the implications of the Equality Act (2010) for early years educators when providing an early years curriculum   |  |                              |
|  | 2.2 Explain the importance of promoting diversity, equality and inclusion, and respecting children's social and cultural context   |  |                              |
|  | 2.3 Discuss how different cultural backgrounds and family circumstances can impact babies' and children's learning and development   |  |                              |

| <b>Learning outcomes (LOs)</b><br>The learner will:   | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|---|---|-------------------------------------|
| 3. Understand how the curriculum and pedagogical approaches to teaching are planned and adapted to create experiences and opportunities for children which appreciate that children are likely to have different levels of prior experience and knowledge including how adaptive pedagogy promotes learning for all | 3.1 Describe characteristics and elements of enabling environments to support learning and development for all children both indoors and outdoors   |   |                                     |
|   | 3.2 Analyse the significance of adapting the curriculum and pedagogical practice to meet the needs and interests of each individual child, taking into account their prior knowledge and experience |   |                                     |
|   | 3.3 Explain how an enabling environment fosters healthy dispositions to learning for children   |   |                                     |
|   | 3.4 Analyse the influence, contribution and impact of adults on the child within their immediate and wider environment  |   |                                     |
|   | 3.5 Describe the importance of diversity, equality and inclusion, and respecting children’s social and cultural context for effective pedagogical practice  |   |                                     |
| 4. Understand that a carefully planned and sequenced curriculum is essential for all children, in recognition of their needs and interests, to include adult led explicit teaching, as well as child-initiated experiences  | 4.1 Summarise the benefits of a curriculum that is responsive to the needs and interests of babies and children   |   |                                     |
|   | 4.2 Explain how a carefully planned and sequenced curriculum scaffolds and embeds effective characteristics of teaching and learning for all children   |   |                                     |
|   | 4.3 Use examples to outline benefits of adult led explicit teaching and child-initiated experiences   |   |                                     |
|   | 4.4 Describe how the design of flexible daily routines and expectations within an enabling environment adapt to support and reflect children’s current needs  |   |                                     |
|   | 4.5 Describe the influence, contribution and impact of adults on the child within their immediate and wider environment   |   |                                     |
| 5. Understand that the learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum  | 5.1 Analyse learning potential from carefully planned, resourced and scaffolded indoor and outdoor learning experiences for babies and children in line with current statutory requirements         |   |                                     |

| <b>Learning outcomes (LOs)</b><br>The learner will:   | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|---|---|-------------------------------------|
| 6. Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND | 6.1 Demonstrate high quality fair and inclusive practice<br><br><i>This may also be demonstrated in skills LOs within Unit 04</i>   |   |                                     |
| 7. Be able to plan <b>educational programmes</b> that reflect the needs and interests of the children                               | 7.1 Contribute to educational programmes that reflect: <ul style="list-style-type: none"> <li>• stage of development</li> <li>• individual interests, needs and circumstances</li> <li>• entitlement to new, important and interesting knowledge</li> </ul>   |   |                                     |
|   | 7.2 Advocate for children’s individual learning, considering their current development and uniqueness   |   |                                     |
|   | 7.3 Facilitate, scaffold and support adult-led opportunities and child centred experiences with children based on their curriculum and pedagogy   |   |                                     |
|   | 7.4 Provide ongoing, effective learning experiences underpinned by a holistic understanding of the child  |   |                                     |
| 8. Be able to use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance               | 8.1 Use appropriate curriculum and practice such as the non statutory guidance to facilitate child-centred dynamic, innovative and evolving dynamic experiences and opportunities for babies and children both indoors and outdoors   |   |                                     |
|   | 8.2 Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements   |   |                                     |
|   | 8.3 Use knowledge of the early years curriculum and the needs and interests of children in an early years setting to choose, plan and sequence what all children need to learn  |   |                                     |
| 9. Be able to respond to the needs and interests of the child, to support intended learning   | 9.1 Be child-centred and empathetic, valuing equality, diversity and inclusion, and the uniqueness of each child  |   |                                     |
|   | 9.2 Be playful, creative and imaginative in a range of interactions to demonstrate: <ul style="list-style-type: none"> <li>• giving encouragement</li> <li>• introducing the child to new interests</li> <li>• applying strategies to develop and extend children’s development, learning and thinking (including sustained shared thinking)</li> </ul> |   |                                     |
| 10. Be able to reflect on the   | 10.1 Reflect how an organisation’s approach and values underpin the environment in an early   |   |                                     |

| <b>Learning outcomes (LOs)</b><br>The learner will:   | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|---|---|-------------------------------------|
| impact of pedagogical approaches and values on the environment in an early years setting                                  | years setting   |   |                                     |
| 11. Be able to select and combine the best pedagogical approaches, based on the curriculum and children's prior knowledge | 11.1 Demonstrate an appropriate balance of adult and child-led activities   |   |                                     |
|   | 11.2 Work in ways that demonstrate effective role modelling and supporting children's group learning and socialisation  |   |                                     |
|   | 11.3 Demonstrate reading a story with expression and clarity  |   |                                     |
|   | 11.4 Interact with children to explain new concepts with clarity and precision  |   |                                     |
|   | 11.5 Demonstrate strategies for supporting early literacy   |   |                                     |
|   | 11.6 Demonstrate strategies for supporting early mathematics  |   |                                     |
|   | 11.7 Promote and facilitate children's interpersonal communication to support the development of their social interactions and relationships  |   |                                     |
| 12. Be able to adapt teaching to suit babies' and children's different starting points, experience and knowledge          | 12.1 Adapt experiences and opportunities to suit the current and next steps learning needs of babies and children   |   |                                     |
|   | 12.2 Advocate for children's individual learning, considering their current development and uniqueness  |   |                                     |
|   | 12.3 Review pedagogical practice for improved child-centred experiences in line with curriculum requirements  |   |                                     |
|   | 12.4 Create child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors. Facilitate and support opportunities and experiences with children based on their curriculum and pedagogy |   |                                     |
|   | 12.5 Review effective learning experiences underpinned by a holistic understanding of the child's needs, stage and interests  |   |                                     |
|   | 12.6 Exemplify inclusive practice to ensure children have equal access to opportunities to learn, develop and reach their potential   |   |                                     |
|   | 12.7 Be child-centred and empathetic, valuing   |   |                                     |



| <b>Learning outcomes (LOs)</b><br>The learner will: | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|--|---|-------------------------------------|
|   | diversity and the uniqueness of each child paying attention to avoidance of stereotypes (for example, those based on gender, culture or race) and explain how they can cause damage (how they might encourage prejudice) |   |                                     |
|   | 12.8 Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development  |   |                                     |

| <b>Delivery and assessment guidance</b>  |
|--|
| <p><b>LO3: 3.1,3.2:</b> to include benefits for children from disadvantaged backgrounds.</p> <p><b>LO7: educational programmes</b> to be discussed as an effective environment that enhances and gives opportunity for children to develop early skills that support future learning and foster principles of sustainability.</p> <p>For ways to support children's understanding of sustainability and consequences please refer to this resource <a href="http://www.ncfe.org.uk/media/xbcbjrfj/early-years-sustainability-resource.pdf">www.ncfe.org.uk/media/xbcbjrfj/early-years-sustainability-resource.pdf</a>.</p> |

**EYE L3 WF 8 Assessment of children’s learning and development (K/651/1397)**

| Unit summary  |                                  |                |                  |               |                               |
|---|----------------------------------|----------------|------------------|---------------|-------------------------------|
| This unit explores the assessment opportunities applied by early years educators to ensure the unique needs of each baby and child are understood and valued. |                                  |                |                  |               |                               |
| Assessment  |                                  |                |                  |               |                               |
| Internally assessed   |                                  |                |                  |               |                               |
| <b>Mandatory</b>  | <b>Achieved/not yet achieved</b> | <b>Level 3</b> | <b>9 credits</b> | <b>35 GLH</b> | <b>50 Work/ placement GLH</b> |

| <b>Learning outcomes (LOs)</b><br>The learner will:  | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|--|---|---|-------------------------------------|
| 1. Understand the role of assessment in helping parents, carers and educators recognise children’s progress  | 1.1 Describe what is meant by formative assessment and how this shapes teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress |   |                                     |
|  | 1.2 Explain the relationship between formative assessment and the learning and development process  |   |                                     |
|  | 1.3 Identify ways early years educators assess the development of babies and children   |   |                                     |
|  | 1.4 Explain how assessment supports effective pedagogical practice, reflective of the needs of individual babies and children   |   |                                     |
|  | 1.5 Summarise benefits of assessment for parents/carers and other educators   |   |                                     |
| 2. Understand that there are different assessment methods and techniques, which inform what we know about children’s progress and the planning cycle | 2.1 Identify different assessment methods and techniques and how they are used to inform early years educators of next steps for babies and children  |   |                                     |
|  | 2.2 Describe how, when and why to conduct the observation, assessment, and planning cycle to analyse and respond to children’s development and interests  |   |                                     |
|  | 2.3 Explain any benefits as well as limitations to formative assessment including observation records   |   |                                     |
|  | 2.4 Summarise how non-statutory guidance can support the planning cycle for babies and children   |   |                                     |

| <b>Learning outcomes (LOs)</b><br>The learner will:  | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|--|--|---|-------------------------------------|
| 3. Understand the role of the early years educator for effective and accurate, proportionate assessment  | 3.1 Explain the significance of accurate and coherent records  |   |                                     |
|  | 3.2 Explain the importance of conducting proportionate assessment as part of daily practice, prioritising interactions with babies and children  |   |                                     |
| 4. Understand the key stages in assessing children's progress  | 4.1 Outline key stages in assessment for children to include: <ul style="list-style-type: none"> <li>• the progress check at age 2</li> <li>• the reception baseline assessment</li> <li>• the early years foundation stage profile</li> </ul>   |   |                                     |
|  | 4.2 Explain the value each key stage of assessment has for: <ul style="list-style-type: none"> <li>• the baby or child</li> <li>• the parents or carers</li> <li>• curriculum adaptation</li> <li>• the early years setting</li> <li>• <b>key stakeholders</b> in planning the next steps</li> </ul> |   |                                     |
| 5. Be able to discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents or carers                                | 5.1 Work with <b>others</b> to discuss children's progress and plan the next stages in their learning  |   |                                     |
| 6. Be able to use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed and support the child's development | 6.1 Use information gathered from assessment to provide ongoing, effective learning experiences underpinned by a holistic understanding of the child   |   |                                     |
| 7. Be able to carry out assessment effectively, plan and record the outcomes, and  | 7.1 Apply the observation and planning cycle to carry out a minimum of 10 observations on children in line with own setting procedures   |   |                                     |
|  | 7.2 Analyse observation evidence in order to assess and plan holistic individual learning (based on a  |   |                                     |

| <b>Learning outcomes (LOs)</b><br>The learner will:  | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|--|--|---|-------------------------------------|
| share results accurately and confidentially in line with the early years foundation stage statutory framework and setting's requirements | comprehensive understanding of the child's needs and interests)  |   |                                     |
|  | 7.3 Share observational records appropriately and store securely in line with processes and procedures in an early years setting to maintain confidentiality |   |                                     |
|  | 7.4 Describe how assessment informs pedagogy in an early years setting   |   |                                     |
|  | 7.5 Work with colleagues to identify efficient approaches to assessment making recommendations   |   |                                     |

| <b>Range</b>  |
|---|
| <b>1. Understand the role of assessment in helping parents, carers and educators recognise children's progress</b>  |
| 1.1 Formative assessment: learners must appreciate that this involves educators knowing what children can and can't do, and then shaping teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress |
| <b>4. Understand the key stages in assessing children's progress</b>  |
| 4.2 Learners must understand that assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking a lot of time away from teaching and supporting children or have a disproportionate impact on workload. |
| 4.2 <b>Key stakeholders:</b> EYE, parents/carers, other professionals involved in the care and education of the baby/child  |
| <b>5. Be able to discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents or carers</b>  |
| 5.1 <b>Others:</b> key person, colleagues and parents/carers  |

| <b>Delivery and assessment guidance</b>  |
|--|
| <p><b>Relevant guidance for this part of the criteria includes:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Development Matters</a></li> <li>• <a href="#">Early years foundation stage (EYFS) statutory framework</a></li> <li>• <a href="#">Example menus for early years settings in England</a></li> <li>• <a href="#">Physical activity guidelines: UK Chief Medical Officers' report</a></li> <li>• <a href="#">Eat better, start better: foundation years</a></li> <li>• <a href="#">Oral health: help for early years providers</a></li> <li>• <a href="#">Food safety: help for early years providers</a></li> <li>• <a href="#">Food safety advice on choking hazards in settings: foundation years</a></li> <li>• <a href="#">NHS Start for Life: weaning</a></li> </ul> |

**EYE L3 WF 9 Understanding play for holistic development and learning (L/651/1398)**

| Unit summary  |                           |         |            |        |                              |
|---|---------------------------|---------|------------|--------|------------------------------|
| This unit explores knowledge, understanding and skills to be able to plan, lead and review play experiences that support babies' and children's learning and development whilst fostering a positive approach to sustainability |                           |         |            |        |                              |
| Assessment  |                           |         |            |        |                              |
| Internally assessed   |                           |         |            |        |                              |
| Mandatory   | Achieved/not yet achieved | Level 3 | 10 credits | 62 GLH | 30 Work/<br>placement<br>GLH |

| Learning outcomes (LOs)<br>The learner will:  | Assessment criteria (AC)<br>The learner can:  | Evidence record<br>eg page number and method | Assessor<br>Initial and date |
|---|---|--|------------------------------|
| 1. Understand theories of play and its fundamental role in learning and development | 1.1 Summarise <b>theories</b> and <b>philosophical</b> approaches around play for babies' and children's development  |  |                              |
|   | 1.2 Outline the rights of children in relation to play as detailed in the 'UN Convention on the Rights of the Child'  |  |                              |
| 2. Understand the significance of play for learning and development                 | 2.1 Explain the <b>significance of play</b> for children's learning   |  |                              |
|   | 2.2. Use examples to explain how play influences holistic development and learning for children   |  |                              |
| 3. Understand play at different stages of babies' and children's development        | 3.1. Describe how babies' and children's play needs and preferences change in relation to their interests and stage of development  |  |                              |
| 4. Understand different types of play for all children                              | 4.1. Describe benefits of providing an environment that is rich in <b>play types</b>  |  |                              |
|   | 4.2 Analyse benefits of outdoor play provision for babies' and children's development and learning  |  |                              |
| 5. Understand inclusive play practice   | 5.1 Explain the role of the early years educator when providing an inclusive play environment   |  |                              |
| 6. Be able to plan, lead and evaluate play opportunities in an early years setting  | 6.1 <b>Plan</b> , lead and evaluate 6 experiences with babies' and children in an early years setting. A minimum of one play experience must be carried out in an outdoor environment |  |                              |
|   | 6.2 Review one learning experience using theoretical perspectives and philosophical approaches to play which support the developmental stage, needs and interests of children         |  |                              |
| 7. Be able to lead and support  | 7.1 Support individual children's participation in planned and unplanned play experiences with regard to the child's stage of development and   |  |                              |

| <b>Learning outcomes (LOs)</b><br>The learner will:  | <b>Assessment criteria (AC)</b><br>The learner can:   | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|--|---|---|-------------------------------------|
| inclusive play experiences   | personal interest   |   |                                     |
| 8. Be able to apply theoretical perspectives and philosophical approaches in planning play opportunities | 8.1 Plan play experiences, demonstrating links to theoretical perspectives and philosophical approaches |   |                                     |

| <b>Range</b>  |
|---|
| <b>1. Understand theories of play and its fundamental role in learning and development</b>                      |
| 1.1 Theories and philosophical approaches: Wendy Russell, Stuart Lester, Froebel, Montessori, Steiner, McMillan |
| <b>2. Understand the significance of play for learning and development</b>                                      |
| 2.1 Significance of play: Explain the innate drive for children to play   |
| <b>4. Understand different types of play for all children</b>   |
| 4.1 Play types: theories by Bob Hughes and Tina Bruce   |
| <b>6. Be able to plan, lead and evaluate play opportunities in an early years setting</b>                       |
| 6.1 Plan: to allow for a balance of child-centred and adult led experiences                                     |

**EYE L3 WF 10 Partnership working (M/651/1399)**

| Unit summary   |                           |         |           |        |                        |
|--|---------------------------|---------|-----------|--------|------------------------|
| This unit explores partnership working, including benefits and challenges and complexities of professional collaboration |                           |         |           |        |                        |
| Assessment   |                           |         |           |        |                        |
| Internally assessed  |                           |         |           |        |                        |
| Mandatory  | Achieved/not yet achieved | Level 3 | 6 credits | 35 GLH | 15 Work/ placement GLH |

| Learning outcomes (LOs)<br>The learner will:   | Assessment criteria (AC)<br>The learner can:  | Evidence record<br>eg page number and method | Assessor<br>Initial and date |
|--|---|--|------------------------------|
| 1. Understand the importance of developing and maintaining good relationships and partnerships in an early years setting   | 1.1 Explain the significance of developing and maintaining positive relationships and partnerships in an early years setting to ensure the needs of babies and children are met   |  |                              |
| 2. Understand the significance of parent and carer engagement  | 2.1 Explain why parent and carer engagement is consistently associated with children's subsequent academic success  |  |                              |
| 3. Understand how to build and sustain relationships with all parents and carers   | 3.1 Explain that effective engagement with parents/carers is important in an early years setting  |  |                              |
|  | 3.2 Outline challenges to effective engagement with parents/carers requiring sustained effort and support and ways such challenges may be overcome  |  |                              |
|  | 3.3 Explain the importance of respecting and promoting diversity and inclusion, social and cultural differences and family circumstances when working effectively with parents/carers   |  |                              |
| 4. Understand the importance of professional relationships with colleagues, other organisations, and agencies in working with and supporting early years settings and children | 4.1 Identify other agencies and professionals that work with and support early years settings and children to include the diverse roles and responsibilities held in both statutory and non-statutory, including local authorities and other relevant agencies and bodies |  |                              |
|  | 4.2 Use examples to describe how other agencies and professionals work together to support the needs of babies and children and their families in an early years setting  |  |                              |

| <b>Learning outcomes (LOs)</b><br>The learner will:  | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|--|--|---|-------------------------------------|
| 5. Understand that setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting to ensure babies and children progress well in their learning | 5.1 Describe the role and responsibilities of early years leaders to collaborate and work with colleagues and other relevant professionals within and beyond their setting to ensure babies and children progress well in their learning, including the role of colleagues and multi-agency working to support the child   |   |                                     |
| 6. Understand that it is important to be an advocate for the babies and children   | 6.1 Explain the role of an early years educator to advocate for babies and children as an honest, respectful role model with regard to: <ul style="list-style-type: none"> <li>• a high quality early years environment</li> <li>• development need</li> <li>• parent/carer engagement</li> <li>• the home learning environment</li> <li>• transition, including micro transitions and significant events</li> </ul> |   |                                     |
|  | 6.2 Describe effective partnership working with parents/carers to develop effective strategies to support children's ability to manage significant life events and daily micro transitions.  |   |                                     |
| 7. Understand that Ofsted is responsible for the regulation and inspection of early years provision  | 7.1 Summarise the regulatory role and responsibilities of Ofsted for early years settings  |   |                                     |
| 8. Be able to work in partnership with parents and carers to help them recognise   | 8.1 Work alongside colleagues who engage with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development   |   |                                     |



| <b>Learning outcomes (LOs)</b><br>The learner will:  | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|--|--|---|-------------------------------------|
| and value the significant contributions they make to the child's health, wellbeing, and learning and development   | 8.2 Discuss the significance of parent/carer contributions to a child's learning experiences   |   |                                     |
|  | 8.3 Discuss the role of key person and how they apply theories of attachment to develop effective relationships with children  |   |                                     |
|  | 8.4 Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child (other agencies and professionals working with children and the setting from across both statutory and non-statutory, being familiar with statutory and non-statutory guidance) |   |                                     |
| 9. Be able to encourage parents and carers to take an active role in their baby's or child's care, play, and learning and development  | 9.1 Discuss ways early years educators encourage parents and carers to take an active role in their baby's or child's care, play, and learning and development   |   |                                     |
|  | 9.2 Explain approaches to engage parent/carers during change and transition, including micro transitions and significant events  |   |                                     |
| 10. Be able to explain the roles and responsibilities of other agencies and professionals that work with and support the setting and children, both statutory and non-statutory, and be familiar with statutory and non-statutory guidance to support this | 10.1 Discuss how early years educators communicate in a multi-professional capacity to meet the individual needs of the child (other agencies and professionals working with children and the setting from across both statutory and non-statutory, being familiar with statutory and non-statutory guidance)            |   |                                     |

| <b>Learning outcomes (LOs)</b><br>The learner will:   | <b>Assessment criteria (AC)</b><br>The learner can:  | <b>Evidence record</b><br>eg page number and method | <b>Assessor</b><br>Initial and date |
|---|--|---|-------------------------------------|
| 11. Be able to work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress | 11.1 Work co-operatively with a key person in an early years setting and communicate effectively including safe use of technology with key persons and colleagues  |   |                                     |
|   | 11.2 Discuss ways to communicate effectively with other professionals, and agencies to meet the needs of babies and children and enable them to progress (other agencies and professionals working with children and the setting from across both statutory and non-statutory, being familiar with statutory and non-statutory guidance) |   |                                     |
| 12. Be able to make additional provisions to support babies' and children's education and development where they lack this support from parents and carers  | 12.1 Discuss the role of the early years educator as advocate for the baby or child to be able to make additional provisions to support babies' and children's education and development where they lack this support from parents and carers  |   |                                     |
| 13. Be able to work effectively and confidently with Ofsted, including having confidence in using Ofsted's early years inspection framework   | 13.1 Discuss key features of Ofsted's early years inspection framework with regard to the role of the early years educator   |   |                                     |

**Delivery and assessment guidance**

[Ofsted's early years inspection framework](#)

### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes (LOs) associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

| Ref | Assessment method   | Assessing competence/<br>skills | Assessing knowledge/<br>understanding |
|-----|---|---------------------------------|---------------------------------------|
| A   | Direct observation of learner by assessor: <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's (SSC) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul> | Yes                             | Yes                                   |
| B   | Professional discussion   | Yes                             | Yes                                   |
| C   | Expert witness testimony*: <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council (SSC) or other assessment strategy/principles</li> </ul>   | Yes                             | Yes                                   |
| D   | Learner's own work products   | Yes                             | Yes                                   |
| E   | Learner reflective log  | Yes                             | Yes                                   |
| F   | Activity plan or planned activity   | Yes                             | Yes                                   |
| G   | Observation of babies and children  | Yes                             | Yes                                   |
| H   | Portfolio of evidence: <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>   | Yes                             | Yes                                   |
| I   | Recognition of prior learning   | Yes                             | Yes                                   |

| Ref | Assessment method   | Assessing competence/<br>skills | Assessing knowledge/<br>understanding |
|-----|---|---------------------------------|---------------------------------------|
| J   | Reflection on own practice in real work environment (RWE) | Yes                             | Yes                                   |
| K   | Written and pictorial information                         | No                              | Yes                                   |
| L   | Scenario or case study                                    | No                              | Yes                                   |
| M   | Optional task provided by NCFE (for knowledge LOs)        | No                              | Yes                                   |
| N   | Oral questions and answers                                | Yes                             | Yes                                   |

\* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead educators with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

\*\* **Simulation.** A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

### Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

## Assessment principles for early years educator (EYE) qualifications

### Assessing knowledge, skills and competence

Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

### Practical skills competence

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

#### 1. Introduction

1.1 These principles and approaches to unit/qualification assessments are for those qualifications that have been approved by the Department for Education (DfE). The information is intended to support the quality assurance processes of those that offer EYE qualifications in the sector. It should also be read alongside individual unit assessment requirements where appropriate.

1.2. These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

#### 2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to

hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way which does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources which can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

### **Remote technology**

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner **MUST** be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWT.

## **3. Internal quality assurance**

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

### **Knowledge LOs:**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### **Competence/skills LOs:**

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## **4. Definitions**

### **4.1 Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

### **4.2 Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it is not a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they are assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS, DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their external quality assurer in the first instance.

#### 4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based assessment criteria
- role of the assessor for skills/competence-based assessment criteria
- role of the internal quality assurer

#### 4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance, **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development relevant to the sector for which they are attesting competence
- they have no conflict of interest in the outcome of the evidence



### Section 3: explanation of terms

This table explains how the terms used at level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

|                              |   |
|------------------------------|---|
| <b>Apply</b>                 | Explain how existing knowledge can be linked to new or different situations in practice.  |
| <b>Analyse</b>               | Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis. |
| <b>Clarify</b>               | Explain the information in a clear, concise way.  |
| <b>Classify</b>              | Organise according to specific criteria.  |
| <b>Collate</b>               | Collect and present information arranged in sequential or logical order.  |
| <b>Compare</b>               | Examine the subjects in detail and consider the similarities and differences.   |
| <b>Critically compare</b>    | This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.   |
| <b>Consider</b>              | Think carefully and write about a problem, action or decision.  |
| <b>Create</b>                | Make or produce an artefact as required.  |
| <b>Demonstrate</b>           | Show an understanding by describing, explaining or illustrating using examples.   |
| <b>Describe</b>              | Write about the subject giving detailed information in a logical way.   |
| <b>Develop (a plan/idea)</b> | Expand a plan or idea by adding more detail and/or depth of information.  |
| <b>Diagnose</b>              | Identify the cause based on valid evidence.   |
| <b>Differentiate</b>         | Identify the differences between two or more things.  |
| <b>Discuss</b>               | Write a detailed account giving a range of views or opinions.   |
| <b>Distinguish</b>           | Explain the difference between two or more items, resources, pieces of information.   |
| <b>Draw conclusions</b>      | Make a final decision or judgement based on reasons.  |
| <b>Estimate</b>              | Form an approximate opinion or judgement using previous knowledge or considering other information.   |

|                          |  |
|--------------------------|--|
| <b>Evaluate</b>          | Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation. |
| <b>Explain</b>           | Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.   |
| <b>Extrapolate</b>       | Use existing knowledge to predict possible outcomes that might be outside the norm.  |
| <b>Identify</b>          | Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).  |
| <b>Implement</b>         | Explain how to put an idea or plan into action.  |
| <b>Interpret</b>         | Explain the meaning of something.  |
| <b>Judge</b>             | Form an opinion or make a decision.  |
| <b>Justify</b>           | Give a satisfactory explanation for actions or decisions.  |
| <b>Perform</b>           | Carry out a task or process to meet the requirements of the question.  |
| <b>Plan</b>              | Think about and organise information in a logical way using an appropriate format.   |
| <b>Provide</b>           | Identify and give relevant and detailed information in relation to the subject.  |
| <b>Reflect</b>           | Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.   |
| <b>Review and revise</b> | Look back over the subject and make corrections or changes.  |
| <b>Select</b>            | Make an informed choice for a specific purpose.  |
| <b>Show</b>              | Supply evidence to demonstrate accurate knowledge and understanding.   |
| <b>State</b>             | Give the main points clearly in sentences or paragraphs.   |
| <b>Summarise</b>         | Give the main ideas or facts in a concise way.   |
| <b>Test</b>              | Complete a series of checks utilising a set procedure.   |

## **Section 4: support**

### **Support materials**

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- qualification factsheet

### **Other support materials**

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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**Appendix A: units**

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

**Mandatory units**

| Unit number | Regulated unit number | Unit title  | Level | Credit | GLH | Placement GLH | Notes |
|-------------|-----------------------|---|-------|--------|-----|---------------|-------|
| EYE L3 WF 1 | T/651/1390            | Introduction to the role of the early years educator            | 3     | 7      | 42  | 25            |       |
| EYE L3 WF 2 | Y/651/1391            | Holistic child development                                      | 3     | 14     | 90  | 40            |       |
| EYE L3 WF 3 | A/651/1392            | Children with special educational needs and disabilities (SEND) | 3     | 7      | 42  | 25            |       |
| EYE L3 WF 4 | D/651/1393            | Effective communication in an early years setting               | 3     | 7      | 42  | 25            |       |
| EYE L3 WF 5 | F/651/1394            | Safeguarding and welfare requirements                           | 3     | 10     | 62  | 25            |       |
| EYE L3 WF 6 | H/651/1395            | Health, wellbeing and safety                                    | 3     | 10     | 62  | 25            |       |
| EYE L3 WF 7 | J/651/1396            | Promoting an effective early years curriculum                   | 3     | 15     | 92  | 40            |       |
| EYE L3 WF 8 | K/651/1397            | Assessment of children's learning and development               | 3     | 9      | 35  | 50            |       |

|              |            |  |   |    |    |    |  |
|--------------|------------|--|---|----|----|----|--|
| EYE L3 WF 9  | L/651/1398 | Understanding play for holistic development and learning | 3 | 10 | 62 | 30 |  |
| EYE L3 WF 10 | M/651/1399 | Partnership working                                      | 3 | 6  | 35 | 15 |  |

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## Appendix B: Mapping to the Department for Education (DfE) Early Years Educator (EYE) qualification criteria

It is the role of the DfE to define the content of the level 3 qualifications that practitioners must hold to be included in the ratios specified in the [early years foundation stage \(EYFS\) statutory framework](#).

DfE does this by defining criteria that qualifications must meet to enable practitioners to demonstrate their competence.

The qualification criteria lay out the minimum requirements for what an early years educator should know, understand and be able to do to be considered qualified to support babies and children from birth to age 5 in the early years foundation stage. The following table shows how this qualification maps to the EYE criteria from 1 September 2024.

\* Where multiple learning outcomes (LOs)/assessment criteria (AC) are cited as evidence, those emboldened fully meet the stated EYE criteria, all other LOs/ACs cited are supplementary evidence towards that EYE criteria.

| DfE EYE criteria number | EYE criteria  | Qualification unit that maps to EYE criteria | Qualification content that maps to EYE criteria* |
|-------------------------|---|--|--|
| <b>1</b>                | <b>1. Plan and provide effective early years education that enables children to progress and prepares them for school</b>   |  |  |
| <b>A</b>                | <b>Child development: what to expect and when</b>   |  |  |
|                         | <b>Educators will learn that:</b>   |  |  |
| 1.1                     | All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010. | EYE L3 WF 3<br>EYE L3 WF 7                   | LO1, AC 1.1<br>LO2, AC <b>2.1</b>                |
| 1.2                     | An effective early years educator knows the expected patterns of babies' and children's development from birth to   | EYE L3 WF 2                                  | LO1, ACs <b>1.1, 1.2</b>                         |

| DfE EYE criteria number | EYE criteria  | Qualification unit that maps to EYE criteria | Qualification content that maps to EYE criteria* |
|-------------------------|---|--|--|
|                         | 5 years old, and has an understanding of further development from 5 to 7 years.   |  |  |
| 1.3                     | An effective early years educator understands babies' and children's development patterns, including: <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• physical</li> <li>• emotional</li> <li>• neurological and brain development</li> </ul>  | EYE L3 WF 2                                  | LO1, AC 1.2<br>LO2, AC 2.2                       |
| 1.4                     | Self-regulation changes according to a child's age and development. Children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years. Co-regulation (the support we provide to children to help them understand, express and regulate their feelings) is a vital building block towards the ability to self-regulate. | EYE L3 WF 2                                  | LO5, ACs 5.1, 5.2, 5.3, 5.4                      |
| 1.5                     | There is a range of evidence-based theories, philosophical approaches and research that underpin early years development. Some approaches are not evidence-based and do not support childhood development.  | EYE L3 WF 2                                  | LO6, AC 6.1                                      |
|                         |   | EYE L3 WF 7                                  | LO1, AC 1.1                                      |
|                         |   | EYE L3 WF 9                                  | LO1, AC 1.1                                      |
| 1.6                     | Personal, social and emotional development (PSED) is crucial for babies and children to lead healthy and happy lives and is fundamental to their cognitive development. The important attachments that shape their social world underpin babies' and children's personal development.   | EYE L3 WF 2                                  | LO3, AC 3.1, 3.2, 3.3, 3.4                       |
| 1.7                     | The ways babies' and children's learning and development can be affected by their individual circumstances and significant events in their lives.   | EYE L3 WF 2                                  | LO3, AC 3.4                                      |



| DfE EYE criteria number             | EYE criteria   | Qualification unit that maps to EYE criteria | Qualification content that maps to EYE criteria* |
|-------------------------------------|--|--|--|
| 1.8                                 | Different cultural backgrounds and family circumstances can impact babies and children's learning and development.   | EYE L3 WF 7                                  | LO2, AC 2.3                                      |
| 1.9                                 | Physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.  | EYE L3 WF 2                                  | LO4, AC 4.1, 4.2                                 |
| <b>Educators will learn how to:</b> |  |  |  |
| 1a (a)                              | Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND.  | EYE L3 WF 3                                  | LO4, all ACs<br>LO9, AC 9.2                      |
| 1a (b)                              | Identify, help and work appropriately with others to provide children and babies with any additional support they may need.  | EYE L3 WF 3                                  | LO5, all ACs,<br>LO9, AC 9.3                     |
| 1a (c)                              | Apply evidence-based theories and philosophical approaches in practice, and as appropriate, based on a clear understanding of cognitive science.   | EYE L3 WF 2                                  | LO11, AC 11.1                                    |
| 1a (d)                              | Support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate. | EYE L3 WF 2                                  | LO10, all ACs                                    |
| 1a (e)                              | Use co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation.   | EYE L3 WF 2                                  | LO10, all ACs, specifically 10.3                 |
| 1a (f)                              | Support children to form positive attachments, including how to develop warm and responsive relationships with   | EYE L3 WF 2                                  | LO8, all ACs, specifically 8.1                   |

| DfE EYE criteria number | EYE criteria   | Qualification unit that maps to EYE criteria | Qualification content that maps to EYE criteria* |
|-------------------------|--|--|--|
|                         | other children, with clearly established and age-appropriate boundaries.   |  |  |
| 1a (g)                  | Avoid stereotypes – for example, those based on gender, culture, or race and explain how they can cause damage (how they might encourage prejudice).   | EYE L3 WF 7                                  | LO12, all ACs, specifically <b>12.7</b>          |
| 1a (h)                  | Prepare and support babies and children through transitions and significant events in their lives, such as: <ul style="list-style-type: none"> <li>• moving school</li> <li>• starting and moving through or between early years settings</li> <li>• birth of a sibling</li> <li>• moving home</li> <li>• family breakdown</li> <li>• living outside of the home</li> <li>• loss of significant people or bereavement</li> <li>• social events that impact their lives, such as COVID-19</li> <li>• adoption and care; and including the significance of adverse childhood experiences and trauma</li> </ul> | EYE L3 WF 2                                  | LO7, all ACs                                     |
| 1a (i)                  | Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development.  | EYE L3 WF 3                                  | LO9, all ACs                                     |
|                         |  | EYE L3 WF 7                                  | LO12, all ACs, specifically <b>12.8</b>          |
| 1a (j)                  | Interact with babies and children with confidence to positively impact their health and wellbeing.   | EYE L3 WF 2                                  | LO9, all ACs, specifically <b>9.2</b>            |
| 1a (k)                  | Promote health and wellbeing in settings by implementing strategies to encourage babies and children to:   | EYE L3 WF 2                                  | LO9, all ACs, specifically <b>9.1</b>            |

| DfE EYE criteria number | EYE criteria   | Qualification unit that maps to EYE criteria | Qualification content that maps to EYE criteria* |
|-------------------------|--|--|--|
|                         | <ul style="list-style-type: none"> <li>• consume healthy and balanced meals, snacks and drinks appropriate for their age that support good oral health</li> <li>• be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors</li> <li>• be aware of personal safety and the safety of others</li> <li>• develop personal hygiene practices, including oral hygiene</li> </ul> |  |  |
| <b>B</b>                | <b>Curriculum: what we want children to learn</b>  |  |  |
|                         | <b>Educators will learn that:</b>  |  |  |
| 1.10                    | <p>The early years foundation stage sets out the early education curriculum requirements from birth to age 5. These are:</p> <ul style="list-style-type: none"> <li>• communication and language</li> <li>• physical development</li> <li>• personal, social and emotional development</li> <li>• literacy</li> <li>• mathematics</li> <li>• understanding the world</li> <li>• expressive arts and design</li> </ul>          | EYE L3 WF 7                                  | LO1, AC 1.2                                      |
| 1.11                    | <p>The content of the curriculum is planned for all children. The carefully planned and sequenced curriculum recognises that some forms of knowledge are important, useful and interesting. These forms of knowledge help prepare children for future learning and are not learned or discovered without explicit teaching.</p>  | EYE L3 WF 7                                  | LO4, ACs <b>4.1, 4.2, 4.3, 4.4</b>               |

| DfE EYE criteria number             | EYE criteria  | Qualification unit that maps to EYE criteria | Qualification content that maps to EYE criteria* |
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| 1.12                                | Children are likely to have different levels of prior experience and knowledge. The curriculum should take account of this prior knowledge and be planned accordingly. Pedagogical approaches to teaching may need to be adapted because of this.   | EYE L3 WF 7                                  | LO3, AC 3.2                                      |
| 1.13                                | Communication and language is the cornerstone of an early years curriculum, which can provide all children with an equal chance of success.   | EYE L3 WF 4                                  | LO1, AC 1.1                                      |
| 1.14                                | The impact of an effective communication and language curriculum shows positive benefits for babies and children's development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds. | EYE L3 WF 4                                  | LO1, AC 1.2                                      |
| 1.15                                | Some children are at an earlier stage of language development and can experience speech and language difficulties.  | EYE L3 WF 4                                  | LO2, AC 2.1                                      |
| 1.16                                | There are ways to communicate with all children, appropriate for their stages of development. This may include those who have speech or language differences, such as some SEND or neurodivergent children, and those for whom English is an additional language (EAL).                         | EYE L3 WF 4                                  | LO2, AC 2.4<br>LO3, AC 3.2                       |
| <b>Educators will learn how to:</b> |   |  |  |
| 1b (a)                              | Plan an educational programme, reflecting the child's: <ul style="list-style-type: none"> <li>• stage of development</li> <li>• individual interests, needs and circumstances</li> <li>• entitlement to new, important and interesting knowledge</li> </ul>                                     | EYE L3 WF 7                                  | LO7, all ACs                                     |

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| 1b (b)                  | Use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance.   | EYE L3 WF 7                                  | LO8, all ACs, specifically <b>8.1</b>            |
| 1b (c)                  | Choose, plan and sequence what all children need to learn.   | EYE L3 WF 7                                  | LO8, all ACs, specifically <b>8.3</b>            |
| 1b (d)                  | Develop, support and promote babies' and children's speech, language, and communication through effective planned adult interactions, such as: <ul style="list-style-type: none"> <li>• reading aloud stories and talking about them to build familiarity and understanding</li> <li>• exploring vocabulary in wider contexts once children know a story well through conversation and sensitive questioning, using a rich range of vocabulary and language structures</li> <li>• supporting awareness of sounds through rhymes and songs</li> </ul> | EYE L3 WF 4                                  | LO4, all ACs, specifically <b>4.2, 4.3</b>       |
| 1b (e)                  | Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development.  | EYE L3 WF 4                                  | LO6, all ACs, specifically <b>6.1</b>            |
| 1b (f)                  | Help children to catch-up with language development through planned use of pronunciations, words and phrases.  | EYE L3 WF 4                                  | LO7, all ACs, specifically <b>7.2</b>            |
| 1b (g)                  | Identify delays in communication development and describe appropriate support services for babies and children.  | EYE L3 WF 4                                  | LO5, all ACs                                     |

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| <b>C</b>                | <b>Pedagogy: helping children to learn</b>   |  |  |
|                         | <b>Educators will learn that:</b>  |  |  |
| 1.17                    | <p>There are different pedagogical approaches and what these are, such as:</p> <ul style="list-style-type: none"> <li>• play</li> <li>• direct teaching</li> <li>• adult explanations</li> <li>• adult modelling</li> <li>• learning from peers</li> <li>• guided learning</li> </ul>  | EYE L3 WF 7                                  | LO1, AC 1.3                                      |
| 1.18                    | An effective early years educator makes adaptations to their teaching (adaptive pedagogy): these changes promote learning for all.   | EYE L3 WF 7                                  | LO3, ACs 3.1, <b>3.2</b> , 3.5                   |
| 1.19                    | The learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum.   | EYE L3 WF 7                                  | LO5, AC 5.1                                      |
|                         | <b>Educators will learn how to:</b>  |  |  |
| 1c (a)                  | <p>Select and combine the best pedagogical approaches, based on the curriculum and children's prior knowledge, considering an appropriate balance of adult and child-led activities, for example:</p> <ul style="list-style-type: none"> <li>• role modelling and supporting children's group learning and socialisation</li> <li>• reading a story with expression and clarity</li> <li>• explaining new concepts with clarity and precision</li> </ul> | EYE L3 WF 7                                  | LO10, all ACs<br><br><b>LO11, all ACs</b>        |

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|                         | <ul style="list-style-type: none"> <li>using strategies for supporting early literacy and mathematics</li> </ul>   |  |  |
| 1c (b)                  | Adapt teaching to suit babies' and children's different starting points, experience and knowledge, ensuring that it goes beyond their existing interests and gives them the best chance of success now and later   | EYE L3 WF 7                                  | LO12, all ACs                                    |
| 1c (c)                  | Utilise and resource the learning environment to help babies and children progress against the planned curriculum.   | EYE L3 WF 3                                  | LO8, AC 8.1                                      |
|                         |  | EYE L3 WF 7                                  | LO12, all ACs                                    |
| 1c (d)                  | Respond to the needs and interests of the child, to support intended learning, including: <ul style="list-style-type: none"> <li>giving encouragement</li> <li>introducing the child to new interests</li> <li>applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking</li> </ul> | EYE L3 WF 7                                  | LO9, all ACs, specifically 9.2                   |
| 1c (e)                  | Communicate with all children in ways that will be understood. Adapt teaching approaches as appropriate to ensure children with speech and language difficulties and those with whom English as an additional language (EAL) are supported to catch up.  | EYE L3 WF 4                                  | LO8, AC 8.1                                      |
| <b>D</b>                | <b>Assessment: checking children's learning and development</b>  |  |  |
|                         | <b>Educators will learn that:</b>  |  |  |
| 1.20                    | Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan and provide activities and support.  | EYE L3 WF 8                                  | LO1, all ACs<br>LO2, AC 2.1                      |

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| 1.21                    | Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing what children can and can't do, and then shaping teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress.  | EYE L3 WF 8                                  | LO1, ACs 1.1, 1.2, 1.4                           |
| 1.22                    | An effective early years educator considers when and why to carry out accurate and proportionate assessment. Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking lots of time away from teaching and supporting children or have a disproportionate impact on workload.  | EYE L3 WF 8                                  | LO3, ACs 3.1, 3.2                                |
| 1.23                    | There are different assessment methods and techniques, which inform what we know about children's progress and the planning cycle. These should be based on age and stage of babies' and children's development. There are benefits and limitations of assessment.   | EYE L3 WF 8                                  | LO1, AC 1.3<br>LO2, ACs 2.1, 2.2, 2.3            |
| 1.24                    | The key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment, the early years foundation stage profile and the value these have for: <ul style="list-style-type: none"> <li>• the baby or child</li> <li>• the parents or carers</li> <li>• curriculum adaptation</li> <li>• the early years setting and key stakeholders in planning the next steps</li> </ul> | EYE L3 WF 8                                  | LO4, ACs 4.1, 4.2                                |



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|                         | <b>Educators will learn how to:</b>   |  |  |
| 1d (a)                  | Carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the early years foundation stage statutory framework and setting's requirements.   | EYE L3 WF 8                                  | LO7, all ACs                                     |
| 1d (b)                  | Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents or carers.  | EYE L3 WF 8                                  | LO5, AC 5.1                                      |
| 1d (c)                  | Work with colleagues to identify efficient approaches to assessment.  | EYE L3 WF 8                                  | LO7, all ACs, specifically <b>7.5</b>            |
| 1d (d)                  | Use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed and support the child's development.   | EYE L3 WF 8                                  | LO6, all ACs                                     |
| 2                       | Supporting children with special educational needs and disability (SEND).   |  |  |
|                         | <b>Educators will learn that:</b>   |  |  |
| 2.1                     | All children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.   | EYE L3 WF 3                                  | LO2, ACs <b>2.1, 2.2, 2.3, 2.4</b>               |
|                         |   | EYE L3 WF 7                                  | LO2, AC <b>2.1</b>                               |
| 2.2                     | There are 4 general areas of need, and how to balance these against a detailed understanding of an individual baby or child's needs: <ul style="list-style-type: none"> <li>• communication and interaction</li> <li>• cognition and learning</li> <li>• social, emotional and mental health</li> <li>• physical and sensory needs</li> </ul> | EYE L3 WF 3                                  | LO1, AC 1.2                                      |

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| 2.3                     | There are appropriate strategies for supporting a baby or child with SEND.   | EYE L3 WF 3                                  | LO2, ACs 2.1, 2.2, <b>2.3</b> , 2.4              |
| 2.4                     | A delay in a baby or a child's learning and development does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby or child's knowledge and understanding. | EYE L3 WF 3                                  | LO2, AC 2.2                                      |
| 2.5                     | Difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND.  | EYE L3 WF 3                                  | LO2, AC 2.4                                      |
| 2.6                     | There are specialist aids, resources, and equipment available to support babies and children with SEND.  | EYE L3 WF 3                                  | LO3, AC 3.1                                      |
|                         | <b>Educators will learn how to:</b>  |  |  |
| 2a                      | Explain and apply the early years foundation stage statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach.  | EYE L3 WF 3                                  | LO4, all ACs, specifically <b>4.1</b>            |
| 2b                      | Work effectively in partnership with others, including parents and carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND.   | EYE L3 WF 3                                  | LO5, all ACs, specifically <b>5.1</b>            |
| 2c                      | Promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND.   | EYE L3 WF 3                                  | LO7, all ACs, specifically <b>7.4</b>            |
| 2d                      | Effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation and ongoing review.   | EYE L3 WF 3                                  | LO6, all ACs                                     |
| 2e                      | Use specialist aids, resources and equipment available to support babies and children with SEND.   | EYE L3 WF 3                                  | LO8, AC 8.1                                      |

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| <b>3</b>                | <b>Safeguarding</b>   |  |  |
|                         | <b>Educators will learn that:</b>   |  |  |
| 3.1                     | Safeguarding and security systems are an important part of keeping babies and children safe.  | EYE L3 WF 5                                  | LO2, AC 2.2<br>LO3, AC 3.1                       |
| 3.2                     | An effective early years educator understands their own role and responsibilities, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.   | EYE L3 WF 5                                  | LO3, AC 3.1                                      |
| 3.3                     | An effective early years educator knows about employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation.  | EYE L3 WF 5                                  | LO2, ACs 2.3, 2.4                                |
| 3.4                     | An effective early years educator knows the signs of harm and the different types of abuse and what these are, including but not limited to: <ul style="list-style-type: none"> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• online</li> <li>• domestic</li> <li>• sexual abuse</li> </ul> | EYE L3 WF 5                                  | LO1, AC 1.1                                      |

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|                         | <b>Educators will learn how to:</b>  |  |  |
| 3a                      | Recognise when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them.  | EYE L3 WF 5                                  | LO4, all ACs, specifically 4.1                   |
| 3b                      | Carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information and acting upon.  | EYE L3 WF 5                                  | LO7, all ACs, specifically 7.1                   |
| 3c                      | Find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.   | EYE L3 WF 5                                  | LO5, all ACs, specifically 5.2                   |
| 3d                      | Follow Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements. | EYE L3 WF 5                                  | LO6, AC 6.1                                      |
| <b>4</b>                | <b>Health, wellbeing and safety</b>  |  |  |
|                         | <b>Educators will learn that:</b>  |  |  |
| 4.1                     | There are legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.  | EYE L3 WF 6                                  | LO1, AC 1.1                                      |
| 4.2                     | It is important to know what the signs and symptoms are which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention.  | EYE L3 WF 6                                  | LO5, ACs 5.1, 5.2, 5.3, 5.4, 5.5                 |

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| 4.3                     | It is important to prevent and control infection.  | EYE L3 WF 6                                  | LO4, AC 4.1                                      |
| 4.4                     | There are different stages of weaning and it is important to keep knowledge up-to-date, including knowledge of food allergies and anaphylaxis.   | EYE L3 WF 6                                  | LO6, ACs 6.1, <b>6.2</b> , 6.3, 6.4              |
| 4.5                     | Mealtimes can be a high-risk environment for babies and children in regard to choking the signs of choking, that choking can be completely silent, therefore children should be supervised closely when eating.              | EYE L3 WF 6                                  | LO6, AC 6.5                                      |
| 4.6                     | It is important to ensure equipment, furniture and materials are used safely and the dangers for not doing so.   | EYE L3 WF 6                                  | LO2, AC 2.1                                      |
| 4.7                     | It is important for babies and children to have a healthy, balanced and nutritious diet, to be physically active and to have good oral health.   | EYE L3 WF 6                                  | LO6, ACs 6.1, 6.3<br>LO7, AC 7.1                 |
|                         | <b>Educators will learn how to:</b>  |  |  |
| 4a                      | Identify and act upon own responsibilities in relation to: <ul style="list-style-type: none"> <li>health and safety</li> <li>confidentiality of information</li> <li>promoting the welfare of babies and children</li> </ul> | EYE L3 WF 6                                  | LO10, AC 10.1                                    |
| 4b                      | Carry out risk assessments and risk management in line with: <ul style="list-style-type: none"> <li>employer, local and national requirements</li> <li>policies and procedures</li> </ul>                                    | EYE L3 WF 6                                  | LO11, all ACs, specifically <b>11.1</b>          |
| 4c                      | Respond and take appropriate action to accidents and emergency situations, including: <ul style="list-style-type: none"> <li>a baby or young child requiring urgent medical or dental attention</li> </ul>                   | EYE L3 WF 6                                  | LO15, AC 15.1                                    |

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|                         | <ul style="list-style-type: none"> <li>• a non-medical incident or emergency</li> <li>• identifying risks and hazards</li> <li>• receiving, storing, recording, administering and the safe disposal of medicines</li> </ul>   |  |  |
| 4d                      | Implement effective strategies for preventing and controlling infection, including: <ul style="list-style-type: none"> <li>• handwashing</li> <li>• food hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> <li>• knowledge of common childhood illnesses and immunisation</li> <li>• exclusion periods for infectious diseases</li> </ul>              | EYE L3 WF 6                                  | LO14, all ACs                                    |
| 4e                      | Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include: <ul style="list-style-type: none"> <li>• medication requirements</li> <li>• special dietary needs</li> <li>• planning</li> <li>• observation and assessment</li> <li>• health, safety and security</li> <li>• accidents and near misses</li> <li>• daily registers</li> </ul> | EYE L3 WF 6                                  | LO12, all ACs                                    |
| 4f                      | Use equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements,   | EYE L3 WF 6                                  | LO9, all ACs                                     |

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|                         | with regard for sleep safety. Assist others in the safe use of: <ul style="list-style-type: none"> <li>• equipment</li> <li>• furniture</li> <li>• materials</li> </ul>  |  |  |
| 4g                      | Use current dietary guidance for early years and be able to explain why it is important for babies and children to have a healthy, balanced diet and be physically active  | EYE L3 WF 6                                  | LO6, AC 6.6<br>LO13, ACs 13.1, 13.2 and 13.3<br>LO16, AC 16.1        |
| 4h                      | Share information with parents and carers about: <ul style="list-style-type: none"> <li>• the importance of healthy balanced diets</li> <li>• looking after teeth and oral health</li> <li>• being physically active</li> </ul>  | EYE L3 WF 6                                  | LO16, AC16.1   |
| 4i                      | Explain, plan, and 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 and complementary feeding)</li> <li>• nappy-changing procedures</li> <li>• potty and toilet training</li> <li>• care of skin, teeth and hair</li> <li>• rest and sleep provision</li> </ul> | EYE L3 WF 6                                  | LO13, ACs 13.1, 13.2 and <b>13.4</b>                                 |
| 4j                      | Find and apply the most up-to-date advice on weaning provided by the NHS.  | EYE L3 WF 6                                  | LO6, AC 6.6<br>LO13, ACs 13.1, 13.2 and 13.3<br>LO16, AC <b>16.1</b> |

| DfE EYE criteria number | EYE criteria  | Qualification unit that maps to EYE criteria | Qualification content that maps to EYE criteria* |
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| 4k                      | Prepare food that is suitable for the age and development of babies and children, referring to the most up to date guidance.  | EYE L3 WF 6                                  | LO6, AC 6.6<br>LO13, ACs 13.1, 13.2 and 13.3     |
| 4l                      | Supervise children effectively when eating  | EYE L3 WF 6                                  | LO13, ACs 13.1, 13.2 and 13.3                    |
| <b>5</b>                | <b>Work in partnership with the key person, colleagues, parents, carers or other professionals and agencies</b>   |  |  |
|                         | <b>Educators will learn that:</b>   |  |  |
| 5.1                     | It is important to develop and maintain good relationships and partnerships in an early years setting to ensure the needs of all children are met.  | EYE L3 WF 10                                 | LO1, AC 1.1                                      |
| 5.2                     | Parent and/or carer engagement is consistently associated with ensuring their child's subsequent academic success.  | EYE L3 WF 10                                 | LO2, AC 2.1                                      |
| 5.3                     | Effective engagement with parents and/or carers is important and that working effectively with parents and/or carers may be challenging and is likely to require sustained effort and support.  | EYE L3 WF 10                                 | LO3, ACs 3.1, 3.2                                |
| 5.4                     | Setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting to ensure babies and children progress well in their learning.  | EYE L3 WF 10                                 | LO5, AC 5.1                                      |
| 5.5                     | It is important to be an advocate for the child's learning and development, parental and/or carer engagement, the home learning environment, and their roles in early learning.   | EYE L3 WF 10                                 | LO6, AC 6.1                                      |
| 5.6                     | There are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including local authorities and other relevant agencies and bodies. These all have different roles and responsibilities. | EYE L3 WF 10                                 | LO4, ACs 4.1, 4.2                                |



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| 5.7                     | Ofsted is responsible for the regulation and inspection of early years provision. It carries out inspections and reports on the quality and standards of provision.  | EYE L3 WF 10                                 | LO7, AC 7.1                                      |
|                         | <b>Educators will learn how to:</b>  |  |  |
| 5a                      | Work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress.  | EYE L3 WF 10                                 | LO11, all ACs                                    |
| 5b                      | Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development.  | EYE L3 WF 10                                 | LO8, all ACs, specifically <b>8.1 and 8.2</b>    |
| 5c                      | Encourage parents and/or carers to take an active role in their baby's or child's care, play, and learning and   | EYE L3 WF 10                                 | LO9, all ACs, specifically <b>9.1</b>            |
| 5d                      | Explain the roles and responsibilities of other agencies and professionals that work with and support the setting and children, both statutory and non-statutory, and be familiar with statutory and non-statutory guidance to support this. | EYE L3 WF 10                                 | LO10, AC 10.1                                    |
| 5e                      | Make additional provisions to support babies' and children's education and development where they lack this support from parents and/or carers.  | EYE L3 WF 10                                 | LO12, AC 12.1                                    |
| 5f                      | Work effectively and confidently with Ofsted, including having confidence in using Ofsted's early years inspection framework.  | EYE L3 WF 10                                 | LO13, AC 13.1                                    |
| <b>6</b>                | <b>Own role, practice and development</b>  |  |  |
|                         | <b>Educators will learn that:</b>  |  |  |

| DfE EYE criteria number | EYE criteria   | Qualification unit that maps to EYE criteria | Qualification content that maps to EYE criteria* |
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| 6.1                     | There are expected behaviours in a professional and early years setting.   | EYE L3 WF 1                                  | LO1, AC 1.1                                      |
| 6.2                     | A level 3 early years educator may be expected to supervise staff or lead a setting.   | EYE L3 WF 1                                  | LO1, AC 1.2                                      |
| 6.3                     | Supervision is an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of babies and children.  | EYE L3 WF 1                                  | LO3, AC 3.1                                      |
| 6.4                     | <p>There are procedures that must be adhered to in the work setting and the importance of these for:</p> <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> <li>• referring development concerns</li> <li>• protecting practitioners, for example media and online presence</li> <li>• staff health and safety, including mental health and wellbeing support</li> </ul> | EYE L3 WF 1                                  | LO2, AC 2.1                                      |
| 6.5                     | Engaging in reflective practice and evidence-based, continuous professional development can improve own skills, practice, and subject knowledge, increase career   | EYE L3 WF 1                                  | LO4, AC 4.1                                      |

| DfE EYE criteria number | EYE criteria   | Qualification unit that maps to EYE criteria | Qualification content that maps to EYE criteria* |
|-------------------------|--|--|--|
|                         | opportunities and help children's academic outcomes, especially in areas of disadvantage.  |  |  |
| 6.6                     | Respecting and promoting diversity and inclusion, cultural differences and family circumstances is an important part of the role.  | EYE L3 WF 7                                  | LO2, ACs 2.2, 2.3                                |
|                         | <b>Educators will learn how to:</b>  |  |  |
| 6a                      | Use and model good communication skills, including a good command of the English language in spoken and written form (for example, when working with children, emails, in meetings and discussions).   | EYE L3 WF 1                                  | LO5, AC 5.1                                      |
| 6b                      | Foster a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career.  | EYE L3 WF 1                                  | LO10, all ACs                                    |
| 6c                      | Follow procedures in the work setting, including where appropriate updating and developing policies and procedures, 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> <li>• referring development concerns</li> <li>• protecting practitioners (for example, media and online presence)</li> </ul> | EYE L3 WF 1                                  | LO9, specifically <b>9.1</b>                     |

| DfE EYE criteria number | EYE criteria  | Qualification unit that maps to EYE criteria | Qualification content that maps to EYE criteria* |
|-------------------------|---|--|--|
|                         | <ul style="list-style-type: none"> <li>staff health and safety, including mental health and wellbeing support</li> </ul>                      |  |  |
| 6d                      | Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.                              | EYE L3 WF 1                                  | LO6, AC 6.1                                      |
| 6e                      | Seek out feedback from others to identify and support career development goals, for example through mentoring and/or supervised observations. | EYE L3 WF 1                                  | LO11, all ACs, specifically 11.1                 |
| 6f                      | Explain how our own and others' behaviour can impact on babies and children and the importance of role-modelling positive behaviours.         | EYE L3 WF 1                                  | LO7, AC 7.1                                      |
| 6g                      | Be confident in supporting or challenging the practice of colleagues.   | EYE L3 WF 1                                  | LO8, all ACs                                     |