

T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Early Years Educator

All assignments

Criteria coverage

Early Years Educator criteria, as of November 2019

Taken from here: www.gov.uk/government/publications/early-years-educator-level-3-qualifications-criteria/early-years-educator-level-3-qualifications-criteria

Context

The criteria lay out the minimum requirements for a high quality Early Years Educator qualification.

It is the role of the Department for Education (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 Statutory Framework.

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

Early Years Foundation Stage Statutory Framework

The Early Years Foundation Stage sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children a broad range of knowledge and skills that provide a foundation for good future progress through school and life.

Qualification Criteria

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 young children age birth to 5 in the Early Years Foundation Stage. It is divided into 2 sections:

- Section i: Summary of qualification content and assessment criteria
- Section ii: Minimum qualification content requirements for Level 3 Early Years Educator.

The term 'children' is used as an all-encompassing term to include babies, toddlers and young children from birth to age 5.

Section i: Summary of qualifications content and assessment criteria for Level 3 Early Years Educator

A: Qualification content

All Level 3 Early Years Educator qualifications will require candidates to demonstrate an in-depth understanding of early year's education and care, including that they can:

1. support and promote children's early education and development
2. plan and provide effective care, teaching and learning that enables children to progress and prepares them for school
3. make accurate and productive use of assessment
4. develop effective and informed practice
5. safeguard and promote the health, safety and welfare of children
6. work in partnership with the key person, colleagues, parents and carers or other professionals.

Full details of required qualification content are shown in Section ii.

B: Accreditation

All Level 3 Early Years Educator qualifications must meet the national requirements set by Ofqual for valid, reliable assessment and awarding procedures. They must also be regulated by Ofqual onto the Qualifications and Credit Framework or National Qualifications Framework.

Overview of assessment

Core assessments coverage, high level

Core Knowledge and Understanding Paper A	Core Knowledge and Understanding Paper B
Overview of content Element 1: Wider Context Element 2: Supporting Education Element 3: Safeguarding, Health and Safety and Wellbeing Element 4: Behaviour Element 5: Parent, Families and Carers Element 6: Working with Others	Overview of content Element 7: Child Development Element 8: Observation and Assessment Element 9: Reflective Practice Element 10: Equality and Diversity Element 11: Special Educational Needs and Disability Element 12: English as an Additional Language

Overview of external examinations Paper A and Paper B

Section	Item types	Marks available per item type	Total marks	Time
Section A	Multiple Choice	1	1	2 hours
	Short Answer	2–6	11	
	Extended Response	12 (+ 3 QWC)	15	
Section B	Multiple Choice	1	1	
	Short Answer	2–6	11	
	Extended Response	12 (+ 3 QWC)	15	
Section C	Multiple Choice	1	1	
	Short Answer	2–6	11	
	Case Study	2 + 4 + 6	12	
Section D	Multiple Choice	1	1	
	Short Answer	2–6	11	

	Case Study	2 + 4 + 6	12	
Total marks			102	

	Objective	Weighting
AO1	Demonstrate knowledge and understanding of contexts, concepts, theories and principles in education and early years.	30–36 marks (29.4–35.3) %
AO2	Apply knowledge and understanding of contexts, concepts, theories and principles in education and early years to different situations and contexts.	33–39 marks (32.4–38.2) %
AO3	Analyse and evaluate information and issues related to contexts, concepts, theories and principles in education and early years to make informed judgements, draw conclusions and address needs.	28–34 marks (27.5–33.3) %

Overview of Occupational Specialism assessments

	Early Years Education and Early Years Occupational Specialism synoptic assessment	Marking approach (see examples)	Weighting for grading
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	Early Years Education and Early Years Occupational Specialism synoptic assessment	Marking approach (see examples)	Weighting for grading
Assignment 1	<p>Pre-release materials Pre-release of theme and curriculum area to allow students to consider relevant materials and research relevant theory.</p> <p>Task 1a Plan an educational activity for literacy, based on the detailed scenario.</p> <p>Task 1b Plan an educational activity for physical development, based on the detailed scenario.</p> <p>Each plan to cover:</p> <ul style="list-style-type: none"> • learning objectives linked to the early years foundation stage (EYFS) • opportunities for holistic development • the early years practitioner’s role, including working with others • links to theoretical and philosophical approaches • pedagogical strategies used in supporting children’s learning and development • characteristics of effective learning. 	Marked by NCFE examiners using mark grid, against POs.	25%

	Early Years Education and Early Years Occupational Specialism synoptic assessment	Marking approach (see examples)	Weighting for grading
Assignment 2	<ul style="list-style-type: none"> • Assessment of skills most validly assessed through direct observation on the industry placement. • Assessed through a series of observations over time. • Observations carried out by Provider Assessor, who has a chance to conduct a professional discussion at the end to check and confirm understanding of criteria that do not naturally occur. • Builds to a set of observation records that is marked through a final assessment at the end, once the Provider is confident the student has proved threshold competence. 	Marked by Provider, against criteria, through observation of skills on the industry placement Moderated by NCFE through visiting assessors.	50%

	Early Years Education and Early Years Occupational Specialism synoptic assessment	Marking approach (see examples)	Weighting for grading
Assignment 3	<p>Task 1 The student will carry out observations of children on their industry placement, over time, to set parameters for consistency, and will:</p> <ul style="list-style-type: none"> • analyse the observations to do effective future planning recommendations • reflect on the effectiveness of the observations. <p>Task 2 Complete an evaluation of set observation data, including forward planning, recommended activity, links to theoretical or philosophical approaches, including:</p> <ul style="list-style-type: none"> • explain different methods of observation used and the advantages and disadvantages of each method • analyse the observations to draw conclusions about whether the child is meeting their expected milestones in relation to the current framework guidance • evaluate learning theory in relation to the data • consider next steps for the child's development • choose one of the next steps for a development area and plan a suitable activity based on the child's needs. 	Marked by NCFE examiners using mark grid, against POs.	25%

Coverage is shown in the following tables, at a high level, and with a detailed narrative

High level coverage

EYE criteria	Assessment type				
	Core Assessment A	Core Assessment B	Assignment 1	Assignment 2	Assignment 3
1.1	N	PM	PM	Y	PM
1.2	N	PM	N	Y	N
1.3	PM	PM	Y	Y	N
1.4	PM	PM	PM	Y	PM
1.5	N	PM	PM	Y	PM
1.6	N	PM	PM	Y	PM
1.7	PM	PM	PM	Y	PM
1.8	N	PM	PM	Y	PM
1.9	PM	N	PM	Y	PM
1.10	N	PM	Y	Y	Y
2.1	PM	PM	PM	Y	PM
2.2	N	N	P/M	Y	N/A
2.3	PM	PM	PM	Y	PM
2.4	N	N	PM	Y	N
2.5	N	PM	PM	Y	N
2.6	N	PM	PM	Y	N
2.7	PM	PM	PM	Y	N
2.8	PM	PM	N	Y	N
2.9	PM	PM	PM	Y	N
2.10	PM	PM	PM	Y	PM

EYE criteria	Assessment type				
	Core Assessment A	Core Assessment B	Assignment 1	Assignment 2	Assignment 3
2.11	PM	PM	PM	Y	N
3.1	PM	PM	PM	Y	Y
3.2	PM	PM	N	Y	Y
3.3	N	PM	Y	Y	Y
3.4	PM	PM	PM	Y	Y
3.5	PM	PM	N	Y	PM
4.1	PM	PM	PM	Y	PM
4.2	PM	N	N	Y	N
4.3	PM	PM	N	Y	N
5.1	PM	PM	PM	Y	N
5.2	PM	PM	PM	Y	PM
5.3	N	PM	PM	Y	N
5.4	PM	PM	PM	Y	N
5.5	N	N	N	Y	N
5.6	N	N	PM	Y	N
5.7	PM	PM	PM	Y	N
5.8	PM	PM	N	Y	N
5.9	PM	PM	PM	Y	PM
6.1	PM	N	N	Y	N
6.2	PM	PM	N	Y	N
6.3	PM	N	N	Y	N

Key

Y	Yes = covered
PM	Partially met = partially covered
N	No = not covered

Section ii: Minimum qualification content requirements for Level 3 Early Years Educator

Detailed narrative

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
1. Support and promote children's early education and development.					
<p>1.1 Understand the expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7</p> <p>Children's development patterns to include:</p> <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and numeracy • physical • emotional • social • neurological and brain development. 	N/A	Covered through setting questions on elements 7.1 and 8.1.	<p>Covered through the student planning 2 detailed educational activities based on a theme.</p> <p>Partially met.</p>	<p>Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring).</p> <p>Fully met.</p>	<p>Covered through analysis of and reflection on the student's own observation data, as well as the student's response to detailed observation data set as a scenario for evaluation.</p> <p>Partially met.</p>

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
1.2 Understand the significance of attachment and how to promote it effectively.	N/A	Covered through setting questions on element 7.4. Knowledge Partially met.	Covered through the student planning two detailed educational activities based on a theme. N/A	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A
1.3 Understand a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.	Covered through setting questions on elements 2.2, 2.3 and 2.5. Partially met.	Covered through setting questions on element 7.4. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Fully met.	Fully met through activity planning with consideration to the influence of philosophical approaches to practice.	N/A
1.4 Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances.	Covered through setting questions on elements 3.6, 4.8, 5.3. Partially met.	Covered through setting questions on elements 8.1, 10.4, 11.2, 11.4, 11.8, 12.2, 12.5. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Met through professional discussion. Fully met.	Partially met.

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
1.5 Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	N/A	Covered through setting questions on element 10.1. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Covered through analysis of and reflection on the student's own observation data, as well as the student's response to detailed observation data set as a scenario for evaluation. Partially met.
1.6 Understand the importance to children's holistic development of: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development. 	N/A	Covered through setting questions on elements 7.1, 7.3, 7.4, 12.5. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met along as the question meets the comment.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Covered through analysis of and reflection on the student's own observation data, as well as the student's response to detailed observation data set as a scenario for evaluation. Partially met.

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
1.7 Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.	Covered through setting questions on element 2.7. Partially met.	Covered through setting questions on elements 7.2, 7.3. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Covered through analysis of and reflection on the student's own observation data, as well as the student's response to detailed observation data set as a scenario for evaluation. Partially met.

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
<p>1.8 Understand the potential effects of, and how to prepare and support children through, transitions and significant events in their lives.</p> <p>Transitions and significant events include:</p> <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people • moving between settings and carers 	N/A	<p>Covered through setting questions on element 7.4.</p> <p>Partially met.</p>	<p>Covered through the student planning two detailed educational activities based on a theme.</p> <p>Partially met.</p>	<p>Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring).</p> <p>Fully met.</p>	<p>If a student is observing a child during a transition this is:</p> <p>Partially met.</p>

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
1.9 Understand the current early education curriculum requirements.	Covered through setting questions on elements 1.1. Partially met.	N/A	Covered through the student planning two detailed educational activities based on a theme. Partially met	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Covered through analysis of and reflection on the student's own observation data, as well as the student's response to detailed observation data set as a scenario for evaluation. Partially met.
1.10 Promote equality of opportunity and anti-discriminatory practice.	N/A	Covered through setting questions on elements 10.1, 10.3, 10.4, 11.2, 11.4, 11.6, 11.8, 12.5. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Fully met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Covered through analysis of and reflection on the student's own observation data, as well as the student's response to detailed observation data set as a scenario for evaluation. Fully met.

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
2. Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school.					

SAMPLE

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
<p>2.1 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.</p> <p>To include:</p> <ul style="list-style-type: none"> • communication and language (extending vocabulary, language structure, and dialogue, for example) • physical development • personal, social and emotional development • literacy • mathematics • understanding the world • expressive arts and design. 	<p>Covered through setting questions on element 1.1.</p> <p>Partially met.</p>	<p>Covered through setting questions on elements 7.1, 7.3.</p> <p>Partially met.</p>	<p>Covered through the student planning two detailed educational activities based on a theme.</p> <p>Partially met.</p>	<p>Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring).</p> <p>Fully met.</p>	<p>Covered through analysis of and reflection on the student's own observation data, as well as the student's response to detailed observation data set as a scenario for evaluation.</p> <p>Partially met.</p>

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
2.2 Ensure plans fully reflect the stage of development, individual needs and circumstances of children.	N/A	N/A	Covered through the student planning two detailed educational activities based on a theme. Partially met	Fully met through direct observation.	N/A
2.3 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.	Covered through setting questions on elements 4.4. Partially met.	Covered through setting questions on elements 7.1, 7.3. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Covered through analysis of and reflection on the student's own observation data; as well as the student's response to detailed observation data set as a scenario for evaluation. Partially met.

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
2.4 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.	N/A	N/A	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A
2.5 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	N/A	Covered through setting questions on elements 8.1, 8.4. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
2.6 Support and promote children's speech, language and communication development.	N/A	Covered through setting questions on elements 7.1, 7.3, 8.1. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A
2.7 Support children's group learning and socialisation.	Covered through setting questions on element 2. Partially met.	Covered through setting questions on elements 7.3, 7.4. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
2.8 Model and promote positive behaviours expected of children.	Covered through setting questions on element 4. Partially met.	Covered through setting questions on elements 7.4, 10.3, 10.4. Partially met.	N/A	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A
2.9 Support children to manage their own behaviour in relation to others.	Covered through setting questions on element 4. Partially met.	Covered through setting questions on elements 7.1, 7.4, 8.1, 8.2, 8.4. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
2.10 Understand when a child is in need of additional support.	Covered through setting questions on element 2.5, 4. Partially met.	Covered through setting questions on elements 7.1, 7.4, 8.1, 10.3, 10.4, 11. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Partially met through observation of child as appropriate.
2.11 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	Covered through setting questions on elements 5.2, 5.3. Partially met.	Covered through setting questions on element 8. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
3. Make accurate and productive use of assessment.					
3.1 Understand how to assess within the current early education curriculum framework using a range of assessment techniques.	Covered through setting questions on element 1.1. Partially met.	Covered through setting questions on element 8.1. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Covered through analysis of and reflection on the observation data. Fully met.
3.2 Carry out and record observational assessment accurately.	Covered through setting questions on element 2.2. Partially met.	Covered through setting questions on elements 7, 8. Partially met.	Covered through the student planning two detailed educational activities based on a theme. N/A	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Fully met as in current task students must carry out observations on one child A.

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
3.3 Identify the needs, interests and stages of development of individual children.	N/A	Covered through setting questions on elements 7.1, 7.3, 8.1. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Fully met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Covered through analysis of and reflection on the student's own observation data, as well as the student's response to detailed observation data set as a scenario for evaluation. Fully met.
3.4 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.	Covered through setting questions on elements 2.5. Partially met.	Covered through setting questions on elements 8.1, 8.2. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Fully met through student engagement with observation and assessment planning to support child-centred next steps planning	Covered through analysis of and reflection on observation data. Fully met.

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
3.5 Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents and/or carers.	Covered through setting questions on elements 5.2, 6.1. Partially met.	Covered through setting questions on elements 8.1, 8.2. Partially met.	N/A	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Covered through analysis of and reflection on observation data. Partially met.

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
4. Develop effective and informed practice.					
4.1 Demonstrate a good command of the English language in spoken and written form.	Covered through setting questions on elements 4.6, 4.7. Partially met.	Covered through setting questions on elements 8.1, 8.2. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Covered through analysis of and reflection on the student's own observation data, as well as the student's response to detailed observation data set as a scenario for evaluation. Partially met.

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
4.2 Explain the importance of continued professional development to improve own skills and early years practice.	Covered through setting questions on element 1.2. Partially met.	N/A	N/A	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A
4.3 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history or modern foreign languages).	Covered through setting questions on element 1.2. Partially met.	Covered through setting questions on elements 9.2, 9.4. Partially met.	N/A	Fully met through professional discussion around goal setting and reflection as part of continuous professional discussion.	N/A

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
5. Safeguard and promote the health, safety and welfare of children.					
5.1 Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Covered through setting questions on elements 3.1, 3.2, 3.3, 3.6, 4.8, 4.9, 4.10, 6.1. Partially met.	Covered through setting questions on elements 10.1. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
5.2 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Covered through setting questions on elements 3.1, 3.2, 3.3, 3.6, 4.9, 4.10. Partially met.	Covered through setting questions on elements 10.1, 10.3. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Covered through analysis of and reflection on the student's own observation data, as well as the student's response to detailed observation data set as a scenario for evaluation. Partially met.
5.3 Plan and carry out physical care routines suitable to the age, stage and needs of the child.	N/A	Covered through setting questions on element 7.4. Partially met.	Partially met	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
5.4 Understand why health and wellbeing is important for babies and children and promote healthy lifestyles.	Covered through setting questions on element 5.2. Partially met.	Covered through setting questions on element 10.1. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Covered through analysis of and reflection on the student's own observation data, as well as the student's response to detailed observation data set as a scenario for evaluation. N/A
5.5 Understand how to respond to accidents and emergency situations.	N/A	N/A	N/A	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
<p>5.6 Demonstrate skills and knowledge for the prevention and control of infection.</p> <p>Prevention and control of infection including:</p> <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment • knowledge of common childhood illnesses and immunisation • exclusion periods for infectious diseases. 	N/A	N/A	<p>Covered through the student planning two detailed educational activities based on a theme.</p> <p>Partially met.</p>	<p>Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring).</p> <p>Fully met.</p>	N/A

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
5.7 Carry out risk assessment and risk management in line with policies and procedures.	Covered through setting questions on element 4.10. Partially met.	Covered through setting questions on elements 10.1, 10.3. Partially met.	Covered through the student planning two detailed educational activities based on a theme. Partially met.	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	Covered through analysis of and reflection on the student's own observation data; as well as the student's response to detailed observation data set as a scenario for evaluation. N/A

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
<p>5.8 Understand safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.</p> <p>Types of abuse including:</p> <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual abuse. 	<p>Covered through setting questions on elements 3.1, 3.2, 3.3, 3.6.</p> <p>Partially met.</p>	<p>Covered through setting questions on elements 10.1, 10.3.</p> <p>Partially met.</p>	<p>N/A</p>	<p>Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring).</p> <p>Fully met.</p>	<p>N/A</p>

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
<p>5.9 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met.</p> <p>Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety and security • accidents • daily registers. 	<p>Covered through setting questions on element 5.2.</p> <p>Partially met.</p>	<p>Covered through setting questions on element 8.1.</p> <p>Partially met.</p>	<p>Covered through the student planning two detailed educational activities based on a theme.</p> <p>Partially met.</p>	<p>Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring).</p> <p>Fully met.</p>	<p>Covered through analysis of and reflection on the student's own observation data, as well as the student's response to detailed observation data set as a scenario for evaluation.</p> <p>Partially met.</p>

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
6. Work in partnership with the key person, colleagues, parents and/or carers or other professionals.					
6.1 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.	Covered through setting questions on elements 5.2, 5.3, 5.4. Partially met.	N/A	N/A	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A
6.2 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, learning and development.	Covered through setting questions on elements 5.2, 5.3, 5.4, 6.1. Partially met.	Covered through setting questions on element 7.3. Partially met.	N/A	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A

Criteria	Core assessment, Paper A (see 'Core elements' doc for refs)	Core assessment, Paper B (see 'Core elements' doc for refs)	Occupational Specialism synoptic assignment 1	Occupational Specialism synoptic assignment 2	Occupational Specialism synoptic assignment 3
6.3 Encourage parents and/or carers to take an active role in the child's play, learning and development.	Covered through setting questions on elements 5.2, 5.3, 5.4, 6.1. Partially met.	N/A	N/A	Covered through direct observation of the student's work with children, and professional discussion where required (for example if the criteria relates to knowledge, or is not naturally occurring). Fully met.	N/A

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Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021
v3.3	Mapping updated		December 2021
v4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v4.1	Sample added as a watermark		16 November 2023