

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Diploma in Early Years
Education and Care (Early Years Educator)
QN: 601/8438/3**

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Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v4.1p	March 2019	<u>Safeguarding guidance</u> added.
v4.2p	October 2019	Removal of reference to years in UCAS points table
v4.3p	November 2019	<u>Resources</u> section added – information regarding the wellbeing and safeguarding of learners. <u>Aggregation</u> section added – information regarding the aggregation methods and grade thresholds.
v4.4p	January 2020	Update to <u>guidance</u> and <u>checklist for completion</u> for unit 3.15 Use longitudinal studies to observe, assess and plan for children's needs
v4.5p	March 2020	<u>Information added to External Assessment section regarding additional retake opportunity.</u>
v4.6p	January 2022	Paragraph added in regarding <u>external quality assurance for graded qualifications.</u>
v4.7p	February 2022	The statement regarding the <u>Key Stage 5 performance tables</u> has been updated.
v4.8p	June 2022	Further information added to the <u>assessment requirements</u> section to confirm that 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. Information added to the <u>entry requirements</u> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the <u>mandatory documents</u> section about how to access support handbooks. Updated references to serious case reviews to child safeguarding practice reviews throughout document.
v4.9p	November 2022	Information regarding qualification <u>assessment principles</u> has been revised.
v4.10	December 2022	Minor amend to wording for <u>assessment principles.</u>

Section 1: General introduction

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About this Qualification Specification

This Qualification Specification contains details of all the units and assessment criteria required to complete this qualification. The Learner Handbook and Tutor Guidance documents are available on our secure site.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be ‘banked’. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence).

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes <small>The learner will:</small>	Assessment criteria <small>The learner can:</small>	Evidence-Record <small>e.g. page number & method</small>
1. Understand the impact of food and nutrition on children's health and development.	1.1. Explain what is meant by healthy eating.	□
	1.2. Evaluate national and local initiatives which promote healthy eating.	□
	1.3. Describe food and drink requirements in relation to current frameworks.	□

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a star in both the unit list and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Assessing competence

When assessing competence, direct observation of learners in a real work environment should be holistic and cover the following age ranges:

- 0-1 years 11 months
- 2-2 years 11 months
- 3-5 years

A minimum of one observation for each age range is required. Direct observations should continue to support learners until competent. This may increase the number of observations needed per individual learner.

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

Our public website address is www.ncfe.org.uk. The website contains information about all our qualifications, which contains:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy, please see our dedicated qualifications website www.ncfe.org.uk.

Plagiarism in external assessment

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anywhere else unless you clearly reference the source of your information at the point where you have used it. You must use recognised techniques for referencing. Your Tutor will explain the techniques for referencing that you should use. If we find evidence that your work is taken from a printed or online source without appropriate referencing, it will be referred and your achievement will be withheld. If this happens it will be counted as your first attempt and you will have to submit an alternative assessment which will be your second and final attempt to achieve the external assessment.

Section 2: About this qualification

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Qualification summary

Title	NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator)
Qualification number	601/8438/3
Aim	<p>This qualification prepares 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.</p> <p>Upon achievement of this qualification it is intended that learners will be able to enter the workforce as Early Years Educators or access Higher Education.</p> <p>We have built a qualification to meet the criteria required for those wishing to become Early Years Educators. We have also incorporated the design criteria for the 16–19 Performance Tables.</p> <p>As the leader in the care sector, we have surpassed the minimum requirements to develop a qualification which reflects the priorities of practitioners and employers to meet the needs of young children.</p>
Total Qualification Time (hours)	861
Guided Learning (hours)	691
Minimum age of learner	16
Age ranges covered by the qualification	This qualification enables learners to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.
Real work environment (RWE) requirement/ recommendation	<p>730 hours (recommended)</p> <p>Please refer to Placement hours for details of the required age ranges.</p>
Rules of combination	To gain this qualification, learners must achieve all 27 mandatory units and 3 separate externally set and marked assessments.
Progression including job roles (where applicable)	Upon achievement of this qualification it is intended that learners will be able to enter the workforce as Early Years Educators or access Higher Education.

Recommended assessment methods	Practical demonstration/assignment, task-based controlled assessment, written examination.
Additional assessment requirements	<p>Some learning outcomes within this qualification will require assessment in a Real Work Environment.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
Grading system	A*/A/B/C/D
UCAS points	Please see Section 5: Points/grade calculator for details of the UCAS Tariff points awarded for this qualification.
How long will it take to complete?	2 years
Entry requirements/recommendations	<p>Learners must be at least 16 years old.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
About this qualification	This is a regulated qualification. The regulated number for this qualification is 601/8438/3.

Introduction

Welcome to the Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator). The many links to useful websites within this document are all accessible at the time of going to print.

Qualification purpose

The Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator) confers the knowledge and skills learners require 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. The qualification is approved by the National College of Teaching and Leadership as full and relevant.

Since September 2014, the Early Years Educator qualifications have been the only Level 3 vocational qualifications to confer a licence to practice in childcare.

Upon achievement of this qualification learners will be able to enter the workforce as Early Years Educators or access Higher Education.

It is intended that the qualification will be a Technical Level qualification. Technical Level qualifications are for learners who wish to specialise in a technical occupation, in the case of the Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator), childcare. The qualification has been designed to meet the characteristics for inclusion in the Department for Education's 16–19 Performance Tables. The characteristics indicate the qualification's quality and rigour. It is supported by employers and Higher Education institutions.

As the leader in the care sector, we have surpassed the minimum requirements to develop a qualification which reflects the priorities of practitioners and employers to meet the needs of young children.

Entry requirements

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

Early Years Educator: Changes to GCSE requirements

The requirement for Level 3 Early Years Educators (EYE) to hold GCSE English and maths A*-C, has been broadened to Level 2 qualifications, including Functional Skills. This will also apply to an apprenticeship route.

This will enable staff with an EYE qualification and Level 2 English and mathematics qualifications to count in the Level 3 staff: child ratios in childcare settings. This includes those who already hold an EYE qualification, began studying an EYE from September 2014 or will achieve an EYE in the future.

Please refer to the Early Years Workforce Strategy (March 2017) for further details.

Qualification structure

In order to aid holistic delivery and assessment, we have structured the units around the following four themes:

- **Theme 1:** Health and well-being
- **Theme 2:** Legislation, frameworks and professional practice
- **Theme 3:** Play, development and learning for school readiness
- **Theme 4:** Professional development

Please see the unit list for details about which units are grouped under each of the themes.

Learners must achieve **27 mandatory units**.

Placement hours

We suggest that the following placement allocation is applied. We acknowledge that some learners may need to spend longer in specific age ranges and for this reason there is a degree of flexibility. All assessment criteria must be achieved and each age range must be experienced but significant placement experience across the age ranges must be undertaken in order to achieve the assessment criteria.

Age range	Hours
0–1 year 11 months	50
2–2 years 11 months	280
3–5 years	400

Learners who work within a setting which provides care and education for children across these three age ranges, and are able to gain the necessary hours of experience, need not seek placement outside of their setting.

When working in partnership with employers, decisions relating to learners' competence must be made by qualified, occupationally competent Assessors.

During placement, learners will need support from a professional within the Real Work Environment.

Assessment strategy

To gain this qualification, the learner must achieve the following:

- ✓ **Pass in all units**
All units in this qualification are mandatory. Units will be internally assessed. There are innovative non-mandatory tasks for all units included in the Learner Handbook on our secure site, with the exception of Unit 3.15 (see Longitudinal Study below).

 - ✓ **Longitudinal Study (Unit 3.15)**
This is a **mandatory** task set by us. It is internally assessed.

 - ✓ **Assessment 1**
Short Answer paper based on Themes 1: *Health and well-being* & Theme 2: *Legislation, frameworks and professional practice*.

 - ✓ **Assessment 2**
DEYEC1 based on Theme 3: *Play, development and learning for school readiness*

 - ✓ **Assessment 3**
DEYEC2 based on Theme 3: *Play, development and learning for school readiness*
- Assessments 1, 2 and 3 are externally set and externally marked.**
- ✓ **Competence in a real work environment**

Full achievement of the qualification will not be possible until **all** components are complete. Unit certification will be available.

External assessment

This qualification is graded A*–D. The final grade awarded for the qualification will be based on the overall marks achieved for the Short Answer Examination, DEYEC1 and DEYEC2.

There is a maximum of two opportunities for learners to attempt the External Assessments DEYEC1 and DEYEC2 in order to achieve a Pass grade or to improve a grade.

The external assessments contribute 100% towards your qualification grade.

Re-mark requests for external assessments

Your Centre may request a re-mark if they and you do not think that the result is a true reflection of your performance. This request must be made within 20 working days of your result reaching your Centre. Following a re-mark, a grade may be decreased as well as increased.

Referral of an external assessment

A result that does not achieve a Pass D grade will be graded as a Referral. If you intend to submit an external assessment for another attempt to achieve a Pass D grade or above, you will be required to make a new submission of an alternative assessment provided by us.

Improving your grade for your external assessment (upgrade your result)

When you have achieved a Pass D grade or above for your external assessment, you may want to improve your grade. If you intend to attempt to improve your grade, you will be required to make a new submission of an alternative assessment provided by us. Your Tutor will advise you on how you can do this. The higher of the grades achieved for the external assessment will be the final result.

There is a maximum of two opportunities for learners to attempt the external assessments DEYEC1 and DEYEC2 in order to achieve a pass grade or improve a grade.

This qualification is approved in the Key Stage 5 Performance Tables.

The DfE have confirmed that the additional retake opportunity in place for the 2018/19 academic year for all Tech Levels and Applied General qualifications will continue to be offered while the moratorium for 16–18 performance tables is in place. This includes Tech Levels and Applied General qualifications which will be counted in performance tables.

For detailed information on the Short Answer Examination, DEYEC1 and DEYEC2 assessments, please refer to the relevant **External Assessment Information and Guidance** on our secure site.

Administering tests and controlled extended assessments

For requirements on administering the Short Answer Examination, please refer to **“Delivering our qualifications: assessment and internal quality assurance guidance”** on our secure site (**Section 5: A guide to administering tests**).

For requirements on administering DEYEC1 and DEYEC2, please refer to **“Guide to Conducting Controlled Extended Assessments”** on our secure site.

Sample assessment materials

Sample assessment materials can be found on the qualification page of our secure website.

Rationale for synoptic assessment

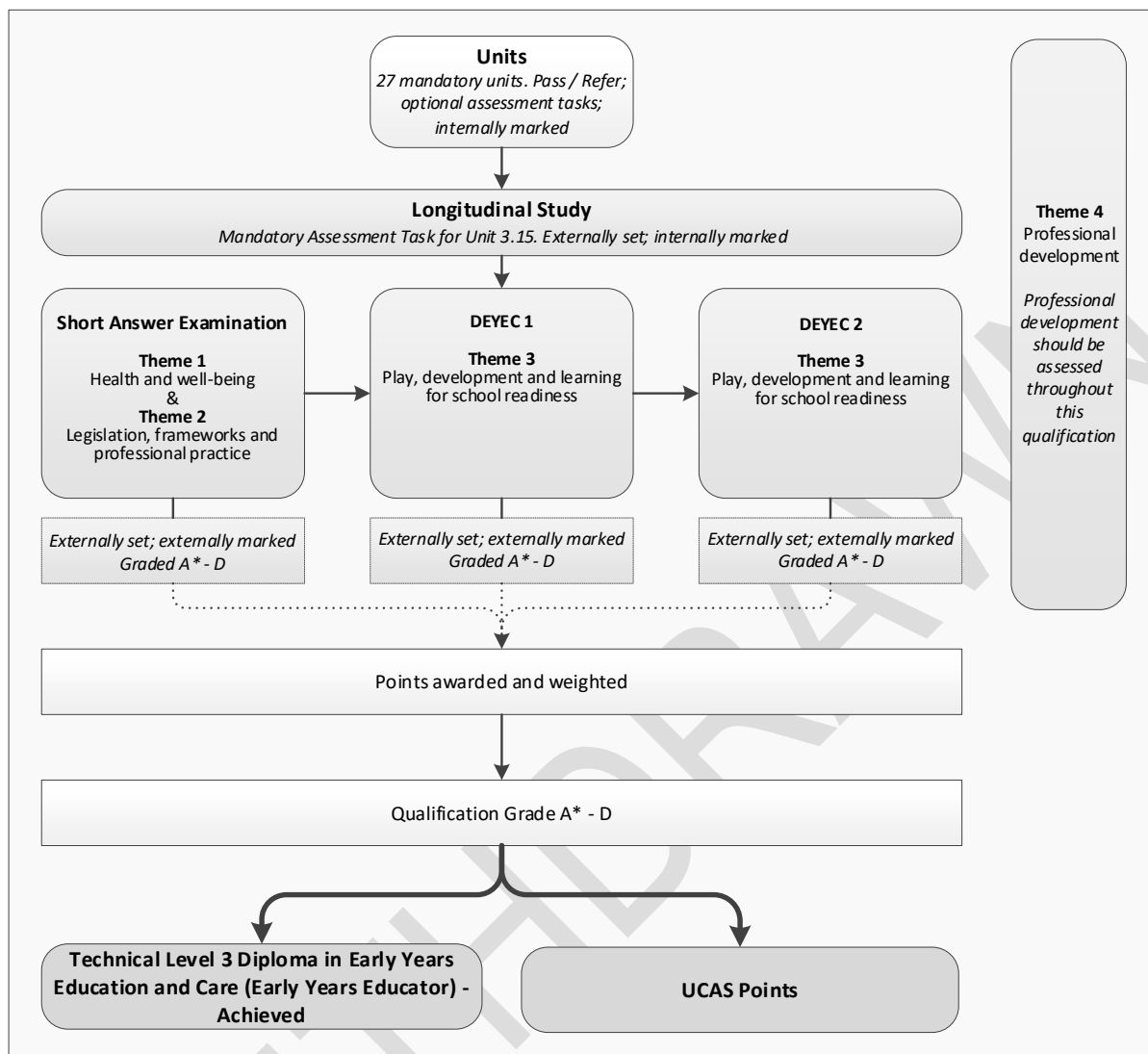
Synoptic assessment encourages you to combine elements of your learning and to show your accumulated knowledge and understanding across units and/or learning outcomes.

Synoptic assessment enables you to show your ability to integrate and apply your knowledge, understanding and skills with breadth and depth. It also requires you to demonstrate your capability to apply your knowledge, understanding and skills across a range of units and learning outcomes for which you are being assessed.

There will be **THREE** externally set and externally marked synoptic assessments for the Diploma, one covering the units in Themes 1 and 2 (Short Answer Examination) and two assessments covering the units in Theme 3 (DEYEC1 and DEYEC2).

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Assessment strategy diagram



External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Total Qualification Time: Definition

Total Qualification Time (TQT) is comprised of the following two elements:



- the number of hours which we have allocated to a qualification for **Guided Learning**
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

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Unit list

Our suite of Early Years Educator and associated qualifications are made up of a bank of shared units. A unit shared by multiple qualifications keeps the same unit number; therefore, unit numbers within our unit lists may not always run sequentially. We hope the consistent use of unit numbers will help you identify the crossover of units when navigating our Early Years Educator suite.

Theme 1: Health and well-being

Unit no.	Unit ref	Unit title	Level	Hours*
Unit 1.1	Y/505/8117	Support healthy lifestyles for children through the provision of food and nutrition	2	22
Unit 1.2	D/505/8118	Support healthy lifestyles for children through exercise	2	16
Unit 1.3	H/505/8119	Support physical care routines for children	2	17
Unit 1.4	Y/505/8120	Promote children's emotional well-being	3	26
 Unit 1.5	H/505/8122	Understand how to support children who are unwell	3	20
 Unit 1.6	D/505/8135	Understand the needs of the mother and baby during pre-conception, pregnancy and the first year of life	3	26

* These tables show the estimated total hours for each unit. Please see the unit details for a breakdown of guided learning and non-guided learning hours.

Theme 2: Legislation, frameworks and professional practice

Unit no.	Unit ref	Unit title	Level	Hours*
Unit 2.1	K/505/8123	An introduction to the role of the Early Years practitioner	2	10
★ Unit 2.2	M/505/8124	Understand legislation relating to the safeguarding, protection and welfare of children	3	27
Unit 2.3	F/505/8127	Use legislation relating to the health and safety of children	3	26
Unit 2.4	L/505/8129	Use legislation relating to equality, diversity and inclusive practice	3	30
Unit 2.5	D/505/8121	Work in partnership	3	26

Theme 3: Play, development and learning for school readiness

Unit no.	Unit ref	Unit title	Level	Hours*
★ Unit 3.1	T/505/8125	Understand the value of play in Early Years	3	23
Unit 3.2	J/505/8128	Plan, lead and review play opportunities which support children's learning and development in relation to current frameworks	3	28
Unit 3.3	F/505/8130	Apply theoretical perspectives and philosophical approaches to play	3	49

Unit no.	Unit ref	Unit title	Level	Hours*
Unit 3.4	J/505/8131	Contribute to enabling play environments	3	29
Unit 3.5	L/505/8132	Develop emergent literacy skills of children	3	45
Unit 3.6	R/505/8133	Develop emergent mathematical skills of children	3	45
☆ Unit 3.7	Y/505/8134	Understand the needs of the child in preparing for school	3	22
☆ Unit 3.8	H/505/8136	Understand how to plan to meet the needs of the developing child	2	10
Unit 3.9	K/505/8137	Facilitate the cognitive development of children	3	30
Unit 3.10	M/505/8138	Develop the speech, language and communication of children	3	36
Unit 3.11	T/505/8139	Promote the physical development of children	3	37
Unit 3.12	K/505/8140	Promote the personal, social and emotional development of children	3	37
Unit 3.13	M/505/8141	Support children with additional needs	3	37
Unit 3.14	J/505/8145	Use observation, assessment and planning to promote the development of children	3	46
Unit 3.15	T/505/8142	Use longitudinal studies to observe, assess and plan for children's needs	3	46

Theme 4: Professional development

Unit no.	Unit ref	Unit title	Level	Hours*
Unit 4.1	A/505/8143	Engage in professional development	3	18

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Section 3: Units

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Unit 1.1: Support healthy lifestyles for children through the provision of food and nutrition

Unit reference	Y/505/8117		Unit level	2
Unit hours	Guided learning	18	Non-guided learning	4
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand the impact of food and nutrition on children's health and development.	1.1. Explain what is meant by healthy eating.	
	1.2. Evaluate national and local initiatives which promote healthy eating.	
	1.3. Describe food and drink requirements in relation to current frameworks.	
2. Understand how food choices impact on health and development during pre-pregnancy, pregnancy and breastfeeding.	2.1. Explain the impact on health and development of food choices during: <ul style="list-style-type: none"> • pre-pregnancy • pregnancy • breastfeeding. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
3. Understand the nutritional needs of children.	3.1. Explain the nutritional value of the main food groups.	
	3.2. Use current government guidance to identify the nutritional needs of babies until they are fully weaned.	
	3.3. Explain how to plan a weaning programme.	
	3.4. Discuss the nutritional requirements of children aged: <ul style="list-style-type: none"> • 1-2 years • 2-3 years • 3-5 years • 5-7 years. 	
	3.5. Explain strategies to encourage healthy eating.	
4. Understand the impact of poor diet on children's health and development.	4.1. Explain the impacts of poor diet on children's health and development in the: <ul style="list-style-type: none"> • short term • long term. 	
5. Understand individuals' dietary requirements and preferences.	5.1. Identify reasons for: <ul style="list-style-type: none"> • special dietary requirements • keeping and sharing coherent records with regard to special dietary requirements. 	
	5.2. Explain the role of the Early Years practitioner in meeting children's individual dietary requirements and preferences.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
	5.3. Describe benefits of working in partnership with parents/carers in relation to special dietary requirements.	
6. Be able to support healthy eating in own setting.	6.1. Plan an activity to support healthy eating in own setting.	
	6.2. Implement an activity to support healthy eating in own setting.	
	6.3. Reflect on own role when supporting healthy eating in own setting.	
	6.4. Make recommendations for healthy eating in own setting.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.1

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 1.2: Support healthy lifestyles for children through exercise

Unit reference	D/505/8118		Unit level	2
Unit hours	Guided learning	12	Non-guided learning	4
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children through exercise.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand children's need for exercise.	1.1. Outline the benefits of exercise for children.	
	1.2. Identify the requirements of current frameworks for: <ul style="list-style-type: none"> • outdoor access • regular exercise for children. 	
	1.3. Evaluate national and local initiatives which promote children's exercise.	
	1.4. Describe benefits of working in partnership with parents/carers in relation to supporting children's exercise.	
2. Understand inclusive practice in relation to the use of provision for children's exercise.	2.1. Evaluate a local indoor provision in relation to inclusive practice.	
	2.2. Evaluate a local outdoor provision in relation to inclusive practice.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
3. Be able to support children's exercise in an outdoor space.	3.1. Plan an activity which supports children's exercise in an outdoor space.	
	3.2. Implement an activity which supports children's exercise in an outdoor space.	
	3.3. Reflect on an activity which supports children's exercise in an outdoor space.	
	3.4. Make recommendations for the outdoor provision for own setting.	

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 1.2
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements.	This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 1.3: Support physical care routines for children

Unit reference	H/505/8119		Unit level	2
Unit hours	Guided learning	12	Non-guided learning	5
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support children's physical care as part of a healthy lifestyle.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand the physical care needs of children.	1.1. Describe routine physical care needs for children in relation to: <ul style="list-style-type: none"> • nappy changing • toilet training • washing and bath time • skin, teeth and hair • meal times. 	
	1.2. Explain the role of the Early Years practitioner during: <ul style="list-style-type: none"> • nappy changing • toilet training • washing and bath time • care of skin, teeth and hair • meal times. 	
	1.3. Identify situations in which non-routine physical care is required.	
	1.4. Describe benefits of working in partnership with parents/carers in relation to individual physical care routines.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
2. Understand hygienic practice in preparing formula feeds.	2.1. Outline hygienic practice when: <ul style="list-style-type: none"> • preparing formula feeds • sterilising equipment. 	
	2.2. Explain how poor hygiene may affect the health of babies in relation to: <ul style="list-style-type: none"> • preparing formula feeds • sterilisation. 	
3. Understand hygienic practice in relation to control of infection.	3.1. Describe the role of the Early Years practitioner in relation to: <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment. 	
4. Be able to use hygienic practice to minimise the spread of infection.	4.1. Use hygienic practice in relation to: <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment. 	
5. Understand rest and sleep needs of children.	5.1. Explain the rest and sleep needs of: <ul style="list-style-type: none"> • a baby aged 6 weeks • a baby aged 7 months • a toddler aged 15 months • a child aged 2 and a half years • a child aged 4-5 years • a child aged 6-7 years. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
	5.2. Explain safety precautions which minimise the risk of sudden infant death syndrome.	
6. Understand childhood immunisation.	6.1. Outline the reasons for immunisation.	
	6.2. Identify the immunisation schedule.	
	6.3. Explain the reasons why some children are not immunised.	
7. Be able to support children in personal physical care routines.	7.1. Support children in personal physical care routines in relation to: <ul style="list-style-type: none"> • toileting • washing and/or bath time • skin, teeth and hair • meal times • resting and/or sleeping. 	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.3

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 1.4: Promote children's emotional well-being

Unit reference	Y/505/8120		Unit level	3
Unit hours	Guided learning	21	Non-guided learning	5
Unit aim	This unit provides the learner with the knowledge, skills and understanding to promote children's emotional well-being.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand children's needs in relation to emotional well-being.	1.1. Explain theoretical perspectives on emotional well-being.	
	1.2. Explain the process of: <ul style="list-style-type: none"> • bonding • attachment • developing secure relationships. 	
	1.3. Evaluate the impact of secure relationships on a child's emotional well-being.	
2. Understand the requirements for promoting emotional well-being in relation to current frameworks.	2.1. Analyse the role of the key person in promoting emotional well-being.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
3. Understand the needs of children during transition and significant events.	3.1. Identify transitions and significant events that a child may experience.	
	3.2. Describe potential effects of transition and significant events on a child's life.	
	3.3. Explain the role of the Early Years practitioner in preparing a child for a planned transition.	
	3.4. Explain the role of the Early Years practitioner in supporting the needs of children during transition and significant life events.	
4. Be able to promote the emotional well-being of children in own setting.	4.1. Identify the needs of children in own setting in relation to emotional well-being.	
	4.2. Work with children in a way that: <ul style="list-style-type: none"> • supports independence • builds resilience and perseverance • builds confidence • supports self-reliance • equips children to protect themselves • builds relationships between children. 	
	4.3. Plan an activity to promote emotional well-being in own setting.	
	4.4. Implement an activity to promote emotional well-being in own setting.	
	4.5. Reflect on own role when promoting emotional well-being in own setting.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
5. Be able to critically evaluate provision in own setting in relation to promoting emotional well-being in line with current frameworks and theoretical perspectives.	5.1. Critically evaluate provision in own setting in relation to promoting emotional well-being in line with current frameworks and theoretical perspectives.	

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 1.4
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements.	This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 1.5: Understand how to support children who are unwell



Unit reference	H/505/8122		Unit level	3
Unit hours	Guided learning	18	Non-guided learning	2
Unit aim	This unit provides the learner with the knowledge and understanding of how to support children who are unwell.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Know common childhood illnesses.	1.1. Identify common childhood illnesses.	
	1.2. Describe signs and symptoms of common childhood illnesses.	
	1.3. Explain treatments for common childhood illnesses.	
	1.4. Identify exclusion periods for common childhood illnesses.	
2. Know the signs of ill health in children.	2.1. Describe the signs and symptoms of ill health in children.	
	2.2. Give examples of when medical intervention is necessary.	
3. Understand legal requirements for reporting notifiable diseases.	3.1. Identify notifiable diseases.	
	3.2. Describe the process for reporting notifiable diseases.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
4. Understand the role of the Early Years practitioner in minimising ill health in children.	4.1. Explain how the Early Years practitioner can minimise ill health in children.	
5. Understand care routines when a child is ill.	5.1. Describe the needs of a child who is ill in relation to: <ul style="list-style-type: none"> • food and drink • personal care • rest and sleep • emotional well-being • dignity and respect • observation and monitoring. 	
	5.2. Outline the procedures for: <ul style="list-style-type: none"> • storage of medication • administration of medication • record-keeping with regard to medication. 	
	5.3. Explain procedures which are followed when a child is taken ill in a setting.	
6. Understand how to support children for planned hospital admission.	6.1. Describe how the Early Years practitioner supports a child to prepare for a stay in hospital.	
7. Understand the therapeutic role of play in hospitals.	7.1. Describe the therapeutic role of play in hospital in supporting children's recovery.	
8. Understand the role of the Early Years practitioner when supporting children who are chronically ill.	8.1. Describe the responsibilities of the Early Years practitioner when supporting a child who has a chronic health condition in relation to: <ul style="list-style-type: none"> • training and development needs • partnership working • inclusive practice • support for self. 	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.5

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 1.6: Understand the needs of the mother and baby during pre-conception, pregnancy and the first year of life



Unit reference	D/505/8135		Unit level	3
Unit hours	Guided learning	18	Non-guided learning	8
Unit aim	The unit provides the learner with the knowledge and understanding of pre-conceptual care; pregnancy; and health and developmental checks during the first year of life.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand development from conception to end of gestation.	1.1. Describe stages of development from fertilisation to end of gestation.	
	1.2. Describe antenatal developmental checks.	
	1.3. Identify actions to take in response to outcomes of antenatal developmental checks.	
2. Understand the potential effects on development of pre-conception, pre-birth and birth experiences.	2.1. Explain the potential effects on development of: <ul style="list-style-type: none"> • pre-conception experiences • pre-birth experiences • birth experiences. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
3. Understand postnatal care.	3.1. Describe postnatal care for: <ul style="list-style-type: none"> • mother • baby. 	
	3.2. Describe concerns parents may have following the birth of a baby.	
	3.3. Identify sources of support for parents following the birth of a baby.	
4. Understand developmental checks from birth to 12 months.	4.1. Explain routine checks carried out for: <ul style="list-style-type: none"> • the newborn • the baby during the first year of life. 	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1.6

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 2.1: An introduction to the role of the Early Years practitioner

Unit reference	K/505/8123		Unit level	2
Unit hours	Guided learning	9	Non-guided learning	1
Unit aim	This unit provides the learner with an introduction to the role of the Early Years practitioner.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand the role of the Early Years practitioner.	1.1. Identify the skills, knowledge and attributes required for the role of the Early Years practitioner.	
	1.2. Identify settings which provide Early Years education and care.	
	1.3. Describe the relationship between legislation, policies and procedures.	
	1.4. Describe the role of the Early Years practitioner in relation to current frameworks.	
	1.5. Identify every day routine tasks which ensure a safe and stimulating setting.	
	1.6. Describe reasons for adhering to the agreed scope of the job role.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
2. Be able to communicate to meet individuals' needs and preferences.	2.1. Identify reasons why people communicate.	
	2.2. Explain how communication affects all aspects of own practice.	
	2.3. Use communication methods that meet individuals' communication needs and preferences.	
3. Understand working relationships in Early Years.	3.1. Explain how a working relationship is different to a personal relationship.	
	3.2. Identify different working relationships in Early Years settings.	
	3.3. Explain reasons for working in partnership with others.	
	3.4. Identify skills and approaches needed for resolving conflict.	
4. Understand why Continuing Professional Development is integral to the role of the Early Years practitioner.	4.1. Explain why Continuing Professional Development is integral to the role of the Early Years practitioner.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.1

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 2.2: Understand legislation relating to the safeguarding, protection and welfare of children



Unit reference	M/505/8124		Unit level	3
Unit hours	Guided learning	21	Non-guided learning	6
Unit aim	This unit provides the knowledge and understanding required to support the safeguarding, protection and welfare of children from birth to 7 years.			

Learner name:		Centre no:	
PIN:		ULN:	
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	
1. Understand legislation and guidelines for the safeguarding, protection and welfare of children.	1.1. Summarise current legislation and guidelines for the safeguarding, protection and welfare of children.		
	1.2. Identify policies and procedures relating to the safeguarding, protection and welfare of children.		
	1.3. Analyse how current legislation and guidelines for safeguarding inform policy and procedure.		
2. Understand policies and procedures for the safeguarding, protection and welfare of children.	2.1. Explain the roles and responsibilities of the Early Years practitioner in relation to the safeguarding, protection and welfare of children.		
	2.2. Describe the lines of reporting and responsibility to meet the safeguarding, protection and welfare requirements of children.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
	2.3. Explain the boundaries of confidentiality in relation to the safeguarding, protection and welfare of children.	
	2.4. Analyse the benefits of partnership working in the context of safeguarding, protection and welfare of children.	
3. Understand how to respond to evidence or concerns that a child has been abused or harmed.	3.1. Explain child protection in relation to safeguarding.	
	3.2. Describe signs, symptoms, indicators and behaviours that may cause concern relating to: <ul style="list-style-type: none"> • domestic abuse • neglect • physical abuse • emotional abuse • sexual abuse. 	
	3.3. Describe actions to take if harm or abuse is suspected and/or disclosed.	
	3.4. Explain the rights of children and parents/carers in situations where harm or abuse is suspected or alleged.	
	3.5. Explain the responsibilities of the Early Years practitioner in relation to whistleblowing.	
4. Understand the purpose of child safeguarding practice reviews	4.1. Explain why child safeguarding practice reviews are required.	
	4.2. Analyse how child safeguarding practice reviews inform practice.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.2

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 2.3: Use legislation relating to the health and safety of children

Unit reference	F/505/8127		Unit level	3
Unit hours	Guided learning	21	Non-guided learning	5
Unit aim	This unit provides the knowledge, understanding and skills to support the health and safety of children from birth to 7 years.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand legislation and guidelines for health and safety.	1.1. Summarise current legislation and guidelines relating to the health and safety of children.	
2. Understand policies and procedures for health and safety.	2.1. Identify policies and procedures relating to the health and safety of children.	
	2.2. Analyse how legislation and guidelines for health and safety inform day to day work with children.	
	2.3. Describe procedures for: <ul style="list-style-type: none"> • registration of children • collection of children. 	
	2.4. Describe the roles and responsibilities of the Early Years practitioner in relation to policies and procedure for health and safety.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
3. Understand how to plan environments that support children's health and safety.	3.1. Describe factors to consider when planning healthy and safe environments.	
	3.2. Identify hazards to the health and safety of: <ul style="list-style-type: none"> • children • colleagues • visitors. 	
4. Be able to manage risk within an environment which provides challenge for children.	4.1. Explain why it is important to take a balanced approach to risk management.	
	4.2. Carry out risk assessment within own setting.	
	4.3. Describe how health and safety risk assessments are monitored and reviewed.	
	4.4. Support children in own setting to manage risk.	
	4.5. Reflect on own role in the setting when managing risk.	
5. Understand how to identify, record and report accidents, incidents and emergencies.	5.1. Identify accidents and incidents which may occur in a setting.	
	5.2. Identify forms for completion in the event of: <ul style="list-style-type: none"> • accidents • incidents • emergencies. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
	5.3. Describe the lines of reporting and responsibility in the event of: <ul style="list-style-type: none"> • accidents • incidents • emergencies. 	

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 2.3
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements.	This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 2.4: Use legislation relating to equality, diversity and inclusive practice

Unit reference	L/505/8129		Unit level	3
Unit hours	Guided learning	23	Non-guided learning	7
Unit aim	This unit provides the knowledge, understanding and skills required to support equality, diversity and inclusive practice.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand how legislation and codes of practice inform equality, diversity and inclusive practice.	1.1. Describe what is meant by: <ul style="list-style-type: none"> • equality • diversity • inclusion • discrimination. 	
	1.2. Explain current legislation and codes of practice relating to equality, diversity and inclusive practice.	
2. Understand how policies and procedures inform equality, diversity and inclusive practice.	2.1. Identify policies and procedures relating to equality, diversity and inclusive practice.	
	2.2. Explain the roles and responsibilities of the Early Years practitioner in supporting equality, diversity and inclusive practice.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
3. Be able to use information, advice and support to promote equality, diversity and inclusion.	3.1. Access information, advice and support about equality, diversity and inclusion.	
	3.2. Reflect on ways information, advice and support about equality, diversity and inclusion can be used to inform practice.	
4. Be able to work in ways which support equality, diversity and inclusive practice.	4.1. Interact with children in a way that values them and meets their individual needs.	
	4.2. Analyse the benefits of supporting equality, diversity and inclusive practice.	
	4.3. Evaluate the impact of own attitudes, values and behaviour when supporting equality, diversity and inclusive practice.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2.4

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 2.5: Work in partnership

Unit reference	D/505/8121		Unit level	3
Unit hours	Guided learning	18	Non-guided learning	8
Unit aim	This unit provides the learner with the knowledge, understanding and skills required to work in partnership.			

Learner name:		Centre no:	
PIN:		ULN:	
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	
1. Understand the principles of partnership working in relation to current frameworks when working with children.	1.1. Identify reasons for working in partnership.		
	1.2. Describe partnership working in relation to current frameworks.		
	1.3. Summarise policy and procedural requirements in relation to partnership working.		
2. Understand how to work in partnership.	2.1. Explain the roles of others involved in partnership working when supporting children.		
	2.2. Evaluate partnership working in relation to: <ul style="list-style-type: none"> • meeting children's additional needs • safeguarding children • children's transitions. 		
	2.3. Identify different family structures.		
	2.4. Analyse benefits of working in partnership with different parents/carers.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
	2.5. Identify when parents/carers need support.	
	2.6. Give examples of support which may be offered to parents/carers.	
3. Understand challenges to partnership working.	3.1. Identify barriers to partnership working.	
	3.2. Explain strategies to overcome barriers when working in partnership.	
	3.3. Evaluate the complexity of partnership working.	
4. Understand recording, storing and sharing information in relation to partnership working.	4.1. Identify records to be completed in relation to partnership working.	
	4.2. Explain reasons for accurate and coherent record-keeping.	
	4.3. Evaluate the reasons for confidentiality when maintaining records.	
	4.4. Analyse the potential tension between maintaining confidentiality and the need to disclose information: <ul style="list-style-type: none"> • when poor practice is identified • where a child is at risk • when it is suspected that a crime has been/may be committed. 	
5. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	5.1. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
6. Be able to complete records.	6.1. Complete records that are accurate, legible, concise and meet organisational and legal requirements.	

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 2.5
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements.	This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.1: Understand the value of play in Early Years



Unit reference	T/505/8125		Unit level	3
Unit hours	Guided learning	18	Non-guided learning	5
Unit aim	This unit provides the learner with knowledge and understanding of the value of play in Early Years in preparation for practical experience.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand the role of play.	1.1. Explain the innate drive for children to play.	
	1.2. Analyse how play is necessary for the development of children.	
2. Understand children's rights in relation to play.	2.1. Identify the rights of children in relation to play as detailed in 'The United Nations Convention on the Rights of the Child'.	
	2.2. Explain how settings meet the right for children to play.	
3. Understand play at different stages of children's development.	3.1. Explain the characteristics of: <ul style="list-style-type: none"> • child-initiated play • adult-led play. 	
	3.2. Identify how children's play needs and preferences change in relation to their stage of development.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
4. Understand different types of play for all children.	4.1. Describe the benefits of: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play. 	
	4.2. Explain the principles of heuristic play.	
	4.3. Evaluate resources for: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play. 	
5. Understand inclusive play practice.	5.1. Summarise inclusive play practice in relation to current frameworks.	
	5.2. Analyse how play supports the interests and abilities of children.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.1

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.2: Plan, lead and review play opportunities which support children’s learning and development in relation to current frameworks

Unit reference	J/505/8128		Unit level	3
Unit hours	Guided learning	24	Non-guided learning	4
Unit aim	This unit provides the knowledge, understanding and skills which a learner needs to be able to plan, lead and review purposeful play opportunities that support children’s learning and development.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Be able to plan play opportunities.	1.1. Create a plan which includes a balance of child-initiated and adult-led play opportunities for: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play. 	
	1.2. Differentiate planned play opportunities to meet the individual needs of the children in own setting in relation to current frameworks.	
	1.3. Identify features of an environment which support children’s play, learning and development.	
2. Be able to lead and support play opportunities.	2.1. Lead a planned play opportunity in own setting.	
	2.2. Support children’s participation in a planned play opportunity.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
	2.3. Demonstrate how play opportunities provide a balance between child-initiated and adult-led play.	
	2.4. Encourage parents/carers to take an active role in children's play.	
3. Be able to review how planned play opportunities contribute to own practice.	3.1. Evaluate how a planned play opportunity meets the play, learning and developmental needs of children.	
	3.2. Reflect on how a planned play opportunity relates to current frameworks.	
	3.3. Analyse own role in relation to planned play opportunities.	
	3.4. Make recommendations for the next stage of children's learning and development in relation to planned play opportunities.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.2

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.3: Apply theoretical perspectives and philosophical approaches to play

Unit reference	F/505/8130		Unit level	3
Unit hours	Guided learning	39	Non-guided learning	10
Unit aim	This unit provides the learner with underpinning knowledge of theories and philosophical approaches to how children play. It also provides the learner with the skills required to apply learning to their own practice.			

Learner name:		Centre no:	
PIN:		ULN:	
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	
1. Understand theoretical perspectives which support play.	1.1. Identify theories which influence play.		
	1.2. Summarise how theories impact on own understanding of play.		
	1.3. Analyse how theoretical perspectives on play inform practice.		
2. Understand philosophical approaches which influence play provision.	2.1. Identify philosophical approaches which influence play provision.		
	2.2. Summarise how philosophical approaches impact on own understanding of play provision.		
	2.3. Analyse how philosophical approaches to play inform practice.		
3. Be able to apply theoretical knowledge in own practice.	3.1. Create a plan using theoretical perspectives on play to support the developmental stage, needs and interests of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
	3.2. Use theoretical perspectives on play which support the developmental stage, needs and interests of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
4. Be able to apply philosophical approaches in own practice.	4.1. Create a plan using philosophical approaches to play which support the developmental stage, needs and interests of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	4.2. Use philosophical approaches to play to support the developmental stage, needs and interests of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
5. Be able to review how theoretical perspectives and philosophical approaches to play contribute to own practice.	5.1. Evaluate how theoretical perspectives and philosophical approaches to play support own practice.	
	5.2. Share evaluation of how theoretical perspectives and philosophical approaches to play provision supports practice.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.3

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.4: Contribute to enabling play environments

Unit reference	J/505/8131		Unit level	3
Unit hours	Guided learning	24	Non-guided learning	5
Unit aim	This unit provides the learner with the knowledge, understanding and skills required to contribute to enabling play environments.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand the play environment.	1.1. Explain what is meant by environment.	
	1.2. Identify types of environment.	
	1.3. Explain how environments support play.	
	1.4. Analyse the impact of philosophical approaches on current frameworks in relation to play environments.	
	1.5. Explain how to work collaboratively to provide enabling play environments in Early Years settings.	
2. Understand how the Early Years practitioner supports children's behaviour and socialisation within play environments.	2.1. Describe the role of the Early Years practitioner in supporting children's socialisation within play environments.	
	2.2. Explain how modelling positive behaviours impacts on children's behaviour.	
	2.3. Analyse strategies to support children to manage their own behaviour in relation to others.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
	2.4. Explain how the Early Years practitioner provides for: <ul style="list-style-type: none"> • group learning • socialisation. 	
3. Be able to support children's behaviour and socialisation within play environments.	3.1. Model positive behaviour.	
	3.2. Plan an environment which supports children's socialisation and group learning.	
	3.3. Use strategies when supporting children to manage their own behaviour.	
4. Understand how the characteristics of an enabling indoor play environment meet the age, stage and needs of children.	4.1. Explain the characteristics of an enabling indoor play environment.	
	4.2. Describe how an enabling indoor play environment meets the age, stage and needs of children.	
5. Understand how the characteristics of an enabling outdoor play environment meet the age, stage and needs of children.	5.1. Explain the characteristics of an enabling outdoor play environment.	
	5.2. Describe how an enabling outdoor play environment meets the age, stage and needs of children.	
6. Be able to provide enabling play environments.	6.1. Plan an enabling play environment: <ul style="list-style-type: none"> • indoors • outdoors. 	
	6.2. Create an enabling play environment: <ul style="list-style-type: none"> • indoors • outdoors. 	
7. Be able to critically evaluate enabling play environments.	7.1. Critically evaluate enabling play environments in own setting.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
8. Be able to plan and lead opportunities which support children's understanding of the world.	8.1. Plan opportunities which support children's understanding of the world.	
	8.2. Lead opportunities which support children's understanding of the world.	
9. Be able to plan and lead opportunities which encourage children's engagement in expressive arts and design.	9.1. Plan opportunities which encourage children's expressive art and design.	
	9.2. Lead opportunities which encourage children's expressive art and design.	

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 3.4
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements.	This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.5: Develop emergent literacy skills of children

Unit reference	L/505/8132		Unit level	3
Unit hours	Guided learning	37	Non-guided learning	8
Unit aim	This unit provides the learner with the knowledge, understanding and skills to develop children's emergent literacy by providing a language rich environment.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand the language and communication needs of children.	1.1. Identify the stages of language and communication development from birth to 7 years.	
	1.2. Describe factors which affect language and communication needs.	
	1.3. Explain how working with others supports children's emergent literacy from birth to 7 years.	
2. Understand the characteristics of a language rich environment.	2.1. Explain what is meant by 'a language rich environment'.	
	2.2. Analyse a language rich environment in relation to current frameworks for children.	
3. Be able to support children's language and communication needs.	3.1. Develop a language rich environment for children.	
	3.2. Interact with children to meet individual language and communication needs.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
4. Understand strategies which support emergent literacy.	4.1. Explain strategies to support the development of emergent literacy in relation to current frameworks.	
	4.2. Explain the use of systematic synthetic phonics in the teaching of reading.	
	4.3. Describe how the Early Years practitioner provides opportunities for sustained shared thinking to support children's emergent literacy.	
5. Be able to plan activities to support emergent literacy.	5.1. Plan for children's participation in activities which support and extend emergent literacy.	
	5.2. Use strategies to plan activities which encourage: <ul style="list-style-type: none"> • speaking and listening • reading • sustained shared thinking • writing • digital literacy. 	
6. Be able to lead activities which support emergent literacy.	6.1. Lead an activity to support and extend emergent literacy.	
	6.2. Identify benefits to children's holistic learning and development when supporting emergent literacy.	
7. Be able to review how planned activities support emergent literacy.	7.1. Evaluate how planned activities support emergent literacy in relation to current frameworks.	
	7.2. Analyse own role in relation to planned activities.	
	7.3. Make recommendations for meeting children's individual literacy needs.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
8. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	8.1. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 3.5
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements.	This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.6: Develop emergent mathematical skills of children

Unit reference	R/505/8133		Unit level	3
Unit hours	Guided learning	37	Non-guided learning	8
Unit aim	This unit provides the learner with the knowledge, understanding and skills to develop children's emergent mathematical development.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand how concepts of mathematics relate to children's everyday lives.	1.1. Describe how mathematics is evident in children's everyday lives.	
	1.2. Analyse factors which affect children's learning of mathematical concepts.	
2. Understand the curriculum requirements that inform mathematical learning for children from birth to 7 years.	2.1. Describe the process of mathematical development in relation to current frameworks.	
	2.2. Explain how working with others supports children's emergent mathematical development.	
3. Understand how to create an environment which supports children's emergent mathematical development.	3.1. Describe how to create an environment which supports children's emergent mathematical development in relation to current frameworks for children from birth to 7 years.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
4. Understand the role of the Early Years practitioner in relation to supporting children's emergent mathematical development.	4.1. Describe reasons for scaffolding children's mathematical development.	
	4.2. Analyse reasons for valuing individual interests when supporting children's emergent mathematical development.	
	4.3. Describe how the Early Years practitioner provides opportunities for sustained shared thinking to support children's emergent mathematical development.	
5. Understand how opportunities support children's emergent mathematical development.	5.1. Explain strategies to support the development of emergent mathematical development in relation to current frameworks for children from birth to 7 years.	
	5.2. Describe opportunities which support children's understanding of: <ul style="list-style-type: none"> • number • shape, size and pattern • weight, volume and capacity • space and time • matching and sorting • data representation • problem-solving. 	
6. Be able to implement activities to support children's emergent mathematical development.	6.1. Plan an activity to support children's emergent mathematical development.	
	6.2. Lead an activity to support children's emergent mathematical development.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
7. Be able to review how planned activities support children's emergent mathematical development.	7.1. Evaluate how planned activities support children's emergent mathematical development in relation to current frameworks.	
	7.2. Analyse own role in relation to planned activities which support children's emergent mathematical development.	
	7.3. Make recommendations for meeting children's emergent mathematical needs.	
8. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	8.1. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.6

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.7: Understand the needs of the child in preparing for school



Unit reference	Y/505/8134		Unit level	3
Unit hours	Guided learning	18	Non-guided learning	4
Unit aim	This unit provides the learner with the knowledge and understanding required to support children during transition to school.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand 'school readiness' in relation to the role of the Early Years practitioner.	1.1. Describe characteristics of 'school readiness'.	
	1.2. Describe factors affecting children's readiness for school.	
	1.3. Explain how the Early Years practitioner supports children to prepare for school.	
2. Understand 'school readiness' in relation to the current framework.	2.1. Describe areas of learning and development within the current framework which relate to school readiness.	
	2.2. Identify assessment strategies in relation to the current framework.	
	2.3. Evaluate the current framework's assessment process in supporting children's preparation for school.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
3. Understand how working in partnership with others contributes to children's school readiness.	3.1. Identify others involved in helping children prepare for school.	
	3.2. Describe the information required to enable the school to meet the individual needs of the child during transition.	
	3.3. Explain the role of the Early Years practitioner in encouraging parents/carers to take an active role in their child's play, learning and development in preparation for school readiness.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.7

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.8: Understand how to plan to meet the needs of the developing child



Unit reference	H/505/8136		Unit level	2
Unit hours	Guided learning	8	Non-guided learning	2
Unit aim	This unit provides the learner with the knowledge and understanding to plan to meet the needs of the developing child.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand approaches to planning when working with children from birth to 7 years.	1.1. Explain why the Early Years practitioner plans to meet individual needs of children.	
	1.2. Describe approaches to planning to meet individual needs of children in the: <ul style="list-style-type: none"> • short term • long term. 	
	1.3. Explain planning in relation to current frameworks.	
2. Understand how to plan to meet the needs of children.	2.1. Describe information the Early Years practitioner requires to be able to plan to meet the needs of children.	
	2.2. Explain the reasons for identifying children's needs, interests and stage of development prior to planning.	
	2.3. Explain the role of observation in planning.	
	2.4. Devise a plan to meet the needs of an individual child.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
	2.5. Explain why the Early Years practitioner involves others in planning for the next steps of children's development.	
	2.6. Explain the role of the Early Years practitioner in encouraging parents/carers to take an active role in their child's play, learning and development.	
	2.7. Describe reasons for tracking children's progress.	

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 3.8
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements.	This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.9: Facilitate the cognitive development of children

Unit reference	K/505/8137		Unit level	3
Unit hours	Guided learning	26	Non-guided learning	4
Unit aim	This unit provides the learner with the knowledge, understanding and skills to facilitate the cognitive development of children from birth to 7 years.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand about cognitive development in children.	1.1. Describe sensory development in the first year of life.	
	1.2. Identify stages of cognitive development in children from birth to 7 years.	
	1.3. Summarise current scientific research relating to neurological and brain development in Early Years.	
	1.4. Explain how current scientific research relating to neurological and brain development in Early Years influences practice in Early Years settings.	
2. Understand theory underpinning cognitive development.	2.1. Describe theoretical perspectives in relation to cognitive development.	
	2.2. Analyse how theoretical perspectives in relation to cognitive development impact on current practice.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
3. Be able to facilitate the development of cognition in children.	3.1. Describe the role of the Early Years practitioner when facilitating the development of cognition in children.	
	3.2. Analyse the use of technology in supporting the development of cognition in children.	
	3.3. Create an environment which facilitates cognitive development of children in own setting.	
4. Be able to implement a learning experience which supports the development of sustained shared thinking in children.	4.1. Plan a learning experience which supports the development of sustained shared thinking in children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	4.2. Lead a learning experience which supports the development of sustained shared thinking in children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
5. Be able to critically evaluate the provision for supporting cognitive development in own setting.	5.1. Critically evaluate the provision for supporting cognitive development in own setting.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.9

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.10: Develop the speech, language and communication of children

Unit reference	M/505/8138	Unit level	3
Unit hours	Guided learning	28	Non-guided learning 8
Unit aim	This unit provides the learner with the knowledge, understanding and skills to develop the speech, language and communication of children.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand theory and current frameworks which underpin children's speech, language and communication development.	1.1. Define the terms: <ul style="list-style-type: none"> • speech • language • communication. 	
	1.2. Describe theoretical perspectives in relation to speech, language and communication development.	
	1.3. Analyse how theoretical perspectives relating to speech, language and communication development inform current frameworks.	
2. Understand how the Early Years practitioner supports the development of speech, language and communication of children.	2.1. Describe the role of the Early Years practitioner when supporting the development of speech, language and communication.	
	2.2. Describe the benefits to children's holistic learning and development when supporting speech, language and communication development.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
	2.3. Analyse how the use of technology supports the development of speech, language and communication.	
3. Be able to create a language rich environment to develop the speech, language and communication of children in own setting.	3.1. Create a language rich environment which develops the speech, language and communication of children in own setting.	
4. Be able to lead activities which support the development of speech, language and communication of children.	4.1. Plan an activity which supports the development of speech, language and communication of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	4.2. Implement an activity which supports the development of speech, language and communication of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	4.3. Reflect on own role in relation to the provision for supporting speech, language and communication development in own setting.	
5. Be able to critically evaluate provision for developing speech, language and communication for children in own setting.	5.1. Critically evaluate provision for developing speech, language and communication for children in own setting.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.10

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.11: Promote the physical development of children

Unit reference	T/505/8139		Unit level	3
Unit hours	Guided learning	29	Non-guided learning	8
Unit aim	This unit provides the learner with the knowledge, understanding and skills to promote the physical development of children from birth to 7 years.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand physical development of children.	1.1. Identify stages of physical development of children from birth to 7 years.	
	1.2. Describe the development of children's physical skills.	
	1.3. Describe the role of the Early Years practitioner when promoting physical development in children from birth to 7 years.	
	1.4. Describe the benefits to children's holistic learning and development when promoting physical development.	
2. Understand theory and current frameworks in relation to children's physical development.	2.1. Describe theoretical perspectives in relation to physical development.	
	2.2. Analyse how theoretical perspectives in relation to physical development inform current frameworks.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
3. Be able to promote physical development.	3.1. Describe own role when promoting physical development in own setting.	
	3.2. Create an environment which promotes physical development in own setting.	
4. Be able to implement opportunities which promote the physical development of children.	4.1. Plan an opportunity which promotes the physical development of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	4.2. Provide an opportunity which promotes physical development for children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	4.3. Reflect on own role in relation to the provision for promoting physical development in own setting.	
5. Be able to critically evaluate the provision for promoting the physical development of children in own setting.	5.1. Critically evaluate the provision for promoting the physical development of children in own setting.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.11

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.12: Promote the personal, social and emotional development of children

Unit reference	K/505/8140		Unit level	3
Unit hours	Guided learning	29	Non-guided learning	8
Unit aim	This unit provides the learner with the knowledge, understanding and skills to promote the personal, social and emotional development of children.			

Learner name:		Centre no:	
PIN:		ULN:	
Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	
1. Understand personal, social and emotional development of children.	1.1. Describe the stages of personal, social and emotional development of children from birth to 7 years.		
2. Understand theory and current frameworks underpinning personal, social and emotional development of children.	2.1. Describe theoretical perspectives in relation to personal, social and emotional development.		
	2.2. Analyse how theoretical perspectives in relation to personal, social and emotional development inform current frameworks.		
	2.3. Describe the role of the Early Years practitioner when promoting the personal, social and emotional development of children.		
3. Be able to promote the personal, social and emotional development of children.	3.1. Create an environment which promotes the personal, social and emotional development of children in own setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
4. Be able to implement an opportunity which promotes the personal, social and emotional development of children.	4.1. Plan an opportunity which promotes the personal, social and emotional development of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	4.2. Provide an opportunity which promotes the personal, social and emotional development of children aged: <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	
	4.3. Describe the benefits to children’s holistic learning and development when promoting personal, social and emotional development.	
	4.4. Reflect on own role in relation to the provision for promoting the personal, social and emotional development of children in own setting.	
5. Be able to critically evaluate the provision for the personal, social and emotional development of children in own setting.	5.1. Critically evaluate the provision for the personal, social and emotional development of children in own setting.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.12

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.13: Support children with additional needs

Unit reference	M/505/8141		Unit level	3
Unit hours	Guided learning	27	Non-guided learning	10
Unit aim	This unit provides the learner with the knowledge, understanding and skills required to support children with additional needs.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand biological, environmental and developmental factors which may result in children needing additional support.	1.1. Define the terms: <ul style="list-style-type: none"> biological environmental. 	
	1.2. Analyse the impact of biological factors on children's development.	
	1.3. Analyse the impact of environmental factors on children's development.	
	1.4. Analyse the impact of the stage of development on children's learning.	
	1.5. Describe factors which affect children's development in the: <ul style="list-style-type: none"> short term long term. 	
2. Understand how personal experiences, values and beliefs impact on the role of the Early Years practitioner.	2.1. Analyse how personal experiences, values and beliefs impact on the professional practice of the Early Years practitioner.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
3. Understand the principles of inclusive practice.	3.1. Identify the requirements of current legislation in relation to inclusive practice.	
	3.2. Explain the medical and social models of disability.	
	3.3. Evaluate inclusive practice in relation to current frameworks for children from birth to 7 years.	
4. Understand the role of early intervention in partnership working.	4.1. Identify children's additional needs in relation to expected stages of development.	
	4.2. Describe the reasons for early intervention when meeting children's additional needs.	
	4.3. Explain strategies for early intervention.	
	4.4. Evaluate the principles of working in partnership with others to meet children's additional needs.	
5. Be able to support the additional needs of children.	5.1. Identify the individual needs of children in own setting.	
	5.2. Plan activities in partnership with others to meet children's additional needs.	
	5.3. Work in partnership with others to provide activities to meet children's additional needs.	
	5.4. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	
	5.5. Reflect on own practice in meeting children's additional needs.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
6. Be able to critically evaluate the provision for children with additional needs in own setting.	6.1. Critically evaluate the provision for children with additional needs in own setting.	

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 3.13
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements.	This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.14: Use observation, assessment and planning to promote the development of children

Unit reference	J/505/8145		Unit level	3
Unit hours	Guided learning	34	Non-guided learning	12
Unit aim	This unit provides the learner with the knowledge, understanding and skills to use observation, assessment and planning to promote the development of children.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand the role of observation when working with children.	1.1. Explain how observations are used: <ul style="list-style-type: none"> • to plan for individual children’s needs • for early intervention • to review the environment • during transition • when working in partnership. 	
2. Understand observation methods.	2.1. Evaluate observation methods in relation to current frameworks.	
	2.2. Evaluate observation methods: <ul style="list-style-type: none"> • event sample • time sample • sociogram • narrative/free description • target child • checklist • child tracker/movement record. 	
3. Understand professional practice in relation to the observation of children.	3.1. Define the terms: <ul style="list-style-type: none"> • objectivity • subjectivity. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
	3.2. Evaluate the reasons for objectivity when recording observations.	
	3.3. Evaluate the requirement for confidentiality during the observation process.	
4. Be able to carry out observations in own setting in line with current frameworks.	4.1. Observe in line with current frameworks: <ul style="list-style-type: none"> • an individual child • a group of children • indoor provision • outdoor provision. 	
	4.2. Reflect on outcomes of observations carried out in own setting in relation to: <ul style="list-style-type: none"> • an individual child • a group of children • indoor provision • outdoor provision. 	
	4.3. Work with others to plan next steps in relation to the needs and interests of: <ul style="list-style-type: none"> • an individual child • a group of children. 	
	4.4. Reflect on own role in meeting the needs and interests of children in own setting.	
5. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	5.1. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.	

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3.14

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Additional unit assessment requirements.

This unit must be assessed in line with the EYE assessment strategy and principles.

Unit 3.15: Use longitudinal studies to observe, assess and plan for children’s needs

Unit reference	T/505/8142		Unit level	3
Unit hours	Guided learning	31	Non-guided learning	15
Unit aim	This unit provides the learner with the knowledge, understanding and skills to carry out observations in order to assess and plan for children’s changing needs over time.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
This unit must be assessed using the mandatory Longitudinal Studies		
1. Understand the purpose of undertaking Longitudinal Studies.	1.1. Explain how Longitudinal Study is used as an assessment tool.	
	1.2. Evaluate benefits of undertaking a Longitudinal Study for: <ul style="list-style-type: none"> • the child • Early Years practitioners • others. 	
2. Be able to use observations to assess and plan for the developmental needs of children in line with current frameworks.	2.1. Carry out Longitudinal Studies using methods of observation to assess the changing developmental needs of children.	
	2.2. Maintain records of observation, assessment and planning.	
	2.3. Evaluate observations in relation to: <ul style="list-style-type: none"> • expected developmental stages • current frameworks • theoretical perspectives. 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
	2.4. Devise plans which meet the developmental needs and interests of children.	
	2.5. Implement plans which meet the developmental needs and interests of children.	
3. Be able to critically evaluate the outcomes of Longitudinal Studies.	3.1. Critically evaluate the outcomes of Longitudinal Studies.	

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 3.15
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements.	This unit must be assessed in line with the EYE assessment strategy and principles.

The Longitudinal Studies: Unit 3.15 Use Longitudinal Studies to observe, assess and plan for children's needs

This is a mandatory assessment task and will be graded as Pass or Refer. A checklist and mark scheme has been included in this guidance. Your Tutor/Assessor will use this to ensure that the assessment criteria have been met.

Knowledge, understanding and skills gained from other units from Theme 3 (play, development and learning for school readiness) will support your work for the Longitudinal Studies.

We have prepared some templates to support you as you undertake the Longitudinal Studies which are available in the Learner Handbook on our secure site.

Links to Unit 3.15 – assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5 and 3.1

Complete two Longitudinal Studies on two individual children in a **real** work environment. For each child observe, assess and plan across one area of development. The following criteria must be met in full:

Select one age range for each Longitudinal Study. The age range selected must be different for each Longitudinal Study:

- 0-1 year 11 months
- 2-2years 11 months
- 3-5 years.

Select one area of development for each Longitudinal Study. The area of development selected must be different for each Longitudinal Study:

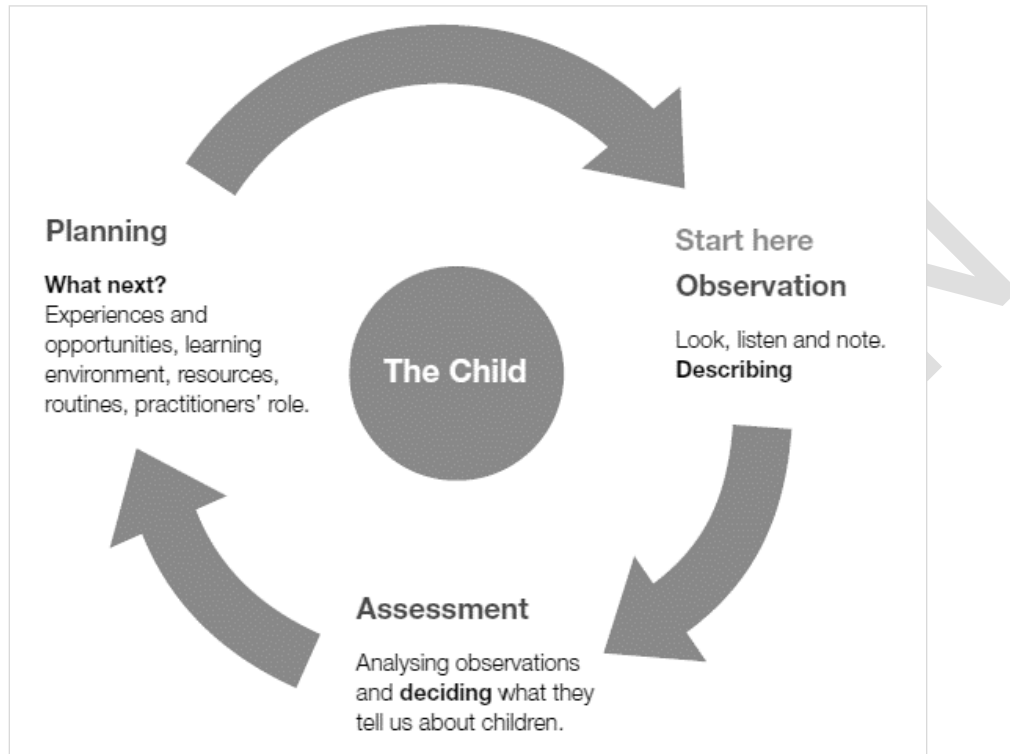
- cognitive
- physical
- speech, language and communication
- personal, social and emotional.

The observation, assessment and planning cycle should be followed when completing each observation:

The observation, assessment and planning cycle:

- Complete an observation.
- Undertake a summative assessment.
- Plan for the child's next steps.
- Implement the plan with the child and use this to inform the next observation.

www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf



Undertake a minimum of four observations, assessment and planning cycles for each Longitudinal Study over a six week period.

Use a minimum of two different observation methods for each Longitudinal Study, four methods in total, which have been learned about in Unit 3.14 and include:

- event sample
- time sample
- sociogram
- narrative/free description
- target child
- checklist
- child tracker/movement record.

Example:

Longitudinal Study 1 Child aged 1 year 6 months	Longitudinal Study 2 Child aged 3 years 2 months
Physical development – checklist	Personal, social and emotional – event sample
Narrative	Movement record
Narrative	Event sample
Checklist	Time sample

All observations must be authentic. A signature from your Assessor/Tutor or placement supervisor must be included on each observation and planning sheet to ensure authenticity.

Maintain signed and dated records of observation, assessment and planning for each Longitudinal Study. Learners may choose to use the observation method that is being used in the early years setting for both observations as part of the Longitudinal Study. You may wish to use the templates provided by us.

Completing the critical evaluation

Refer to the mark scheme included in this guidance to support you as you complete each Longitudinal Study.

Each Longitudinal Study must include a critical evaluation that considers the following:

- critically evaluate the outcomes of each Longitudinal Study in relation to:
 - child's development stage, interest and need
 - your own role
 - choice of assessment methods
 - current frameworks
 - theoretical perspectives
 - partnership working
 - holistic development
 - the environment
 - play for learning and development
- introduce each critical evaluation with an:
 - explanation of how the Longitudinal Study has been used as an assessment tool
 - evaluation of the benefits of this Longitudinal Study for the child, Early Years practitioner and others.

Preparing for external assessment

The outcomes from the Longitudinal Studies will be used to inform completion of DEYEC1.

Longitudinal Study 1: Checklist for completion

Learner name:	
Learner PIN:	
Site/Centre No.:	

Criteria	Longitudinal Study 1	Assessor	IQA
<p>Select one age range for each Longitudinal Study. The age range selected must be different for each Longitudinal Study:</p> <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	Age selected:		
<p>Select one area of development for each Longitudinal Study. The area of development selected must be different for each Longitudinal Study:</p> <ul style="list-style-type: none"> • cognitive • physical • speech, language and communication • personal, social and emotional. 	Area of development selected:		
<p>Minimum of four cycles of observation, assessment and planning for each Longitudinal Study over a six week period.</p>			

Criteria	Longitudinal Study 1	Assessor	IQA
Minimum of two different observation methods for each Longitudinal Study. Learners may choose to use the observation method that is being used in the early years setting for both observations as part of the Longitudinal Study.			
Maintain signed and dated records of the observation, assessment and planning cycles.			

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none"> Introduce each Longitudinal Study with an explanation of how the Longitudinal Study has been used as an assessment tool. 	<ul style="list-style-type: none"> Detailed information is given to show how the Longitudinal Study has been used. The information gives details (critically evaluates) of how the Longitudinal Study has been used as an assessment tool. 		
<ul style="list-style-type: none"> The critical evaluation considers the benefits of the Longitudinal Study for: <ul style="list-style-type: none"> the child Early Years practitioner others. 	<ul style="list-style-type: none"> Advantages as well as any gaps in the information provided by the Longitudinal Study are identified and critically evaluated in relation to the benefits for: <ul style="list-style-type: none"> the child the Early Years practitioner others involved in the care and education of the child who is the focus of the Longitudinal Study. 		
<ul style="list-style-type: none"> The critical evaluation of the child's stage of development, interest/s and needs has been included. 	<ul style="list-style-type: none"> The child's stage of development is described, explained and evaluated. The child's interest/s are identified and evaluated. The needs of the child are identified and evaluated. 		

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none"> The critical evaluation includes information surrounding your own role. 	<ul style="list-style-type: none"> Information about how the Longitudinal Study was planned and undertaken is included. Own strengths and areas to build on when undertaking all aspects of the Longitudinal Study are identified and evaluated. 		
<ul style="list-style-type: none"> The critical evaluation includes information concerning the choice of assessment methods. 	<ul style="list-style-type: none"> Each assessment method selected is evaluated by including information about the advantages and disadvantages of each method in relation to the usefulness of the information collated as part of the Longitudinal Study. 		
<ul style="list-style-type: none"> The critical evaluation includes information with regard to the appropriate current framework against which the child is being assessed. 	<ul style="list-style-type: none"> A critical evaluation of the information provided in the Longitudinal Study about the child's stage and needs is included in relation to current frameworks. 		
<ul style="list-style-type: none"> The critical evaluation includes information with regard to theoretical perspectives. 	<ul style="list-style-type: none"> Theoretical perspectives are identified, described and evaluated. The Longitudinal Study includes a critical evaluation of the area of development selected for the study, the child's stage of development, interest/s and needs with regard to theoretical perspectives. 		

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none"> The critical evaluation includes information surrounding partnership working. 	<p>The Longitudinal Study is evaluated in relation to partnership working:</p> <ul style="list-style-type: none"> others involved in the care and education of the child at the focus of the Longitudinal Study are identified the benefits of partnership working with those identified are explained and evaluated potential barriers to partnership working with those identified are explained and evaluated. 		
<ul style="list-style-type: none"> The critical evaluation includes information surrounding holistic development. 	<p>The child's needs are described and evaluated with regard to holistic development:</p> <ul style="list-style-type: none"> areas of development that were not chosen as the main focus for the Longitudinal Study are identified and explained in relation to the stage of development for the child, the interest/s of the child and the needs of the child. 		
<ul style="list-style-type: none"> The critical evaluation considers the environment. 	<p>The environment is critically evaluated with regard to:</p> <ul style="list-style-type: none"> the physical environment: <ul style="list-style-type: none"> the resources for learning and development and how well they meet the stage of development, interest/s and needs of the child the social, cultural and personal environment and how well they meet the stage of development, interest/s and needs of the child. 		

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none">The critical evaluation considers play for learning and development.	<p>The Longitudinal Study recognises the value of play for learning and development:</p> <ul style="list-style-type: none">the Longitudinal Study evaluates how the child uses play for learning and developmentthe Longitudinal Study evaluates how the child's stage of development, interest/s and needs can be met through play for learning and development.		

WITHDRAWN

Longitudinal Study 2: Checklist for completion

Learner name:	
Learner PIN:	
Site/centre No.:	

Criteria	Longitudinal Study 2	Assessor	IQA
<p>Select one age range for each Longitudinal Study. The age range selected must be different for each Longitudinal Study:</p> <ul style="list-style-type: none"> • 0-1 year 11 months • 2-2 years 11 months • 3-5 years. 	Age selected:		
<p>Select one area of development for each Longitudinal Study. The area of development selected must be different for each Longitudinal Study:</p> <ul style="list-style-type: none"> • cognitive • physical • speech, language and communication • personal, social and emotional. 	Area of development selected:		
Minimum of four cycles of observation, assessment and planning for each Longitudinal Study over a six week period.			
Minimum of two different observation methods for each Longitudinal Study.			

Criteria	Longitudinal Study 2	Assessor	IQA
Maintain signed and dated records of the observation, assessment and planning cycles.			

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none"> Introduce each Longitudinal Study with an explanation of how the Longitudinal Study has been used as an assessment tool. 	<ul style="list-style-type: none"> Detailed information is given to show how the Longitudinal Study has been used. The information gives details (critically evaluates) of how the Longitudinal Study has been used as an assessment tool. 		
<ul style="list-style-type: none"> The critical evaluation considers the benefits of the Longitudinal Study for: <ul style="list-style-type: none"> the child Early Years practitioner others. 	<ul style="list-style-type: none"> Advantages as well as any gaps in the information provided by the Longitudinal Study are identified and critically evaluated in relation to the benefits for: <ul style="list-style-type: none"> the child the Early Years practitioner others involved in the care and education of the child who is the focus of the Longitudinal Study. 		
<ul style="list-style-type: none"> The critical evaluation of the child's stage of development, interest/s and needs has been included. 	<ul style="list-style-type: none"> The child's stage of development is described, explained and evaluated. The child's interest/s are identified and evaluated. The needs of the child are identified and evaluated. 		
<ul style="list-style-type: none"> The critical evaluation includes information surrounding your own role. 	<ul style="list-style-type: none"> Information about how the Longitudinal Study was planned and undertaken is included. Own strengths and areas to build on when undertaking all aspects of the Longitudinal Study are identified and evaluated. 		

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none"> The critical evaluation includes information concerning the choice of assessment methods. 	<ul style="list-style-type: none"> Each assessment method selected is evaluated by including information about the advantages and disadvantages of each method in relation to the usefulness of the information collated as part of the Longitudinal Study. 		
<ul style="list-style-type: none"> The critical evaluation includes information with regard to the appropriate current framework against which the child is being assessed. 	<ul style="list-style-type: none"> A critical evaluation of the information provided in the Longitudinal Study about the child's stage and needs is included in relation to current frameworks. 		
<ul style="list-style-type: none"> The critical evaluation includes information with regard to theoretical perspectives. 	<ul style="list-style-type: none"> Theoretical perspectives are identified, described and evaluated. The Longitudinal Study includes a critical evaluation of the area of development selected for the study, the child's stage of development, interest/s and needs with regard to theoretical perspectives. 		
<ul style="list-style-type: none"> The critical evaluation includes information surrounding partnership working. 	<p>The Longitudinal Study is evaluated in relation to partnership working:</p> <ul style="list-style-type: none"> others involved in the care and education of the child at the focus of the Longitudinal Study are identified the benefits of partnership working with those identified are explained and evaluated potential barriers to partnership working with those identified are explained and evaluated. 		

Critical evaluation	Mark scheme	Assessor	IQA
<ul style="list-style-type: none"> The critical evaluation includes information surrounding holistic development. 	<p>The child's needs are described and evaluated with regard to holistic development:</p> <ul style="list-style-type: none"> areas of development that were not chosen as the main focus for the Longitudinal Study are identified and explained in relation to the stage of development for the child, the interest/s of the child and the needs of the child. 		
<ul style="list-style-type: none"> The critical evaluation considers the environment. 	<p>The environment is critically evaluated with regard to:</p> <ul style="list-style-type: none"> The physical environment: <ul style="list-style-type: none"> the resources for learning and development and how well they meet the stage of development, interest/s and needs of the child the social, cultural and personal environment and how well they meet the stage of development, interest/s and needs of the child. 		
<ul style="list-style-type: none"> The critical evaluation considers play for learning and development. 	<p>The Longitudinal Study recognises the value of play for learning and development:</p> <ul style="list-style-type: none"> the Longitudinal Study evaluates how the child uses play for learning and development the Longitudinal Study evaluates how the child's stage of development, interest/s and needs can be met through play for learning and development. 		

Unit 4.1: Engage in professional development

Unit reference	A/505/8143		Unit level	3
Unit hours	Guided learning	14	Non-guided learning	4
Unit aim	This unit provides the learner with the knowledge, understanding and skills required to engage in professional development.			

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
1. Understand professional development.	1.1. Explain 'professional development'.	
	1.2. Describe methods for identifying professional development opportunities.	
2. Understand theoretical perspectives in relation to reflection.	2.1. Summarise theoretical perspectives on reflection in relation to professional development.	
3. Be able to use reflective practice to contribute to own professional development.	3.1. Develop a curriculum vitae.	
	3.2. Analyse own professional development needs in relation to the role of the Early Years practitioner.	
	3.3. Review own learning needs, professional interests and development opportunities.	
	3.4. Maintain subject knowledge across curriculum subjects which are of personal interest.	
	3.5. Work with others to agree own personal development plan.	
	3.6. Use learning opportunities to support own professional development.	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method
	3.7. Explain how reflective practice leads to improved ways of working.	
	3.8. Record progress in relation to personal development.	

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 4.1
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio, a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements.	This unit must be assessed in line with the EYE assessment strategy and principles.

Section 4: Assessment and quality assurance information

WITHDRAWN

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 different learning styles and 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 Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
M	Task set by us (for knowledge learning outcomes)	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 practitioners 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 principles for Early Years Educator 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 EWTs.

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 learning outcomes:

- 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 learning outcomes:

- 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 isn't 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 isn't 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're 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
- that they have no conflict of interest in the outcome of the evidence

Section 5: Record of grades achieved

WITHDRAWN

Record of grades achieved for the Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator)

Grades achieved		A*		A		B		C		D		Points achieved
External assessment	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points	
Short answer examination	2	5	10	4	8	3	6	2	4	1	2	
DEYEC1	4	5	20	4	16	3	12	2	8	1	4	
DEYEC2	5	5	25	4	20	3	15	2	10	1	5	
Longitudinal Study (T/505/8142) Internal assessment Pass/Refer											1	
Total points achieved:												
Qualification grade:												

Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator)

No of increments x grade value = points for external assessment

To achieve the Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator), learners must achieve the required external assessments and all internal assessments.

Points/grade calculator

Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator)

Points score	Grade	UCAS Tariff points
47 – 56	A*	112
38 – 46	A	96
29 – 37	B	80
20 – 28	C	64
12 – 19	D	48

NB: The points awarded to these qualifications under the current UCAS Tariff are equivalent to the points awarded under the previous UCAS Tariff. For example, 112 points at A* is equivalent to 280 points at A* under the previous Tariff.

Aggregation

Whilst NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this Qualification Specification may be subject to change.

Section 6: Documents and resources

WITHDRAWN

Mandatory documents

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.

The completion of 'evidence record' and 'record of assessment cycle' forms are **mandatory**. We have devised templates for your support. These can be found on our secure site. However, you may design your own forms which comply with the content of the templates:

- evidence record
- record of assessment cycle

We have also provided notes to guide you when completing these forms:

- completing the evidence record
- completing the record of assessment cycle.

Your Tutor/Assessor will provide this paperwork for you.

Useful documents

The Learner Handbook and Tutor Guidance documents for this qualification are available on our secure site. These include further assessment guidance and assessment tasks.

Resources

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.

Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit:

www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations.

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Qualification title and reference number:

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