

NCFE

CACHE

Summary of be able to assessment criteria

**NCFE CACHE Level 2 Diploma for the Early
Years Practitioner
QN:603/3723/0**

Summary of changes

This document summarises the changes to this qualification specification since the last version (Version 2.0 June 2019). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v2.1	May 2023	EYP 7 LO2 AC 2.5 has been amended from 'Describe reasons for tracking children's progress' to 'Describe reasons for monitoring children's progress'.

Assessing skills/competence for the Level 2 Diploma for the Early Years Practitioner

We have created this document to support Assessors in identifying all the skills/competency ('Be able to') Assessment Criteria within the NCFE CACHE Level 2 Diploma for the Early Years Practitioner (603/3723/0). This document will:

- identify the Assessment Criteria that will be assessed as skills/competency in relation to the learner's own practical experience
- suggest assessment methods which can be applied to each assessment criterion.

A summary of the assessment methods can be found in the table over the page.

The example shows how Assessors could track their evidence by ticking the Assessment Criteria selected. This does not preclude the need for actual evidence production. For example, there must be evidence that direct observation has taken place, and the learner will need to log all evidence appropriately.

Individual learner progress must be tracked and progress shared at standardisation meetings.

Supporting placement staff

This document will support placement staff by:

- listing all the skills/competencies the learner must achieve in order to evidence Assessment Criteria
- identifying the opportunities for Expert Witness Testimony (EWT).

Whilst there is no mandatory requirement for a Professional Development Record to achieve the units, this document could be used as an opportunity for reflection with the learner and included as part of professional development.

Further guidance

Your External Quality Assurer or Subject Specialists will be able to support you with the use of these documents.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. 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 Assurer 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
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

Expert Witness testimony (EWT) 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.

Throughout this document there is reference made to babies. Please note that babies includes children from birth to 1 year 11 months of age. Our preference for best practice will source evidence for the assessment criteria from direct observation and first-hand experience, however we appreciate that this may not always be possible due to accessibility and work related employment, in such cases evidence to meet assessment criteria can be submitted through alternative methods including:

- reflective accounts
- professional discussions
- summaries from interviews with practitioners

Mandatory Units

Unit EYP 1: Roles and responsibilities of the Early Years Practitioner	Suggested assessment method	Tracking (Learner Name and PIN)
<p>(Assessment Criteria 3.7 and 3.8 from this unit appears again in EYP 11: 6.2 and 6.3 Assessment Criteria 3.8 also appears in EYP 13: 3.3. Evidence found to be sufficient for this criteria can be cross referenced as appropriate)</p>		
<p>2. Be able to locate policies and procedures in an Early Years Setting</p>	<p>2.1 Access policies and procedures within an Early Years Setting</p>	<ul style="list-style-type: none"> • work product • reflective account • professional discussion
	<p>2.2 Summarise the responsibilities and accountabilities of the Early Years Practitioner in relation to policies and procedures</p>	<ul style="list-style-type: none"> • reflective account • professional discussion
<p>3. Be able to communicate with babies, young children and others</p>	<p>3.1 Identify reasons why people communicate and different communication methods</p>	<ul style="list-style-type: none"> • professional discussion • reflective account
	<p>3.2 Communicate with babies and young children in ways that will be understood, including verbal and non-verbal communication</p>	<ul style="list-style-type: none"> • direct observation
	<p>3.3 Extend children’s development and learning through verbal and non-verbal communication</p>	<ul style="list-style-type: none"> • direct observation
	<p>3.4 Encourage babies and young children to use a range of communication methods</p>	<ul style="list-style-type: none"> • direct observation • EWT

Unit EYP 1: Roles and responsibilities of the Early Years Practitioner	Suggested assessment method	Tracking (Learner Name and PIN)	
(Assessment Criteria 3.7 and 3.8 from this unit appears again in EYP 11: 6.2 and 6.3 Assessment Criteria 3.8 also appears in EYP 13: 3.3. Evidence found to be sufficient for this criteria can be cross referenced as appropriate)			
	3.5 Use a range of communication methods to exchange information with young children and adults	<ul style="list-style-type: none"> • direct observation • EWT • reflective account • professional discussion 	
	3.6 Communicate effectively with colleagues, parents/carers and other professionals	<ul style="list-style-type: none"> • direct observation • EWT • reflective account 	
	3.7 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress	<ul style="list-style-type: none"> • direct observation • reflective account • EWT • records of children's progress • professional discussion 	
	3.8 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development	<ul style="list-style-type: none"> • direct observation • EWT • reflective account • professional discussion 	
7. Demonstrate Continuing Professional Development (CPD)	7.1 Engage in Continuing Professional Development and reflective practice to improve own skills, practice and subject knowledge	<ul style="list-style-type: none"> • work product • reflective account 	

Unit EYP 1: Roles and responsibilities of the Early Years Practitioner		Suggested assessment method	Tracking (Learner Name and PIN)
<p>(Assessment Criteria 3.7 and 3.8 from this unit appears again in EYP 11: 6.2 and 6.3 Assessment Criteria 3.8 also appears in EYP 13: 3.3. Evidence found to be sufficient for this criteria can be cross referenced as appropriate)</p>			
	7.2 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities	<ul style="list-style-type: none"> • work product • reflective account • professional development 	

Unit EYP 2: Health and safety of babies and young children in the early years		Suggested assessment method	Tracking
4. Be able to identify hazards in an Early Years Setting	4.1 Identify risks and hazards to health and safety in an Early Years Setting	<ul style="list-style-type: none"> • direct observation • EWT • work product • reflective account 	
5. Be able to manage risk within an Early Years Setting in line with statutory requirements	5.1 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements	<ul style="list-style-type: none"> • direct observation 	
	5.2 Encourage children to be aware of personal safety and the safety of others	<ul style="list-style-type: none"> • direct observation 	
9. Be able to access documentation in the event of accidents, incidents or emergencies	9.1 Identify forms for completion in the event of: <ul style="list-style-type: none"> • accidents • incidents • emergencies 	<ul style="list-style-type: none"> • professional discussion • work product 	

Unit EYP 2: Health and safety of babies and young children in the early years		Suggested assessment method	Tracking
	9.2 Explain procedures for receiving, storing, recording, administering and the safe disposal of medicines in an Early Years Setting	<ul style="list-style-type: none"> professional discussion 	
Unit EYP 3: Equality, diversity and inclusive practice in Early Years Settings		Suggested assessment method	Tracking
3. Be able to work in ways which support equality, diversity and inclusive practice in an Early Years Setting	3.1 Interact with babies, young children, parents/carers in a way that values them and meets their individual needs	<ul style="list-style-type: none"> direct observation reflective account professional discussion 	
	3.2 Reflect on the impact of own attitudes, values and behaviour when supporting equality, diversity and inclusive practice	<ul style="list-style-type: none"> reflective account 	
Unit EYP 4: Safeguarding, protection and welfare of babies and young children in Early Years Settings		Suggested assessment method	Tracking
4. Be able to locate policies and procedures for safeguarding babies and young children	4.1 Outline policies and procedures for safeguarding babies and young children in an Early Years Setting	<ul style="list-style-type: none"> work product with professional discussion 	

Unit EYP 6: Support care routines for babies and young children	Suggested assessment method	Tracking	
(Care routines must always be followed in close liaison with parents/carers)			
<p>3. Be able to use hygienic practice to minimise the spread of infection in Early Years Settings</p>	<p>3.1 Demonstrate skills for the prevention and control of infection, including:</p> <ul style="list-style-type: none"> • hand washing • food preparation and hygiene including preparing formula feeds and sterilising equipment • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment 	<ul style="list-style-type: none"> • may be achieved through simulation 	
<p>6. Be able to meet the care needs of babies and young children as appropriate to their development, stage, dignity and needs</p>	<p>6.1 Follow policies and procedures to carry out personal care routines in relation to:</p> <ul style="list-style-type: none"> • eating (feeding and weaning/complementary feeding) • nappy changing procedures • potty/toilet training • care of skin, teeth and hair • rest and sleep provision 	<ul style="list-style-type: none"> • reflective accounts based on shadowing working alongside a member of staff • written pictorial • EWT • direct observation • professional discussion 	
	<p>6.2 Work in ways that encourage children to develop personal hygiene practices in relation to stage and need</p>	<ul style="list-style-type: none"> • direct observation • professional discussion • reflective account 	

Unit EYP 7: Support the planning and delivery of activities, purposeful play opportunities and educational programmes		Suggested assessment method	Tracking
2. Be able to follow statutory requirements for learning and development in an Early Years Setting	2.1 Describe the statutory framework, including the learning and development requirements for babies and young children that must be implemented in an Early Years Setting	<ul style="list-style-type: none"> written pictorial 	
	2.2 Work with colleagues to identify and plan enabling environments both indoors and outdoors in an Early Years Setting	<ul style="list-style-type: none"> reflective account perhaps with work products and EWTs 	
	2.3 Describe the key stages in the observation, assessment and planning cycle for: <ul style="list-style-type: none"> the child the parents/carers the Early Years Setting in planning the next steps 	<ul style="list-style-type: none"> professional discussion reflective account may use a work product such as an observation 	
	2.4 Explain the value of observation for: <ul style="list-style-type: none"> the child the parents/carers the Early Years Setting in planning the next steps 	<ul style="list-style-type: none"> professional discussion reflective account may use a work product such as an observation 	
	2.5 Describe reasons for monitoring children's progress	<ul style="list-style-type: none"> professional discussion 	

Unit EYP 7: Support the planning and delivery of activities, purposeful play opportunities and educational programmes		Suggested assessment method	Tracking
	2.6 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements	<ul style="list-style-type: none"> • professional discussion • reflective account • may use a work product such as an observation 	
	2.7 Describe how to refer concerns the Early Years Practitioner may have about a baby or child's development	<ul style="list-style-type: none"> • professional discussion perhaps with accompanying work product such as Child Protection Policy 	
3. Be able to support babies and young children through purposeful play activities and educational programmes	3.1 Use learning activities to support early language development	<ul style="list-style-type: none"> • direct observation • activity plans • reflective account 	
	3.2 Provide adult led and child-initiated activities and play opportunities and educational programmes to support babies and young children's holistic development through a range of play, creativity, social development and learning	<ul style="list-style-type: none"> • direct observation • reflective account • activity plans with EWTs 	
	3.3 Implement activities (include clearing away)	<ul style="list-style-type: none"> • direct observation • reflective account • activity plans with EWTs 	
	3.4 Work in ways that demonstrate inclusive practice ensuring that every child is included and supported	<ul style="list-style-type: none"> • direct observation • reflective account • activity plans with EWTs 	

Unit EYP 7: Support the planning and delivery of activities, purposeful play opportunities and educational programmes		Suggested assessment method	Tracking
	3.5 Review activities to support children’s play, creativity, social development and learning	<ul style="list-style-type: none"> • direct observation • reflective account • activity plans with EWTs 	

Unit EYP 8: Promote play in an Early Years Setting		Suggested assessment method	Tracking
3. Be able to promote positive behaviour	3.1 Model positive behaviour to encourage social skills within an Early Years Setting as appropriate to stage and needs of individual children	<ul style="list-style-type: none"> • direct observation 	
4. Be able to support different types of play for babies and young children	4.1 Describe benefits of: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play 	<ul style="list-style-type: none"> • reflective account • professional discussion • written/pictorial 	
	4.2 Promote activities which support babies and young children’s: <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play 	<ul style="list-style-type: none"> • direct observation • activity plan with professional discussion or reflective account 	

Unit EYP 9: Support well-being of babies and young children for healthy lifestyles		Suggested assessment method	Tracking
3. Be able to support the nutrition and hydration of babies and young children in an Early Years Setting	3.1 Promote health and well-being in settings by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age	<ul style="list-style-type: none"> • direct observation • reflective account • professional discussion • activity plans 	
	3.2 Share information with parents/carers about the importance of healthy balanced diets for nutrition, well-being and oral health	<ul style="list-style-type: none"> • reflective account • EWT • display/leaflet 	
6. Be able to support healthy eating in an Early Years Setting	6.1 Plan an activity to support healthy eating in own setting	<ul style="list-style-type: none"> • direct observation • activity plan and professional discussion • reflective account 	
	6.2 Implement an activity to support healthy eating in own setting	<ul style="list-style-type: none"> • activity plan and professional discussion 	
	6.3 Reflect on own role when supporting healthy eating in own setting	<ul style="list-style-type: none"> • activity plan and professional discussion 	
	6.4 Make recommendations for healthy eating in own setting	<ul style="list-style-type: none"> • activity plan with professional discussion 	

Unit EYP 10: Support babies and young children to be physically active		Suggested assessment method	Tracking
2. Be able to support babies and young children to be physically active in an indoor and outdoor space	2.1 Plan activities which support babies and young children’s physical activity in an indoor and outdoor space	<ul style="list-style-type: none"> • direct observation • work products • reflective accounts 	
	2.2 Encourage babies and young children to be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors	<ul style="list-style-type: none"> • direct observation • activity plans • reflective account • professional development 	
	2.3 Reflect on activities which support babies and young children’s physical activity in an indoor and outdoor space in an Early Years Setting	<ul style="list-style-type: none"> • reflective account 	
3. Be able to support physical activity in an Early Years Setting	3.1 Share information with parents/carers about the importance of physical activity for babies and young children’s health and well-being	<ul style="list-style-type: none"> • direct observation • reflective account • professional discussion • work product such as a display or leaflet 	

Unit EYP 11: Support the needs of babies and young children with Special Educational Needs and Disability	Suggested assessment method	Tracking
<p>(Assessment Criteria 6.2 from this unit also appears in EYP 1: 3.7. Assessment Criteria 6.3 from this unit also appears in EYP 1: 3.8 and EYP 13: 3.3. Assessment Criteria 6.4 from this unit also appears in EYP 13: 3.4. Evidence found to be sufficient for this criteria can be cross referenced as appropriate)</p>		
5. Be able to plan to meet the individual stages of babies and young children	5.1 Work in ways that value and respect the developmental needs and stages of babies and children including supporting children during a range of transitions	<ul style="list-style-type: none"> • direct observation • professional discussion
	5.2 Support the assessment, planning, implementation and reviewing of each baby's and young child's individual plan for their care and participation in line with the Graduated Approach	<ul style="list-style-type: none"> • work product with reflective account or professional development
	5.3 Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely	<ul style="list-style-type: none"> • reflective account • written pictorial

Unit EYP 11: Support the needs of babies and young children with Special Educational Needs and Disability	Suggested assessment method	Tracking	
<p>(Assessment Criteria 6.2 from this unit also appears in EYP 1: 3.7. Assessment Criteria 6.3 from this unit also appears in EYP 1: 3.8 and EYP 13: 3.3. Assessment Criteria 6.4 from this unit also appears in EYP 13: 3.4. Evidence found to be sufficient for this criteria can be cross referenced as appropriate)</p>			
6. Be able to work in partnership	6.1 Explain partnership working including work with parents/carers, in relation to working effectively with children with Special Educational Needs and Disability (SEND)	<ul style="list-style-type: none"> • written pictorial • professional discussion 	
	6.2 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress	<ul style="list-style-type: none"> • EWT • reflective accounts • professional discussion 	
	6.3 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development	<ul style="list-style-type: none"> • work products such as display/leaflet • reflective account • direct observation • professional discussion 	
	6.4 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development	<ul style="list-style-type: none"> • work products such as display/leaflet • reflective account • professional discussion 	

Unit EYP 12: Promote positive behaviour in Early Years Settings		Suggested assessment method	Tracking
2. Be able to support positive behaviour	2.1 Describe the benefits of encouraging and rewarding positive behaviour	<ul style="list-style-type: none"> professional discussion reflective account 	
	2.2 Explain how modelling positive behaviours impacts on children's behaviour	<ul style="list-style-type: none"> professional discussion 	
	2.3 Model positive behaviour	<ul style="list-style-type: none"> direct observation 	
	2.4 Use positive reinforcement with children	<ul style="list-style-type: none"> direct observation 	
3. Be able to follow policy and procedure for behaviour within an Early Years Setting	3.1 Use agreed strategies for managing behaviour	<ul style="list-style-type: none"> direct observation professional discussion reflective account 	
	3.2 Describe procedures for reporting and recording behaviour changes and concerns	<ul style="list-style-type: none"> professional discussion 	
4. Be able to reflect on own role in relation to managing children's behaviour in an Early Years Setting	4.1 Reflect on own role in relation to managing children's behaviour in an Early Years Setting	<ul style="list-style-type: none"> reflective account 	

Unit EYP 13: Partnership working in the early years		Suggested assessment method	Tracking
(Assessment Criteria 3.3 and 3.4 from this unit appears again in EYP 11: 6.3 and 6.4. Assessment Criteria 3.3 also appears in EYP 1: 3.8. Evidence found to be sufficient for this criteria can be cross referenced as appropriate)			
3. Be able to work alongside parents/carers, colleagues and other professionals	3.1 Explain the roles of colleagues and the team members in an Early Years Setting	<ul style="list-style-type: none"> • professional discussion • reflective account • written pictorial 	
	3.2 Collaborate with others to demonstrate team practice within the early years	<ul style="list-style-type: none"> • direct observation 	
	3.3 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development	<ul style="list-style-type: none"> • professional discussion • sharing observations/shadowing mentor and reflecting on experiences 	
	3.4 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development	<ul style="list-style-type: none"> • work product such as display • sharing activity review sheets and reflecting on experience • professional discussion 	

Unit EYP 14: Support the needs of the child in preparing for school		Suggested assessment method	Tracking
3. Be able to support children's language and communication needs in preparation for school	3.1 Explain what is meant by 'a language rich environment'	<ul style="list-style-type: none"> • reflective account • written pictorial • professional development 	
	3.2 Support children's early interest and development in mark making, writing, reading and being read to	<ul style="list-style-type: none"> • direct observation • professional development • reflective account 	
4. Be able to support children's mathematical development in preparation for school	4.1 Describe how to create an environment which supports children's mathematical development	<ul style="list-style-type: none"> • professional discussion • reflective account • written pictorial 	
	4.2 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching	<ul style="list-style-type: none"> • direct observation • reflective account • activity plan 	

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