

Qualification factsheet

Qualification overview

Qualification title	NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner		
Qualification number (QN)	603/3907/X		
Total qualification time (TQT):	900	Guided learning hours (GL)	636
Entry requirements:	Learners must be aged 19 or over. We do not set any other entry requirements but colleges or training providers may have their own guidelines.		

About this qualification

The aim of the Level 5 Diploma for the Early Years Senior Practitioner qualification is to support leadership and management skills in early years and the knowledge and skills relating to the early years practice.

The Early Years Senior Practitioner will be a positive role model for the team. Through clear leadership and effective management, the Senior Practitioner will support and promote best practice within legislative requirements to enable quality provision. Working collaboratively with colleagues, other professionals and parents/carers the Senior Practitioner engages and motivates all involved for improved outcomes for babies and children.

The areas covered in this qualification include:

- quality environments
- early years pedagogy
- behaviour
- care routines
- professional development
- Special Educational Needs and Disability (SEND)
- safeguarding
- inclusion
- development
- play for learning
- partnership working
- the Early Years Foundation Stage (EYFS)
- leading and managing
- health, safety and well-being
- roles and responsibilities.

This qualification is suitable for learners already working in the early years sector in a managerial role as well as learners that may wish to develop their career or increase understanding through professional development.

Qualification structure

To achieve this qualification, learners must achieve a total of 90 credits from all 18 mandatory units.

Mandatory units

R/617/3759	Manage care routines for children
J/617/3760	Lead practice in promoting the well-being and resilience in children
L/617/3761	Model positive behaviour in the early years
R/617/3762	Lead activities, experiences and educational opportunities to promote children's speech, language and communication
Y/617/3763	Lead children's early education and development
D/617/3764	Understand holistic child development from birth to 7 years
Y/505/9820	Developing children's emergent literacy skills
D/505/9821	Developing children's emergent mathematical skills
H/617/3765	Develop and implement policies and procedures to support the safeguarding of children
K/617/3766	Develop health and safety and risk management policies, procedures and practices in Early Years Settings
Y/602/3183	Champion equality, diversity and inclusion
M/617/3767	Supporting children with Special Educational Needs and Disability in an Early Years Setting
T/617/3768	Work in partnership in Early Years Settings
A/617/3769	Lead and manage a team within an Early Years Setting
A/504/2198	Develop, maintain and use records and reports
M/617/3770	Quality provision in Early Years Settings
L/602/2578	Promote professional development
T/617/3771	Review own knowledge of learning and development for early years practice

Assessment

All units will be internally assessed using an externally set and internally marked Assessment of Learning. EYSP 2 and EYSP 12 must be assessed using an externally set and internally marked task. A range of methods can be applied to other units, which could include: direct observation of practice, professional discussion, work product or a portfolio of evidence.

Placement requirements

To be able to show competence in both knowledge and skills, learners will need to be working in the role of Leader, Deputy or Manager in an appropriate setting, or have the opportunity to carry out responsibilities associated with these roles to be able to study for the Level 5 Diploma for the Early Years Senior Practitioner.

Progression opportunities

Upon successful completion, learners can work as an Early Years Senior Practitioner within the Early Years Workforce across the private, voluntary and independent sector or progress to Higher Education in a relevant subject area.



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Version 1.0 September 2021

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