



# Qualification Specification



## Qualification summary

<b>Qualification title</b>	NCFE CACHE Level 3 Diploma for Working in the Early Years Sector (Early Years Educator)
<b>Ofqual qualification number (QN)</b>	610/4164/6
<b>Guided learning hours (GLH)</b>	864 (includes 300 work/placement hours)
<b>Total qualification time (TQT)</b>	950
<b>Credit value</b>	95
<b>Nested suite</b>	<p>This qualification is part of a nested suite, including the following qualification:</p> <ul style="list-style-type: none"> <li>NCFE CACHE Level 3 Extended Diploma for Working in the Early Years Sector (Early Years Educator) (610/6133/5)</li> </ul>
<b>Minimum age</b>	16
<b>Qualification purpose</b>	<p>This qualification is designed to prepare learners with the knowledge, skills and understanding to enter work in an early years setting and be included in staff to child ratios.</p> <p>This qualification includes both knowledge and skills that meet the Department for Education Early Years Educator (DfE EYE) criteria in full and map to the knowledge, skills and behaviours (KSBs) within the Early Years Educator occupational standard ST0135 in England.</p>
<b>Grading</b>	Achieved/not yet achieved.
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Work/industry placement experience</b>	<p>This qualification requires learners to complete a mandatory work/industry placement experience throughout the duration of the qualification, before certification.</p> <p>The overall GLH for each unit, where applicable, consists of both knowledge-based learning outcomes (LOs) and skills-based LOs associated with work placement experience, this breakdown has been provided to support with delivery. The total number of mandatory work placement hours is a minimum of 300 hours; however, it is recommended that learners undertake 350 hours where possible.</p>
<b>Apprenticeship/ Occupational standards</b>	Early Years Educator occupational standard ST0135 in England.
<b>UCAS</b>	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.



<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 610/4164/6.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

<b>Qualification title</b>	NCFE CACHE Level 3 Extended Diploma for Working in the Early Years Sector (Early Years Educator)
<b>Ofqual qualification number (QN)</b>	610/6133/5
<b>Guided learning hours (GLH)</b>	1154 (includes 365 work/placement hours)
<b>Total qualification time (TQT)</b>	1284
<b>Credit value</b>	128
<b>Nested suite</b>	<p>This qualification is part of a nested suite, including the following qualification:</p> <ul style="list-style-type: none"> <li>NCFE CACHE Level 3 Diploma for Working in the Early Years Sector (Early Years Educator) (610/4164/6)</li> </ul>
<b>Minimum age</b>	16
<b>Qualification purpose</b>	<p>This qualification is designed to prepare learners with the knowledge, skills and understanding to enter work in an early years setting and be included in staff to child ratios. It will also allow learners the opportunity to progress to higher education.</p> <p>This qualification includes both knowledge and skills that meet the DfE EYE criteria in full.</p> <p>This qualification includes both knowledge and skills that meet the Department for Education Early Years Educator (DfE EYE) criteria in full and map to the knowledge, skills and behaviours (KSBs) within the Early Years Educator occupational standard ST0135 in England.</p>
<b>Grading</b>	Not yet achieved/pass/merit/distinction.
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Work/industry placement experience</b>	<p>This qualification requires learners to complete a mandatory work/industry placement experience throughout the duration of the qualification, before certification.</p> <p>The overall GLH for each unit, where applicable, consists of both knowledge-based LOs and skills-based LOs associated with work placement experience, this breakdown has been provided to support with</p>



	<p>delivery. The total number of mandatory work placement hours is a minimum of 365 hours; however, it is recommended that learners undertake 415 hours where possible.</p> <p>If learners have already undertaken the diploma and completed a minimum of 300 work/placement hours, learners would need to complete a further 65 work/placement hours to meet the minimum 365 hours required for the extended diploma.</p>
<b>Apprenticeship/ Occupational standards</b>	Early Years Educator occupational standard ST0135 in England.
<b>UCAS</b>	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 610/6133/5.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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## Section 1: introduction

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

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

### Aims and objectives

These qualifications aim to:

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

The objectives of these qualifications are to:

- confirm occupational competence (licence to practice)
- confirm opportunities to acquire a number of practical and technical skills

### Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

### Guidance for entry and registration

These qualifications are designed for learners preparing to become early years educators, enabling them to work with children from birth to five years and gain knowledge of children aged five to seven years. Learners must be at least 16 years old. We do not set any other entry requirements, but centres may have their own guidelines.

They may also be useful to learners studying qualifications in the following sectors:

- early years and childcare

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



There are no specific prior skills or knowledge a learner must have for these qualifications. However, learners may find it helpful if they have already achieved a previous level 2 qualification that is full and relevant or holds transferable skills which will prepare learners to study at level 3.

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

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

## Achieving these qualifications

### Diploma

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

### Extended diploma

To be awarded this qualification, learners are required to successfully achieve **10 mandatory units/95 credits** from the diploma mandatory units and **6 mandatory units/33 credits** from the extended diploma mandatory units.

Please refer to the list of units in appendix A for further information.

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

Our suggested structure for this qualification is as follows. Please note: this is an exemplar, and you may wish to provide a more holistic delivery model.





<b>Stage 1</b>	<p>Learners complete the <b>diploma mandatory units</b> to provide a competence-based foundation.</p> <p>Each unit is <b>graded achieved/not yet achieved</b>.</p> <p>Note: you may wish to claim a separate certificate for the NCFE CACHE Level 3 Diploma for Working in the Early Years Sector (Early Years Educator) (610/4164/6) after this stage.</p> <p>If you would like to claim this diploma certificate you <b>must ensure that all mandatory placement hours have been completed</b>. Learners will need to be registered on the diploma qualification alongside the extended diploma if you wish to claim a separate certificate.</p>
<b>Stage 2</b>	<p>Learners complete the <b>extended diploma mandatory units</b> to develop extended knowledge and understanding.</p> <p>Each unit is graded pass/merit/distinction (P/M/D).</p>
<b>Placement hours</b>	<p>All mandatory placement hours <b>must</b> be completed prior to certification.</p> <p>If learners have already undertaken the diploma and completed a minimum of 300 work/placement hours, learners would need to complete a further 65 work/placement hours to meet the minimum 365 hours required for the extended diploma.</p>

## Delivery and guided learning hours (GLH)

These qualifications have been arranged to combine practical skills supervision as part of the guided learning hours (GLH). These hours appear as a larger total within previous Early Years Educator qualifications which kept these two components separate. Please be assured that models of delivery and duration of study programmes that centres have followed previously can be maintained moving forward. The newly revised DfE Early Years Educator criteria have also contributed to an increase in skills-based competencies and these too attribute to the size of the qualifications.

## Age ranges covered by the qualification

These qualifications prepare learners to work with children between birth and five years with knowledge of children up to seven years.

## Progression

Learners who achieve these qualifications could progress to the following:

- employment:
  - educator in day nurseries
  - educator in nursery schools
  - educator in reception classes in primary schools



- pre-school worker
- further education:
  - level 4 or level 5 early years and childcare qualifications
- higher education:
  - personal statements may be accepted by universities

## Progression to higher-level studies

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

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

## Staffing requirements

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

For further information on staffing requirements, please refer to the assessment principles for early years educator (EYE) qualifications, which can be found in the mandatory Support Handbook on the NCFE website.

## Resource requirements

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

## Realistic work environment (RWE) requirement

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate a real work setting in early years. For this qualification simulation only applies to the following unit, and only where the learner is not able to be assessed in the early years setting: EYE L3 WF 6 Health, wellbeing and safety (L/651/0811), LO13: ACs 13.1 to 13.4.



It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

**The work situation being represented is relevant to the competence requirements being assessed:**

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions

**The learner's work activities reflect those found in the work environment being represented, for example:**

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example customers, service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace

## **Work/industry placement experience**

### **Diploma**

This qualification requires learners to complete a minimum of 300 hours of mandatory work/industry placement experience throughout the duration of the qualification, before certification. However, it is recommended that learners undertake 350 hours where possible.

### **Extended diploma**

This qualification requires learners to complete a minimum of 365 hours of mandatory work/industry placement experience throughout the duration of the qualification, before certification. However, it is recommended that learners undertake 415 hours where possible.

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

- location



- accessibility
- suitability

Wherever possible learner placements will be at centres with a good or outstanding Ofsted rating. Those accessing placements that require improvement would benefit from wider experience during their training, if possible. Observations of learners on placement should provide holistic evidence in line with requirements and be undertaken throughout the qualification journey and feedback offered to learners for reflection and improved practice.

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

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

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

Appendix B contains mapping to show where the DfE EYE criteria has been mapped within the NCFE CACHE Level 3 Diploma for Working in the Early Years Sector (Early Years Educator) (610/4164/6) and NCFE CACHE Level 3 Extended Diploma for Working in the Early Years Sector (Early Years Educator) (610/6133/5).

## **How the qualifications are assessed**

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

These qualifications are internally assessed and externally quality assured.

The assessment consists of one component:

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

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

These qualifications include both knowledge and skills that meet the Department for Education Early Years Educator (DfE EYE) criteria in full and map to the knowledge, skills and behaviours (KSBs) within the Early Years Educator occupational standard ST0135.



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

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

Skills-based outcomes must be achieved in work/placement/employment and in accordance with assessment principles, they are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice. Simulation may be permitted for some skills-based outcomes, centres should refer to the delivery and assessment guidance within each unit for further details.

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

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.

The Level 3 Diploma for Working in the Early Years Sector (Early Years Educator) and Level 3 Extended Diploma for Working in the Early Years Sector (Early Years Educator) qualifications are competence-based qualifications (CBQs).

A CBQ may be based on an occupational standard as identified in the qualification summary table at the beginning of this specification. A CBQ must be assessed in the workplace or in a RWE in accordance with the relevant assessment guidance. For further information on the guidance, please see the Sector body and assessment principles section in this Qualification Specification.

## Internal assessment

We have created some sample tasks for the internally assessed units, which can be found within a separate document on the qualification's page on the NCFE website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all knowledge LOs for all units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of



each unit, learners must declare that the work produced is their own and the assessor must countersign this.

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

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

## **Extended diploma**

### **External quality assurance**

Summatively assessed and internally quality assured grades for completed units must be submitted via the NCFE Portal, prior to an external quality assurance review taking place. Following the external quality assurance review, the unit grades will either be accepted and banked by your external quality assurer (EQA) or, if they disagree with the grades, they will be rejected. More detailed guidance on this process and what to do if your grades are rejected can be found in the Support Handbook and on the NCFE website.

### **Rationale for synoptic assessment**

Synoptic assessment encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across units and/or LOs.

Synoptic assessment enables the learner to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across a range of units and LOs that are being assessed.

### **Enquiries about results**

All enquiries relating to learners' results must be submitted in line with our Enquiries about Results and Assessment Decisions Policy, which is available on the NCFE website.

### **Grading information**

The diploma mandatory units are graded achieved/not yet achieved.

The extended mandatory units are graded not yet achieved/pass/merit/distinction.





## Grading internally assessed units

The grading descriptors for each unit have been included in the Qualification Specification. Grading descriptors have been written for each knowledge LO in a unit. Assessors must be confident that, as a minimum, all LOs have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit.

Once assessors are confident that all the pass descriptors have been met, they can move on to decide if the merit descriptors have been met. If the assessor is confident that all the merit descriptors have been met, they can decide if the distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If the learner has insufficient evidence to meet the pass criteria, a grade of not yet achieved must be awarded for the unit.

Centres must then submit each unit grade via the NCFE Portal. The grades submitted will be checked and confirmed through the external quality assurance process. This is known as 'banking' units. Once a learner's grade has been banked, they are permitted one opportunity to revise and redraft their work; more detail on this process can be found in the Support Handbook.

The internal assessment component is based on performance of open-ended tasks that are assessed holistically against the grading descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the guided learning hours (GLH) and a score based on the holistic grade.

## Record of grades achieved

The final qualification grade is calculated using a grading matrix.

For further information on assessment, please refer to the User Guide to the External Quality Assurance Report, which can be found on the NCFE website.

**NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds; however, 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.**



## Records of grades achieved for the NCFE CACHE Level 3 Extended Diploma for Working in the Early Years Sector (Early Years Educator) (610/6133/5)

Grades achieved				P		M		D		Points/ unit
Unit no.	Unit title	Hours per unit	No. of increments	Grade value	Points	Grade value	Points	Grade value	Points	
EYE L3 WF 11	Reflection and supervision in an early years setting	60 GLH (includes 20 work/placement hours)	6	1	6	3	18	5	30	<b>30</b>
EYE L3 WF 12	Learner-led enquiry	50 GLH (includes 10 work/placement hours)	5	1	5	3	15	5	25	<b>25</b>
EYE L3 WF 13	Sustainable practice in an early years setting	40 GLH (includes 10 work/placement hours)	4	1	4	3	12	5	20	<b>20</b>
EYE L3 WF 14	Neuroscience for early years practice	55 GLH (includes 5 work/placement hours)	5.5	1	5.5	3	16.5	5	27.5	<b>27.5</b>



Grades achieved				P		M		D		Points/ unit
Unit no.	Unit title	Hours per unit	No. of increments	Grade value	Points	Grade value	Points	Grade value	Points	
EYE L3 WF 15	Understand the role of the early years educator as advocate for children with special educational needs and disabilities	40 GLH (includes 10 work/placement hours)	4	1	4	3	12	5	20	<b>20</b>
EYE L3 WF 16	Enabling play environments in an early years setting	45 GLH (includes 10 work/placement hours)	4.5	1	4.5	3	13.5	5	22.5	<b>22.5</b>
<b>Extended diploma total</b>		<b>1154</b>		<b>6</b>	<b>29</b>	<b>18</b>	<b>87</b>	<b>30</b>	<b>145</b>	<b>145</b>

## Points/grade calculator

Grade	NCFE CACHE points score
Distinction	125 to 145
Merit	67 to 124
Pass	29 to 66



## Section 2: unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

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

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



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

Unit summary				
This unit explores the role and responsibilities of the reflective early years educator whilst appreciating the knowledge, skills and behaviours (KSBs) required for effective engagement within own role. During the delivery of this unit, learners should be exposed to the significance of sustainability in practice where appropriate.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>7 credits</b>	<b>67 GLH (includes 25 work/placement hours)</b>

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



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
3. Understand the role of supervision	3.1 Analyse <b>supervision</b> as an opportunity for staff to discuss issues, concerns and plans		
4. Understand professional development	4.1 Explain the role of reflective practice and how <b>evidence-based</b> , continuing professional development ( <b>CPD</b> ) can improve practice for children's academic outcomes as well as increase own career opportunities		
	4.2 Describe methods of reflective and reflexive practice and opportunities for CPD, including participating in supervision for growth and improved practice		
	4.3 Explain progression opportunities in an early years setting to include leadership and management positions		
5. Be able to use and model good communication skills, including a good command of the English language in spoken and written form	5.1 Communicate with a good command of the English language in spoken and written form including, for example, when working with children, emails, in meetings and discussions		
6. Be able to explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team	6.1 Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team, including the significance of being self-motivated, proactive and able to use initiative (this could be initiated through small peer group discussions in preparation for placement where it will be required to be observed)		
7. Be able to explain how our own and others' behaviour can impact on babies and children and the importance of role modelling positive behaviours	7.1 Explain how our own and others' behaviour can impact on babies and children and the importance of role modelling positive behaviours		





<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
8. Be confident in supporting or challenging the practice of colleagues, including difficult conversations	8.1 Discuss the importance of challenging practice in the best interests of babies and children		
	8.2 Summarise steps to take when challenging the practice of colleagues		
9. Be able to follow procedures in the work setting, including, where appropriate, updating and developing policies and procedures	9.1 Work in adherence to policy and procedure, with regard to: <ul style="list-style-type: none"> <li>• reporting</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding</li> <li>• confidentiality</li> <li>• information sharing</li> <li>• use of technology</li> <li>• referring development concerns</li> <li>• protecting educators (for example, media and online presence)</li> <li>• staff health and safety, including mental health and wellbeing support</li> </ul>		
10. Be able to foster a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of career	10.1 Contribute to a culture of mutual support, teamwork and continuous improvement by partaking in supervision		
	10.2 Discuss how effective supervision encourages confidential discussion of sensitive issues at all stages of a career		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
11. Be able to seek out feedback from others and use reflection to identify and support career development and personal goals	11.1 Collect feedback from others to identify areas for improvement		
	11.2 Develop a personal development plan to support goals		
	11.3 Discuss how the role of a mentor and supervision can support career goals		

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

<b>Delivery and assessment guidance</b>
<b>LO9</b> Where direct involvement is not possible, simulation against policy and procedure, such as case study or scenario, is permitted, to demonstrate a working knowledge of these aspects.



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

Unit summary				
This unit explores holistic development and key milestones for babies and children, including the significance of experience and personal circumstance.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>14 credits</b>	<b>130 GLH (includes 40 work/placement hours)</b>

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



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



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
transitions and significant events in their lives	7.3 Summarise processes used in an early years setting to support individual children through micro transitions, making reference to the role of the key person		
	7.4 Identify strategies to support individual children through unplanned and significant life events		
8. Be able to support children to form positive attachments	8.1 Apply theories of attachment to demonstrate warm and responsive, professional relationships with babies, children and their families, with clearly established and age-appropriate boundaries, including supporting children to develop warm and responsive relationships with other children		
	8.2 Shadow the role of a key person and reflect on key features of this role		
9. Be able to promote health and wellbeing in settings working with babies and children from birth to five years	9.1 Reflect on strategies used in an early years setting to: <ul style="list-style-type: none"> <li>encourage babies and children to consume healthy and balanced meals, snacks and drinks, taking account of cultural requirements, including race, religion and belief systems (considering good oral health)</li> <li>encourage babies and children to be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors</li> <li>teach children to develop skills to manage their own and others safety</li> <li>provide sensitive and respectful personal care, to include personal hygiene practices and oral hygiene</li> </ul>		
	9.2 Interact with babies and children to positively impact their health and wellbeing, demonstrating care, compassion and sensitivity		
10. Be able to support children to develop a positive sense of self and to recognise, understand and manage their	10.1 Facilitate an enabling, nurturing environment, encouraging emotional literacy		
	10.2 Maintain an effective and supportive emotional environment that enables the babies and children to feel safe, secure and respected, and experience a positive sense of self and wellbeing, maintaining and prioritising the individual child's voice		



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record For example, page number and method	Assessor Initial and date
emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate	10.3 Model the use of co-regulation to support babies and children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation		
11. Be able to apply evidence-based theories in practice, and as appropriate, based on a clear understanding of cognitive science (reliable theory)	11.1 Reflect on own practice to identify where there are links to <b>evidence-based theories</b> and philosophical approaches		

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

Delivery and assessment guidance
<b>LO7</b> This section must include: <ul style="list-style-type: none"> <li>• moving school</li> <li>• starting and moving through or between early years settings</li> <li>• birth of a sibling</li> <li>• moving home</li> </ul>





### Delivery and assessment guidance

- family breakdown
- living outside of the home
- loss of significant people or bereavement
- social events that impact their lives, such as COVID-19, adoption and care, and including the significance of adverse childhood experiences and trauma

DRAFT



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

Unit summary				
This unit explores legislation and guidance to support the increasing awareness and confidence of the early years educator to support babies, children and their families when facilitating nurturing environments for babies and children with special educational needs and disabilities (SEND).				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>7 credits</b>	<b>67 GLH (includes 25 work/placement hours)</b>

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



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



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
implement appropriate strategies for supporting the progress of babies and children with SEND			
6. Be able to effectively carry out a child's care plan (or shadow a colleague) alongside parents and carers, including the initial assessment, implementation, and ongoing review	6.1 Explain how to effectively carry out a child's care plan (or shadow a colleague) alongside parents and carers in an early years setting, to include: <ul style="list-style-type: none"> <li>the initial assessment</li> <li>implementation and ongoing review</li> </ul>		
	6.2 Explain the importance of carrying out a child's care plan in a sensitive and respectful manner		
7. Be able to promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND	7.1 Facilitate an environment that meets the individual needs of children in an early years setting		
	7.2 Discuss how the setting supports babies and children to develop a positive sense of their own identity and culture, valuing race, religion and belief systems		
	7.3 Create an effective and supportive emotional environment that enables all children to feel safe, secure and respected, and to experience a sense of wellbeing		
	7.4 Promote and encourage a working environment that values and respects the maintenance and prioritisation of the individual developmental needs and stages of babies and children with SEND, whilst valuing and respecting the child's voice		
	7.5 Model inclusive practice to ensure children have equal access to opportunities to learn, develop, and reach their potential		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
8. Be able to use specialist aids, resources and equipment available to support babies and children with SEND	8.1 Use specialist aids, resources and equipment available to support babies and children with SEND (simulation and reflection as appropriate)		
9. Be able to analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development	9.1 Support babies and children to develop a positive sense of their own identity and culture		
	9.2 Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND		
	9.3 Reflect on effective strategies in an early years setting to know how to identify, help and work appropriately with others to provide children and babies with any additional support they may need		

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

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



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

Unit summary				
This unit explores the significance of communication for learning and holistic development in all babies and children.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>7 credits</b>	<b>67 GLH (includes 25 work/placement hours)</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
1. Understand the impact of an effective communication and language curriculum that offers positive benefits to babies and children's development	1.1 Explain how communication and language is the cornerstone of an early years curriculum, which can provide all children with an equal chance of success		
	1.2 Describe the relationship between an effective communication curriculum and positive benefits for all children in early years settings, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds		
2. Understand that children develop at their own pace in language development and can experience speech and language difficulties	2.1 Explain the importance of respecting pace of language development in individual babies and children		
	2.2 Summarise stages of language acquisition		
	2.3 Outline speech and language difficulties that may be experienced by babies and children as they acquire language		
	2.4 Identify ways babies and children can be supported with speech and language difficulties, including specialist early intervention		





Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record For example, page number and method	Assessor Initial and date
3. Understand that there are ways to communicate with all children, appropriate for their stages of development	3.1 Use examples to describe strategies for effective communication with babies and children from birth to five years of age		
	3.2 Explain <b>strategies</b> for effective communication for babies and children with speech and language difference, including: <ul style="list-style-type: none"> <li>SEND or neurodivergent children</li> <li>children using English as an additional language (EAL)</li> </ul>		
	3.3 Analyse the importance of valuing equality, diversity and inclusion for effective communication and language development		
4. Be able to develop, support and promote babies' and children's speech, language, and communication through effective <b>planned</b> adult interactions	4.1 Read stories in the following situations: <ul style="list-style-type: none"> <li>with an individual baby or young child</li> <li>with small groups of children (up to four children)</li> <li>with large groups of children (five children or more)</li> </ul>		
	4.2 Demonstrate the following skills and techniques: <ul style="list-style-type: none"> <li>reading aloud stories and talking about them to build familiarity and understanding and develop conversation through sensitive questioning</li> <li>exploring vocabulary in wider contexts</li> <li>using a rich range of vocabulary and language structures</li> </ul>		
	4.3 Participate in songs and rhymes with babies and children to support an awareness of sounds		
	4.4 Promote and facilitate children's communication through experiences and activities for social interactions and relationships to blossom		
5. Be able to identify delays in communication development and describe appropriate support services for babies and children	5.1 Explain ways the early years educator is able to identify delays in communication development		
	5.2 Describe appropriate support services for babies and children		
6. Be able to communicate	6.1 Communicate with all children in ways that will be understood, including verbal and non-verbal		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development	communication, to extend their learning and development		
7. Be able to help children catch up with language development through planned use of pronunciations, words and phrases	7.1 Use appropriate strategies and ways of working to facilitate a language rich environment for babies and children		
	7.2 Summarise how the early years educator can support children to catch up with language development through planned use of pronunciations, words and phrases		
8. Be able to adapt teaching approaches, as appropriate, to ensure children with speech and language difficulties, and those for whom English is an additional language (EAL), are supported to catch up	8.1 Use examples from practice to describe ways the early years educator can adapt teaching approaches, as appropriate, to ensure children with speech and language difficulties, and those for whom English is an additional language (EAL), are supported to catch up through effective communication		
9. Be able to apply a range of communication methods for effective collaborative working	9.1 Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child		



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



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

Unit summary				
This unit explores how the early years educator safeguards children, including wider aspects of child protection, reporting and record keeping. There are opportunities to consider sustainability and Sustainable Development Goals (SDGs) 2 and 6 when exploring the welfare requirements.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>10 credits</b>	<b>87 GLH (includes 25 work/placement hours)</b>

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



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
3. Understand an early years educator's role and responsibilities in relation to keeping children and colleagues safe	3.1 Analyse the role and responsibilities of the early years educator to keep babies and children safe, to include: <ul style="list-style-type: none"> <li>the appropriate supervision of others</li> <li>health and safety</li> <li>safeguarding and security systems</li> <li>child protection</li> <li>duty of care</li> <li>reporting and confidentiality of information</li> <li>safeguarding staff</li> </ul>		
4. Be able to recognise when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them	4.1 Discuss signs to recognise when a baby or child is in danger or at risk of abuse, including online, and the procedure to follow to protect them in an early years setting		
5. Be able to find and stay updated on employer, local and national safeguarding policies and procedures, as set out in statutory and non-statutory guidance	5.1 Discuss how the early years educator would apply legislation, policy and procedure to ensure the safety and wellbeing of everyone in the setting, demonstrating vigilance and professional curiosity		
	5.2 Explain ways the early years educator can stay updated on employer, local and national safeguarding policies and procedures, as set out in statutory and non-statutory guidance		



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



Range
<p><b>1. Understand the signs of harm and the different types of abuse and what these are</b></p> <p><b>1.1 Types of <b>abuse</b> to include:</b></p> <ul style="list-style-type: none"> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• online</li> <li>• domestic</li> <li>• sexual abuse</li> </ul> <p><b>1.1 Types of <b>harm</b> to include:</b></p> <ul style="list-style-type: none"> <li>• female genital mutilation (FGM)</li> <li>• sexual exploitation</li> <li>• grooming</li> <li>• bullying</li> <li>• radicalisation</li> <li>• discrimination</li> </ul>
Delivery and assessment guidance
<p><b>LO5</b> Be able to find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.</p> <p>Learner's must follow the setting's policy and procedure and be mindful of how our own values and belief system can impact practice. They must also understand the importance of signposting families in need of further guidance and support regarding their own safeguarding needs.</p> <p>Useful links:</p> <p><a href="#">Ofsted's whistleblowing policy</a></p>





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

Unit summary				
This unit explores the relationship between legislation, policy and procedure, with further focus on own role and responsibilities with regard to the health, wellbeing and safety of babies and children. Students should be mindful of energy-saving approaches to sustainability when considering health, wellbeing and safety, for example, energy-efficient approaches and wellbeing strategies.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>10 credits</b>	<b>87 GLH (includes 25 work/placement hours)</b>

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



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
	<ul style="list-style-type: none"> <li>fire drills</li> </ul>		
4. Understand that it is important to prevent and control infection	4.1 Describe action to take to prevent and control infection in an early years setting		
5. Understand the signs and symptoms of a child who is unwell or injured	5.1 Identify signs and symptoms of ill health in babies and children		
	5.2 Describe signs, symptoms and treatments of common childhood illnesses and allergies in children		
	5.3 Identify signs of urgent dental attention in children		
	5.4 Identify minor injury in babies and children		
	5.5 Identify serious injury requiring urgent medical attention in babies and children		
6. Understand that it is important for babies and children to have a healthy, balanced and nutritious diet	6.1 Identify nutritional guidelines for babies and children from birth to five years		
	6.2 Describe the different stages of weaning in babies		
	6.3 Describe steps to take to maintain good oral health in babies and children		
	6.4 Explain how the early years educator keeps knowledge of food allergies and anaphylaxis up to date		
	6.5 Explain how the early years educator keeps children safe during mealtimes, to include recognising the signs of choking and action to take		
	6.6 Explain the need to prepare food that is suitable for the age, personal need and development of babies and children, referring to the most up-to-date guidance		
7. Understand that it is important for babies and children to be physically active	7.1 Explain benefits of physical activity for babies' and children's holistic health and wellbeing		
8. Understand the importance of risk versus benefit	8.1 Explain principles of risk assessment and management, and how to balance risks and benefits of activities for children		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
9. Be able to use equipment, furniture and materials safely following the manufacturer's instructions and setting's requirements, with regard for sleep safety. Assist others in the safe use of: <ul style="list-style-type: none"> <li>• equipment</li> <li>• furniture</li> <li>• materials</li> </ul>	9.1 Assist others in the safe use of equipment, furniture and materials, following the manufacturer's instructions and setting's requirements (can be achieved through simulation, as appropriate)		
	9.2 Discuss sleep safety and precautions to take to keep babies and children safe		
10. Be able to identify and act upon own responsibilities in relation to: <ul style="list-style-type: none"> <li>• health</li> <li>• safety</li> <li>• wellbeing</li> </ul>	10.1 Apply legislation, policy and procedure to ensure the safety and wellbeing of everyone in the setting, adhering to: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• confidentiality of information</li> <li>• promoting the welfare of babies and children</li> </ul>		
11. Be able to carry out risk assessments and risk management in line with: <ul style="list-style-type: none"> <li>• employer, local and national requirements</li> <li>• policies and procedures</li> </ul>	11.1 Apply the principles of risk assessment and risk management in line with daily procedure, to include a working knowledge of how to complete documentation within practice		
	11.2 Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting, to include: <ul style="list-style-type: none"> <li>• risk assessment</li> <li>• food safety and allergies</li> <li>• COSHH</li> <li>• accidents, injuries and emergencies</li> </ul>		
	11.3 Outline ways risk benefit is managed in an early years setting		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
12. Be able to maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met	12.1 Refer to policy and procedures in an early years setting to explain the role of the early years educator in relation to records and reports, to include: <ul style="list-style-type: none"> <li>• medication requirements</li> <li>• special dietary needs, including approaches to starting and storing solid foods</li> <li>• planning</li> <li>• observation and assessment</li> <li>• health, safety and security</li> <li>• accidents and near misses</li> <li>• daily registers</li> </ul>		
13. Be able to explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of babies and children, to include their cultural, race, religion and belief systems	13.1 Reflect on policy and procedure in an early years setting to describe the role of an early years educator, with regard to: <ul style="list-style-type: none"> <li>• supervision of children whilst eating (feeding and weaning and complementary feeding)</li> <li>• nappy-changing procedures</li> <li>• potty and toilet training</li> <li>• care of skin, teeth and hair</li> <li>• rest and sleep provision</li> </ul>		
	13.2 Shadow qualified staff as they prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance, and supervise children whilst eating		
	13.3 Prepare food that respects individual need and preference, including cultural requirements such as race, religion and belief systems		
	13.4 Plan care routines that are sensitive to the culture, race, religion and belief systems of children with regard to food and personal care		
14. Be able to implement effective strategies for preventing and controlling infection	14.1 Demonstrate effective handwashing techniques		
	14.2 Reflect on policy and procedure with regard to: <ul style="list-style-type: none"> <li>• food hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment (PPE)</li> </ul>		
	14.3 Explain exclusion processes to describe knowledge of common childhood illnesses		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
	14.4 Outline the immunisation schedule		
15. Be able to take appropriate action to respond to accidents and emergency situations	15.1 Discuss policy and procedure to explain the role and responsibilities of the early years educator with regard to: <ul style="list-style-type: none"> <li>a baby or young child requiring urgent medical or dental attention</li> <li>a non-medical incident or emergency</li> <li>identifying risks and hazards</li> <li>receiving, storing, recording, administering and the safe disposal of medicines</li> </ul>		
16. Be able to share information with parents and carers	16.1 Share information (written or verbal) with parents and carers with regard to: <ul style="list-style-type: none"> <li>the importance of healthy balanced diets</li> <li>looking after teeth and oral health</li> <li>being physically active</li> </ul>		

### Delivery and assessment guidance

**LO16** Information shared **must** consider:

- current dietary guidance for early years, explaining why it is important for babies and children to have a healthy, balanced diet and be physically active
- find and apply the most up-to-date advice on weaning provided by the NHS

Where the learner is not able to be assessed in the early years setting, simulation is permitted for LO13: ACs 13.1 to 13.4.



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

Unit summary				
This unit explores the early years statutory framework offered through the early years foundation stage (EYFS) and the implications for embedding effective characteristics of teaching and learning for all children.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>15 credits</b>	<b>132 GLH (includes 40 work/placement hours)</b>

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



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
their needs, which promotes high standards and the fulfilment of potential	2.3 Discuss how different cultural backgrounds and family circumstances can impact babies' and children's learning and development		
3. Understand how the curriculum and pedagogical approaches to teaching are planned and adapted to create experiences and opportunities for children which appreciate that children are likely to have different levels of prior experience and knowledge, including how adaptive pedagogy promotes learning for all	3.1 Describe characteristics and elements of enabling environments to support learning and development for all children both indoors and outdoors		
	3.2 Analyse the significance of adapting the curriculum and pedagogical practice to meet the needs and interests of each individual child, taking into account their prior knowledge and experience		
	3.3 Explain how an enabling environment fosters healthy dispositions to learning for children		
	3.4 Analyse the influence, contribution and impact of adults on the child within their immediate and wider environment		
	3.5 Describe the importance of equality, diversity and inclusion, and respecting children's social and cultural context for effective pedagogical practice		





<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
4. Understand that a carefully planned and sequenced curriculum is essential for all children, in recognition of their needs and interests, to include adult-led explicit teaching, as well as child-initiated experiences	4.1 Summarise the benefits of a curriculum that is responsive to the needs and interests of babies and children		
	4.2 Explain how a carefully planned and sequenced curriculum scaffolds and embeds effective characteristics of teaching and learning for all children		
	4.3 Use examples to outline benefits of adult-led explicit teaching and child-initiated experiences		
	4.4 Describe how the design of flexible daily routines and expectations within an enabling environment adapt to support and reflect children's current needs		
	4.5 Describe the influence, contribution and impact of adults on the child within their immediate and wider environment		
5. Understand that the learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum	5.1 Analyse learning potential from carefully planned, resourced and scaffolded indoor and outdoor learning experiences for babies and children in line with current statutory requirements		
6. Promote equality of opportunity in the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)	6.1 Demonstrate high-quality, fair and inclusive practice		
7. Be able to plan <b>educational programmes</b> that reflect the needs and	7.1 Contribute to educational programmes that reflect: <ul style="list-style-type: none"> <li>• stage of development</li> <li>• individual interests, needs and circumstances</li> <li>• entitlement to new, important and interesting knowledge</li> </ul>		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
interests of the children	7.2 Advocate for children's individual learning, considering their current development and uniqueness		
	7.3 Facilitate, scaffold and support adult-led opportunities and child-centred experiences with children based on their curriculum and pedagogy		
	7.4 Provide ongoing, effective learning experiences underpinned by a holistic understanding of the child		
8. Be able to use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance	8.1 Use appropriate curriculum and practice to facilitate child-centred dynamic, innovative and evolving experiences and opportunities for babies and children both indoors and outdoors, in line with non-statutory guidance		
	8.2 Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements		
	8.3 Use knowledge of the early years curriculum and the needs and interests of children in an early years setting to choose, plan and sequence what all children need to learn		
9. Be able to respond to the needs and interests of the child to support intended learning	9.1 Be child-centred and empathetic, valuing equality, diversity and inclusion, and the uniqueness of each child		
	9.2 Be playful, creative and imaginative in a range of interactions to demonstrate <ul style="list-style-type: none"> <li>• giving encouragement</li> <li>• introducing the child to new interests</li> <li>• applying strategies to develop and extend children's development, learning and thinking (including sustained shared thinking)</li> </ul>		
10. Be able to reflect on the impact of pedagogical approaches and values on the environment in an early years setting	10.1 Reflect on how an organisation's approach and values underpin the environment in an early years setting		
11. Be able to select and	11.1 Demonstrate an appropriate balance of adult and child-led activities		



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



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
	12.8 Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development		
<b>Delivery and assessment guidance</b> <b>LO3 (AC3.1 and AC3.2)</b> To include benefits for children from disadvantaged backgrounds.  <b>LO6 (AC6.1)</b> This may also be demonstrated in skills LOs within Unit 04.  <b>LO7 Educational programmes</b> to be discussed as an effective environment that enhances and gives opportunity for children to develop early skills that support future learning and foster principles of sustainability.  For ways to support children's understanding of sustainability and consequences please refer to the <a href="#">Early Childhood Education for Sustainability</a> resource on the NCFE website.			



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

Unit summary				
This unit explores the assessment opportunities applied by early years educators to ensure the unique needs of each baby and child are understood and valued.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>9 credits</b>	<b>85 GLH (includes 50 work/placement hours)</b>

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



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



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
7. Be able to carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the early years foundation stage (EYFS) statutory framework and setting's requirements	7.1 Apply the observation and planning cycle to carry out a minimum of 10 observations on children in line with own setting procedures		
	7.2 Analyse observation evidence in order to assess and plan holistic individual learning (based on a comprehensive understanding of the child's needs and interests)		
	7.3 Share observational records appropriately and store securely in line with processes and procedures in an early years setting to maintain confidentiality		
	7.4 Describe how assessment informs pedagogy in an early years setting		
	7.5 Work with colleagues to identify efficient approaches to assessment, making recommendations		

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





### Delivery and assessment guidance

**LO2 (AC4.2)** Learners must understand that assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking a lot of time away from teaching and supporting children or have a disproportionate impact on workload.

Relevant guidance for this part of the criteria includes:

- [Development Matters](#)
- [Early years foundation stage \(EYFS\) statutory framework](#)
- [Example menus for early years settings in England](#)
- [Physical activity guidelines: UK Chief Medical Officers' report](#)
- [Eat better, start better: foundation years](#)
- [Oral health: help for early years providers](#)
- [Food safety: help for early years providers](#)
- [Food safety advice on choking hazards in settings: foundation years](#)
- [NHS Start for Life: weaning](#)



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

Unit summary				
This unit explores the knowledge, understanding and skills needed to be able to plan, lead and review play experiences that support babies' and children's learning and development whilst fostering a positive approach to sustainability.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>10 credits</b>	<b>92 GLH (includes 30 work/placement hours)</b>

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



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> For example, page number and method	<b>Assessor</b> Initial and date
an early years setting	6.2 Review one learning experience using theoretical perspectives and philosophical approaches to play that support the developmental stage, needs and interests of children		
7. Be able to lead and support inclusive play experiences	7.1 Support individual children's participation in planned and unplanned play experiences with regard to the child's stage of development and personal interest		
8. Be able to apply theoretical perspectives and philosophical approaches in planning play opportunities	8.1 Plan play experiences, demonstrating links to theoretical perspectives and philosophical approaches		

<b>Range</b>
<b>1. Understand theories of play and its fundamental role in learning and development</b>
<b>1.1 Theories and philosophical approaches:</b>
<ul style="list-style-type: none"> <li>• Wendy Russell</li> <li>• Stuart Lester</li> <li>• Froebel</li> <li>• Montessori</li> <li>• Steiner</li> <li>• McMillan</li> </ul>
<b>2. Understand the significance of play for learning and development</b>
<b>2.1 Significance of play</b>
Explain the innate drive for children to play.
<b>4. Understand different types of play for all children</b>
<b>4.1 Play types</b>
Theories by Bob Hughes and Tina Bruce.
<b>6. Be able to plan, lead and evaluate play opportunities in an early years setting</b>
<b>6.1 Plan</b>
To allow for a balance of child-centred and adult-led experiences.



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

Unit summary				
This unit explores partnership working, including benefits, challenges and complexities of professional collaboration.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>6 credits</b>	<b>50 GLH (includes 15 work/placement hours)</b>

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



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



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



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

#### **Delivery and assessment guidance**

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





## EYE L3 WF 11 Reflection and supervision in an early years setting (A/651/7199)

Unit summary				
This unit considers the significant role reflection plays for supervision and how supervision in an early years setting contributes to improved outcomes for babies, children and their families in line with the early years foundation stage (EYFS) statutory framework. The unit will explore tools to establish and maintain a cycle of reflection and supervision for improved practice. This unit builds upon EYE L3 WF1 Introduction to the role of the early years educator, LO3, LO4, LO10 and LO11 specifically.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>7 credits</b>	<b>60 GLH (includes 20 work/placement hours)</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the role of reflection for improved outcomes in an early years setting	1.1 Benefits of reflection for improved outcomes for: <ul style="list-style-type: none"> <li>the early years educator</li> <li>babies and young children</li> <li>colleagues</li> <li>the early years setting</li> </ul>	List the benefits of reflection for improved outcomes across the range of settings.	Explain the benefits of reflection for improved outcomes across the range of settings.	Analyse the benefits of reflection for improved outcomes across the range of settings.
	1.2 How reflection can prepare the early years educator for supervision meetings in an early years setting	Describe how reflection can help prepare for a supervision meeting.	Explain how reflection can help prepare for a supervision meeting.	Assess how reflection can help prepare for a supervision meeting.



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will be able to:
2. Understand theoretical models for reflection	2.1 <b>Theoretical models</b> for reflection	Outline theoretical models for reflection.	Compare theoretical models for reflection.	Analyse theoretical models for reflection and the benefits they provide.
3. Understand the requirements for supervision in line with early years foundation stage (EYFS) statutory framework requirements for early years	3.1 The requirements for supervision in line with <b>EYFS statutory framework requirements</b> for the early years	Identify the requirements for supervision in the early years sector.	Explain the requirements for supervision in the early years sector to ensure compliance with the EYFS statutory framework.	Assess the requirements for supervision in the early years sector to ensure compliance with the EYFS statutory framework.
4. Be able to reflect upon own practice in an early years setting	4.1 Carry out a skills-assessment using a <b>reflective tool</b>	N/A	N/A	N/A
	4.2 Apply the stages of a theoretical model in preparation for a supervision meeting	N/A	N/A	N/A
5. Participate in a supervision meeting in an early years setting	5.1 Discuss own skills-assessment at a supervision meeting	N/A	N/A	N/A
	5.2 Identify priority areas for development in own practice following a supervision meeting	N/A	N/A	N/A



Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	5.3 Create an <b>action plan</b> outlining ways to meet three priority areas for development following a supervision meeting	N/A	N/A	N/A

Range
<b>2. Understand theoretical models for reflection</b> <b>2.1 Theoretical models:</b> <p>Learners must be introduced to the following theoretical models of reflection:</p> <ul style="list-style-type: none"> <li>• Kolb</li> <li>• Gibbs</li> <li>• Boud, Keogh and Walker</li> </ul>
<b>3. Understand the requirements for supervision in line with early years foundation stage (EYFS) requirements for early years</b> <b>3.1 EYFS statutory framework requirements:</b> <p>Learners must refer to the EYFS statutory framework for group and school-based providers in the early years, the EYFS.</p>
<b>4. Be able to reflect upon own practice in an early years setting</b> <b>4.1 Reflective tool:</b> <p>Learners may use the NCFE <a href="#">Professional Practice Portfolio</a> to carry out a skills-assessment or develop their own based on the <a href="#">DfE early years educator criteria</a>.</p>
<b>5. Participate in a supervision session in an early years setting</b> <b>5.3 Action plan</b> <p>Should be SMART (specific, measurable, achievable, relevant, time-bound) to support effective goal setting.</p>



#### Delivery and assessment guidance

**LO4 (AC4.2)** Learners may select a preferred theoretical model to prepare for a supervision meeting. Once the stages have been applied, the reflective tool can be used to further support an accurate reflection experience.

**LO5** Learners may refer to the templates provided in the NCFE [Professional Practice Portfolio](#) or use the templates from the setting that are currently applied for supervision meetings.



## EYE L3 WF 12 Learner-led enquiry in an early years setting (K/651/7200)

Unit summary				
This unit considers the early years educator as an agent of change for improved outcomes. The learner will work collaboratively with colleagues at an early years setting to plan and discuss a change initiative at the setting. The unit does <b>not</b> require the learner to implement or evaluate the change.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>6 credits</b>	<b>50 GLH (includes 10 work/placement hours)</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will be able to:
1. Understand the role of evaluation and reflection to initiate change in an early years setting	1.1 The significance of evaluation of practice in order to affect change in an early years setting	Outline the role of evaluation and reflection in an early years setting.	Explain the significance of evaluating practice to affect change in an early years setting.	Assess the significance of evaluating practice to affect change in an early years setting.
	1.2 <b>Theoretical models</b> supporting change in an early years setting	Outline theoretical models supporting change.	Compare theoretical models supporting change and relate this to the early years setting.	Evaluate theoretical models supporting change and relate this to the early years setting.
2. Understand collaboration with colleagues for effective change management	2.1 Benefits of collaborating with colleagues as part of a change process in an early years setting	Outline the benefits of collaborating with colleagues.	Explain how collaborating with colleagues can benefit a change process.	Analyse how collaborating with colleagues can benefit a change process.
	2.2 Complexities of collaboration	Identify the complexities of collaboration.	Explain the complexities of collaboration and how these can be overcome.	Assess the complexities of collaboration and how these can be overcome.



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will be able to:
3. Understand stages in a learner-led enquiry	3.1 Steps involved in a learner-led enquiry	Identify the steps involved in a learner-led enquiry.	Explain the steps involved in a learner-led enquiry including the benefits of this.	Analyse the steps involved in a learner-led enquiry including the benefits of this.
	3.2 The importance of an evidence-based rationale for change	Outline the importance of an evidence-based rationale for change.	Explain the importance of an evidence-based rationale for change.	Analyse the importance of an evidence-based rationale for change.
4. Be able to collaborate with colleagues to develop an informed rationale for change	4.1 Work with colleagues to agree an area of change within the early years setting	N/A	N/A	N/A
5. Be able to plan a process for change in the early years setting	5.1 Develop a <b>rationale</b> for an identified change in the early years setting	N/A	N/A	N/A
	5.2 Identify <b>outcomes</b> sought by the change	N/A	N/A	N/A
	5.3 Create an action plan including key milestones in the change process	N/A	N/A	N/A
	5.4 Identify challenges to a proposed plan for change and ways these can be overcome	N/A	N/A	N/A
6. Be able to reflect upon a plan for change	6.1 Present plan for change to colleagues at the early years setting	N/A	N/A	N/A



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will be able to:
	6.2 Participate in a peer discussion to share a plan for change	N/A	N/A	N/A
	6.3 Make changes to a plan for change reflecting upon feedback from colleagues and peers	N/A	N/A	N/A

<b>Range</b>
<b>1. Understand the role of evaluation and reflection to initiate change in an early years setting</b>
<b>1.1 Theoretical models</b>
To include Kubler-Ross, the change curve and Kurt Lewin three stage change theory.
<b>5. Be able to plan a process for change in the early years setting</b>
<b>5.1 Rationale</b>
Learners must refer to current influences on early years derived from evidence-based practice to underpin decisions initiating the change. This could be evidenced by meeting minutes, creative collaboration sessions, or a recorded decision-making process.
<b>5.2 Outcomes</b>
The learner must identify a range of desired outcomes benefitting the babies and children, the staff and the setting. The positive impact of change with regard to regulatory feedback and/or other feedback received involving the setting should be included here.





### Delivery and assessment guidance

**LO1 (AC1.1)** The learner should know about the significance of reflecting on current practice, examining strengths and areas to build on, current trends and ways of thinking informed through evidence-based practice. Learners should also appreciate the impact of feedback including regulatory reports when assessing and evaluating in order to bring about change.

**LO1 (AC1.2 and AC1.3)** The learner should appreciate the impact of change for all colleagues. Learners will consider theoretical models of change during delivery of AC1.2 which can support their understanding and perception when considering AC1.3 and the impact on staff, strengthening the importance of collaboration.

**LO4 (AC4.1)** Learners may find it useful to discuss their ideas with a supervisor and other colleagues at the setting. The supervisor and other colleagues should be involved in supporting the learner and agreeing an area that is worthy of change within the early years setting.

**LO5 (AC5.3)** The action plan should enable the learner to consider what needs to happen to bring about the change, is there an order to the process, timelines and key milestones should also be considered to support learners in their understanding of managing change.



## EYE L3 WF 13 Sustainable practice in an early years setting (L/651/7201)

Unit summary				
This unit considers the 17 Sustainable Development Goals (SDG) and how this can be achieved in early years practice. The unit explores sustainable opportunities through exploration of resources as well as supporting the development of evaluation and a policy statement to embed sustainable ways of working in an early years setting.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>4 credits</b>	<b>40 GLH (includes 10 work/placement hours)</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand sustainable practice in an early years setting	1.1 The 17 Sustainable Development Goals (SDG)	Identify the 17 SDG.	Explain the requirements of the 17 SDG in the context of early years practice.	Analyse the importance of the 17 SDG in the context of early years practice.
2. Know about the purpose of the Sustainable Development Goals (SDG)	2.1 Background, aims and purpose of the SDG	Outline the background, aims and purpose of the SDG.	Explain the background, aims and purpose of the SDG.	Assess the background, aims and purpose of the SDG.
	2.2 The role of the early years educator as a role model for children and families	Outline the role of the early years educator as a role model.	Explain the role of the early years educator as a role model including why this is important when working with children and their families.	Assess the role of the early years educator as a role model including why this is important when working with children and their families.
3. Understand governmental policy for sustainable practice	3.1 <b>Ambitions</b> of the UK government for sustainable practice	Identify the sustainability ambitions of the UK government with a focus on schools and nurseries.	Explain the sustainability ambitions of the UK government with a focus on schools and nurseries.	Analyse the sustainability ambitions of the UK government with a focus on schools and nurseries.



Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Be able to model sustainable practice in the early years setting	4.1 Model <b>sustainability practice</b> in the early years setting	N/A	N/A	N/A
5. Be able to reflect on sustainable practice in the early years setting	5.1 Evaluate <b>sustainable practice</b> in the early years setting	N/A	N/A	N/A
	5.2 Make recommendations for change to enhance sustainable practice in the early years setting	N/A	N/A	N/A
	5.3 Enable change through an <b>action plan</b>	N/A	N/A	N/A
	5.4 Identify challenges to sustainable practice in the early years setting and ways these can be overcome	N/A	N/A	N/A
6. Be able to develop a policy statement for sustainable practice in the early years setting	6.1 Work with colleagues to create a <b>sustainability policy or statement</b> in the early years setting	N/A	N/A	N/A

Range
3. Understand governmental policy for sustainable practice
<b>3.1 Ambitions</b>
Initiatives for schools and nurseries to become more sustainable.
4. Be able to model sustainable practice in the early years setting



Range
<b>4.1 Sustainability practice</b>
For example, recycling, energy saving, using eco-friendly materials and teaching children about sustainability in the early years setting.
<b>5. Be able to reflect on sustainable practice in the early years setting</b>
<b>5.1 Sustainable practice</b>
Learners can explore the 17 SDG to identify ways sustainable practice may be achieved in the early years settings, from hands -on experiences for the children to policy and procedural change.
<b>5.3 Action plan</b>
Learners can develop an action plan, identify potential change for sustainable practice in the early years setting.
<b>6. Be able to develop a policy statement for sustainable practice</b>
<b>6.1 Sustainability policy or statement</b>
Learners must consider what they can achieve in sustainable practice in the early years setting and develop this into a policy aim/statement which supports colleagues to achieve sustainable ways of working.

Delivery and assessment guidance
<b>LO1 (AC1.1)</b> Learners may present evidence as a poster, digital presentation or reflective account following a group discussion.
<b>LO5 (AC5.1 and AC5.2)</b> Learners will benefit from using the UNICEF Sustainable Development Goals on the UNICEF website and the Sustainability resource from the NCFE website that embeds the SDG and science, technology, engineering and maths (STEM) into pedagogical practice in early years.



## EYE L3 WF 14 Neuroscience for early years practice (M/651/7202)

Unit summary				
This unit considers early brain development and how the human brain responds to adverse conditions. Learners will understand the role of the early years educator to provide a responsive, nurturing environment for children and their families and be able to share information about early brain development with parents and carers.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>6 credits</b>	<b>55 GLH (includes 5 work/placement hours)</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will be able to:
1. Know about early brain development	1.1 Brain development during pregnancy to 7 years	Outline the stages of brain development during pregnancy to 7 years.	Explain the stages of brain development during pregnancy to 7 years.	Analyse the stages of brain development during pregnancy to 7 years.
	1.2 The purpose and function of the following in the context of early brain development: <ul style="list-style-type: none"> <li>neuron</li> <li>synaptogenesis</li> <li>synaptic pruning</li> </ul>	Outline the purpose and function of neuron, synaptogenesis and synaptic pruning in early brain development.	Explain the purpose and function of neuron, synaptogenesis and synaptic pruning in early brain development for future holistic learning.	Analyse the purpose and function of neuron, synaptogenesis and synaptic pruning in early brain development for future holistic learning.
2. Understand how the human brain responds to adverse conditions	2.1 The impact of <b>stress and trauma</b> on the function of the human brain	Outline the impact of stress and trauma on the function of the human brain.	Explain the impact of stress and trauma on the function of the human brain.	Analyse the impact of stress and trauma on the function of the human brain.
	2.2 The impact of stress and trauma in the short and long term for an	Outline the impact of stress and trauma referring to the short and long term for an	Discuss the impact of stress and trauma in the short and	Evaluate the impact of stress and trauma in the short and long term for an



Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	individual's holistic health and wellbeing	individual's holistic health and wellbeing.	long term for an individual's holistic health and wellbeing.	individual's holistic health and wellbeing.
3. Understand the role of the early years educator to provide a responsive, nurturing environment for babies and children and their families	3.1 The role of co-regulation in an early years setting	Define the role of co-regulation in the early years setting.	Explain the role and importance of co-regulation in the early years setting.	Analyse the role and importance of co-regulation in the early years setting.
	3.2 Strategies for self-regulation to support children's emotional wellbeing	Outline strategies for self-regulation to support children's emotional wellbeing.	Explain strategies for self-regulation to support children's emotional wellbeing.	Justify strategies for self-regulation to support children's emotional wellbeing.
	3.3 The impact of engaging professional relationships with parents and carers for babies and children's emotional wellbeing	Describe the impact of engaging professional relationships with parents and carers for babies and children's emotional wellbeing.	Discuss the impact of engaging professional relationships with parents and carers for babies and children's emotional wellbeing.	Assess the impact of engaging professional relationships with parents and carers for babies and children's emotional wellbeing.
4. Be able to share information about early brain development with parents and carers	4.1 Create a <b>resource</b> that can be shared with parents and carers in an early years setting	N/A	N/A	N/A



### Range

**2.** Understand how the human brain responds to adverse conditions

#### **2.1 Stress and trauma**

To include an awareness of fight, flight, freeze and fawn and its impact on the brain. As well as different types of stress.

**4.** Be able to share information about early brain development with parents and carers

#### **4.1 Resource**

The resource may be digital with the use of infographics, a poster or a booklet.

### Delivery and assessment guidance

**LO2 (AC2.1 and AC2.2)** Learners will find it useful to explore the impact of adverse childhood experiences in relation to stress responses and human behaviour.

**LO3 (AC3.3)** Impacts should include both positive and negative.

**LO4 (AC4.1)** The resource must include:

- the stages in brain development from conception to 7 years
- the impact of stress responses
- the role of the adult in creating a nurturing, sensitive, dynamic and empathetic environment conducive to self-regulation

The resource should help parents and carers understand the importance of early brain development and its link to experiences, attachment, play, and interactions with useful signposting as appropriate.





## EYE L3 WF 15 Understand the role of the early years educator as an advocate for children with special educational needs and disabilities (SEND) (R/651/7203)



Unit summary				
This unit considers the significance of the early years educator as an advocate for children with special educational needs and disabilities (SEND). The learner will explore processes involved in early intervention including education, health care plans and referral. This unit builds upon knowledge and skills gained from EYE L3 WF 3 Children with special educational needs and disabilities (SEND).				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>4 credits</b>	<b>40 GLH (includes 10 work/placement hours)</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the legislative framework in place to support children with special educational needs and disabilities (SEND)	1.1 The <b>legislative framework</b> underpinning SEND provision in an early years setting	List the legislative framework underpinning early years SEND provision.	Explain the legislative framework underpinning early years SEND provision.	Analyse the legislative framework underpinning early years SEND provision.
	1.2 How SEND policies reflect legislative requirements for early years practice	State how SEND policies reflect legislative requirements.	Explain how SEND policies reflect legislative requirements.	Evaluate how SEND policies reflect legislative requirements.
2. Understand the importance of working in partnership with parents and carers to effectively	2.1 Benefits of effective partnership working with parents and carers to meet children's needs effectively	Identify the benefits of effective partnership referring to parents and carers to meet children's needs effectively.	Explain the benefits of effective partnership working with parents and carers to meet children's needs effectively.	Analyse the benefits of effective partnership working with parents and carers to meet children's needs effectively.



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b>	<b>Pass</b> The learner will be able to:	<b>Merit</b> The learner will be able to:	<b>Distinction</b> The learner will be able to:
meet the needs of children with SEND	2.2 Challenges to partnership working with parents and carers including ways they can be overcome	Identify the challenges to partnership working with parents and carers and identify ways these challenges can be overcome.	Discuss the challenges to partnership working with parents and carers and explain the ways these challenges can be overcome.	Assess challenges to partnership working with parents and carers and <del>assess</del> ways these challenges can be overcome.
3. Understand the role of early intervention for children with SEND in an early years setting	3.1 Processes involved in <b>early intervention</b>	State the processes involved in early intervention.	Explain the processes involved in early intervention and why this is important.	Analyse the processes involved in early intervention and why this is important.
	3.2 The role of the early years educator as an advocate for children with SEND and their families	Summarise the role of the early years educator as an advocate for children with SEND and their families.	Explain the role of the early years educator as an advocate for children with SEND and their families.	Analyse the role of the early years educator as an advocate for children with SEND and their families.

<b>Range</b>
<b>1. Understand the legislative framework in place to support children with special educational needs and disabilities (SEND)</b>
<b>1.1 Legislative framework</b>
To include the Early Years Foundation Stage (EYFS) statutory framework, the Equality Act 2010, the Children and Families Act 2014, (section 3) and the statutory guidance, the SEND code of practice, 2015.
<b>3. Understand the role of early intervention for children with SEND in an early years setting</b>
<b>3.1 Early intervention</b>
To include referral processes involved in early support and education and health or care plans.



**Delivery and assessment guidance**

**LO3 (AC3.1)** The learner should consider the processes involved in identification, monitoring (the graduated approach), local authority and wider professional support/provision (local offer), partnership working with parents and carers for consent to apply for an education and health care plan.



## EYE L3 WF 16 Enabling play environments in an early years setting (T/651/7204)

Unit summary				
The unit considers curriculum and pedagogical practice to develop an enabling environment in an early years setting, making reference to playwork principles and the play cycle. The unit builds upon EYE L3 WF 7 Promoting an effective early years curriculum and EYE L3 WF 9 Understanding play for learning and holistic development.				
Assessment				
Internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Graded P/M/D</b>	<b>Level 3</b>	<b>6 credits</b>	<b>45 GLH (to include 10 work/placement hours)</b>
Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand influences to enabling play environments in an early years setting	1.1 The impact of the <b>statutory framework and non-statutory guidance</b> in the development of an early years curriculum	Summarise the impact of the statutory framework and non-statutory guidance in the development of an early years curriculum.	Explain the impact of the statutory framework and non-statutory guidance in the development of an early years curriculum.	Evaluate the impact of the statutory framework and non-statutory guidance in the development of an early years curriculum.
	1.2 How the <b>characteristics of effective teaching and learning</b> are embedded in a quality curriculum in the early years	Identify the characteristics of effective teaching and learning in the context of the early years.	Explain the characteristics of effective teaching and learning in the context of the early years.	Evaluate the characteristics of effective teaching and learning in the context of the early years.
2. Know about the Playwork Principles and the Play Cycle for children's	2.1 The Playwork Principles	Identify the Playwork Principles.	Explain the Playwork Principles and how this can be used in the early years setting.	Assess the Playwork Principles and how this can be used in the early years setting.



Learning outcomes (LOs) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
development, learning and wellbeing	2.2 Play for children's holistic development and wellbeing	Describe play for children's holistic development and wellbeing.	Explain play and consider the benefits of play for children's holistic development and wellbeing.	Evaluate play and the benefits of play for children's holistic development and wellbeing.
	2.3 The term <b>compound flexibility</b> for children's increasing resilience	Define the term compound flexibility for children's increasing resilience.	Discuss the term compound flexibility for children's increasing resilience.	Evaluate the term compound flexibility for children's increasing resilience.
	2.4 The stages of the <b>Play Cycle</b>	Identify the stages of the Play Cycle.	Explain the stages of the Play Cycle.	Evaluate the stages of the Play Cycle.
	2.5 How the Play Cycle can inform play provision in an early years setting	Describe how the Play Cycle can inform play provision in an early years setting.	Explain how the Play Cycle can inform and benefit play provision in an early years setting.	Evaluate how the Play Cycle can inform and benefit play provision in an early years setting.
3. Be able to provide an inclusive play-rich environment in the early years setting	3.1 Reflect on the impact of a child's individual need, preference and personal circumstance on planning an enabling play environment in the early years setting	N/A	N/A	N/A
	3.2 Develop an inclusive play-rich environment in the early years setting	N/A	N/A	N/A
4. Be able to explain the value of play with parents and carers	4.1 Create a resource to share with parents and carers to explain the value of play for babies and young children	N/A	N/A	N/A



Range
<b>1. Understand influences to enabling play environments in an early years setting</b>
<b>1.1 Statutory framework and non-statutory guidance</b>  The learner must refer to the characteristics of effective teaching and learning identified in the early years statutory framework, the early years foundation stage (EYFS) and/or non-statutory guidance provided in Development Matters and Birth to Five Matters.  <b>1.2 Characteristics of effective teaching and learning</b>  The learner must refer to the characteristics of effective teaching and learning identified in the early years statutory framework, the EYFS.
<b>2. Know about the Playwork Principles and the Play Cycle for children's development learning and wellbeing</b>
<b>2.3 Compound flexibility</b>  Learners must refer to Fraser Brown's theory of compound flexibility, 2003.  <b>2.4 Play Cycle</b>  Learners should consider the theoretical model which identifies six main stages of the Play Cycle.
Delivery and assessment guidance
<b>LO3 (AC3.1)</b> A play-rich environment is one which is varied and diverse with many possibilities and opportunities, enabling children to make choices in creating and extending their own play. This could be any indoor or outdoor play and may include local play areas as well as specialised play experiences such as an adventure playground.  <b>LO4 (AC4.1)</b> The resource may be digital with the use of infographics, a presentation, a report, a poster or booklet that can be shared with parents and carers in the early years setting.



## NCFE assessment strategy

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

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

### Knowledge LOs

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

### Competence/skills LOs

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

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.

For this qualification, the centre must use the further information relating to early years educator assessment principles, which can be found within the mandatory Support Handbook





## Section 3: explanation of terms

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

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



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



## Section 4: support

### Support materials

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

- learning resources
- Qualification Factsheet
- Internal Assessment Sample Tasks

### Other support materials

The resources and materials used in the delivery of these qualifications 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.

Products to support the delivery of these qualifications may be available. For more information about these resources and how to access them, please visit the NCFE website.

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## Appendix A: units

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

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Diploma	Extended diploma
EYE L3 WF 1	T/651/1390	Introduction to the role of the early years educator	3	7	67 GLH (includes 25 work/placement hours)	✓	✓
EYE L3 WF 2	Y/651/1391	Holistic child development	3	14	130 GLH (includes 40 work/placement hours)	✓	✓
EYE L3 WF 3	A/651/1392	Children with special educational needs and disabilities (SEND)	3	7	67 GLH (includes 25 work/placement hours)	✓	✓
EYE L3 WF 4	D/651/1393	Effective communication in an early years setting	3	7	67 GLH (includes 25 work/placement hours)	✓	✓
EYE L3 WF 5	F/651/1394	Safeguarding and welfare requirements	3	10	87 GLH (includes 25 work/placement hours)	✓	✓
EYE L3 WF 6	H/651/1395	Health, wellbeing and safety	3	10	87 GLH (includes 25 work/placement hours)	✓	✓



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Diploma	Extended diploma
EYE L3 WF 7	J/651/1396	Promoting an effective early years curriculum	3	15	132 GLH (includes 40 work/placement hours)	✓	✓
EYE L3 WF 8	K/651/1397	Assessment of children's learning and development	3	9	85 GLH (includes 50 work/placement hours)	✓	✓
EYE L3 WF 9	L/651/1398	Understanding play for learning and holistic development	3	10	92 GLH (includes 30 work/placement hours)	✓	✓
EYE L3 WF 10	M/651/1399	Partnership working	3	6	50 GLH (includes 15 work/placement hours)	✓	✓
EYE L3 WF 11	A/651/7199	Reflection and supervision in an early years setting	3	7	60 GLH (includes 20 work/placement hours)	N/A	✓
EYE L3 WF 12	K/651/7200	Learner-led enquiry in an early years setting	3	6	50 GLH (includes 10 work/placement hours)	N/A	✓
EYE L3 WF 13	L/651/7201	Sustainable practice in an early years setting	3	4	40 GLH (includes 10 work/placement hours)	N/A	✓
EYE L3 WF 14	M/651/7202	Neuroscience for early years practice	3	6	55 GLH (includes 5 work placement/hours)	N/A	✓



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Diploma	Extended diploma
EYE L3 WF 15	R/651/7203	Understand the role of the early years educator as advocate for children with special needs and disabilities	3	4	40 GLH (includes 10 work/placement hours)	N/A	✓
EYE L3 WF 16	T/651/7204	Enabling play environments in an early years setting	3	6	45 GLH (includes 10 work/placement hours)	N/A	✓

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.





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

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

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

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

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

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
<b>1</b>	<b>1. Plan and provide effective early years education that enables children to progress and prepares them for school</b>		
<b>A</b>	<b>Child development: what to expect and when</b>		
	<b>Educators will learn that:</b>		
1.1	All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010.	EYE L3 WF 3	LO1, AC1.1
		EYE L3 WF 7	LO2, <b>AC2.1</b>



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1.2	An effective early years educator knows the expected patterns of babies' and children's development from birth to five years old and has an understanding of further development from five to seven years.	EYE L3 WF 2	LO1, <b>AC1.1</b> , <b>AC1.2</b>
1.3	An effective early years educator understands babies' and children's development patterns, including: <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• physical</li> <li>• emotional</li> <li>• neurological and brain development</li> </ul>	EYE L3 WF 2	LO1, <b>AC1.2</b> LO2, <b>AC2.2</b>
		EYE L3 WF 14	LO1, <b>AC1.1</b>
1.4	Self-regulation changes according to a child's age and development. Children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years. Co-regulation (the support we provide to children to help them understand, express and regulate their feelings) is a vital building block towards the ability to self-regulate.	EYE L3 WF 2	LO5, <b>AC5.1</b> , <b>AC5.2</b> , <b>AC5.3</b> , <b>AC5.4</b>
		EYE L3 WF14	LO3, AC3.1, AC3.2, AC3.3
1.5	There is a range of evidence-based theories, philosophical approaches and research that underpin early years development. Some approaches are not evidence-based and do not support childhood development.	EYE L3 WF 2	LO6, AC6.1
		EYE L3 WF 7	LO1, <b>AC1.1</b>
		EYE L3 WF 9	LO1, AC1.1
1.6	Personal, social and emotional development (PSED) is crucial for babies and children to lead healthy and happy lives and is fundamental to their cognitive development. The important attachments that shape their social world underpin babies' and children's personal development.	EYE L3 WF 2	LO3, AC3.1, AC3.2, <b>AC3.3</b> , AC3.4



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1.7	The ways babies' and children's learning and development can be affected by their individual circumstances and significant events in their lives.	EYE L3 WF 2	LO3, AC3.4
1.8	Different cultural backgrounds and family circumstances can impact babies and children's learning and development.	EYE L3 WF 7	LO2, AC2.3
1.9	Physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.	EYE L3 WF 2	LO4, <b>AC4.1, AC4.2</b>
<b>Educators will learn how to:</b>			
1a (a)	Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND.	EYE L3 WF 3	LO4, all AC LO9, <b>AC9.2</b>
1a (b)	Identify, help and work appropriately with others to provide children and babies with any additional support they may need.	EYE L3 WF 3	LO5, all AC LO9, <b>AC9.3</b>
1a (c)	Apply evidence-based theories and philosophical approaches in practice, and as appropriate, based on a clear understanding of cognitive science.	EYE L3 WF 2	LO11, AC11.1
1a (d)	Support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate.	EYE L3 WF 2	LO10, all AC
1a (e)	Use co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation.	EYE L3 WF 2	LO10, all AC, specifically <b>AC10.3</b>



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1a (f)	Support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries.	EYE L3 WF 2	LO8, all AC, specifically <b>AC8.1</b>
1a (g)	Avoid stereotypes – for example, those based on gender, culture, or race and explain how they can cause damage (how they might encourage prejudice).	EYE L3 WF 7	LO12, all AC, specifically <b>AC12.7</b>
1a (h)	Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development.	EYE L3 WF 3	LO9, all AC
		EYE L3 WF 7	LO12, all AC, specifically <b>AC12.8</b>
1a (i)	Interact with babies and children with confidence to positively impact their health and wellbeing.	EYE L3 WF 2	LO9, all AC, specifically <b>AC9.2</b>
1a (j)	<p>Prepare and support babies and children through transitions and significant events in their lives, such as:</p> <ul style="list-style-type: none"> <li>• moving school</li> <li>• starting and moving through or between early years settings</li> <li>• birth of a sibling</li> <li>• moving home</li> <li>• family breakdown</li> <li>• living outside of the home</li> <li>• loss of significant people or bereavement</li> <li>• social events that impact their lives, such as COVID-19</li> <li>• adoption and care; and including the significance of adverse childhood experiences and trauma</li> </ul>	EYE L3 WF 2	LO7, all AC



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1a (k)	Promote health and wellbeing in settings by implementing strategies to encourage babies and children to: <ul style="list-style-type: none"> <li>consume healthy and balanced meals, snacks and drinks appropriate for their age that support good oral health</li> <li>be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors</li> <li>be aware of personal safety and the safety of others</li> <li>develop personal hygiene practices, including oral hygiene</li> </ul>	EYE L3 WF 2	LO9, all AC, specifically <b>AC9.1</b>
<b>B</b>	<b>Curriculum: what we want children to learn</b>		
	<b>Educators will learn that:</b>		
1.10	The early years foundation stage sets out the early education curriculum requirements from birth to age five. These are: <ul style="list-style-type: none"> <li>communication and language</li> <li>physical development</li> <li>personal, social and emotional development</li> <li>literacy</li> <li>mathematics</li> <li>understanding the world</li> <li>expressive arts and design</li> </ul>	EYE L3 WF 7	LO1, AC1.2
		EYE L3 WF 16	LO1, AC1.1, AC1.2
1.11	The content of the curriculum is planned for all children. The carefully planned and sequenced curriculum recognises that some forms of knowledge are important, useful and interesting. These forms of knowledge help	EYE L3 WF 7	LO4, <b>AC4.1, AC4.2, AC4.3, AC4.4</b>



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	prepare children for future learning and are not learned or discovered without explicit teaching.		
1.12	Children are likely to have different levels of prior experience and knowledge. The curriculum should take account of this prior knowledge and be planned accordingly. Pedagogical approaches to teaching may need to be adapted because of this.	EYE L3 WF 7	LO3, AC3.2
1.13	Communication and language is the cornerstone of an early years curriculum, which can provide all children with an equal chance of success.	EYE L3 WF 4	LO1, AC1.1
1.14	The impact of an effective communication and language curriculum shows positive benefits for babies and children's development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds.	EYE L3 WF 4	LO1, AC1.2
1.15	Some children are at an earlier stage of language development and can experience speech and language difficulties.	EYE L3 WF 4	LO2, AC2.1
1.16	There are ways to communicate with all children, appropriate for their stages of development. This may include those who have speech or language differences, such as some SEND or neurodivergent children, and those for whom English is an additional language (EAL).	EYE L3 WF 4	LO2, AC2.4 LO3, <b>AC3.2</b>
	<b>Educators will learn how to:</b>		
1b (a)	Plan an educational programme, reflecting the child's: <ul style="list-style-type: none"> <li>stage of development</li> <li>individual interests, needs and circumstances</li> </ul>	EYE L3 WF 7	LO7, all AC



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	<ul style="list-style-type: none"> <li>entitlement to new, important and interesting knowledge</li> </ul>		
1b (b)	Use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance.	EYE L3 WF 7	LO8, all AC, specifically <b>AC8.1</b>
1b (c)	Choose, plan and sequence what all children need to learn.	EYE L3 WF 7	LO8, all AC, specifically <b>AC8.3</b>
1b (d)	Develop, support and promote babies' and children's speech, language, and communication through effective planned adult interactions, such as: <ul style="list-style-type: none"> <li>reading aloud stories and talking about them to build familiarity and understanding</li> <li>exploring vocabulary in wider contexts once children know a story well through conversation and sensitive questioning, using a rich range of vocabulary and language structures</li> <li>supporting awareness of sounds through rhymes and songs</li> </ul>	EYE L3 WF 4	LO4, all AC, specifically <b>AC4.2, AC4.3</b>
1b (e)	Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development.	EYE L3 WF 4	LO6, all AC, specifically <b>AC6.1</b>
1b (f)	Help children to catch up with language development through planned use of pronunciations, words and phrases.	EYE L3 WF 4	LO7, all AC, specifically <b>AC7.2</b>
1b (g)	Identify delays in communication development and describe appropriate support services for babies and children.	EYE L3 WF 4	LO5, all AC



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
<b>C</b>	<b>Pedagogy: helping children to learn</b>		
	<b>Educators will learn that:</b>		
1.17	There are different pedagogical approaches and what these are, such as: <ul style="list-style-type: none"> <li>• play</li> <li>• direct teaching</li> <li>• adult explanations</li> <li>• adult modelling</li> <li>• learning from peers</li> <li>• guided learning</li> </ul>	EYE L3 WF 7	LO1, AC1.3
1.18	An effective early years educator makes adaptations to their teaching (adaptive pedagogy): these changes promote learning for all.	EYE L3 WF 7	LO3, AC3.1, <b>AC3.2</b> , AC3.5
1.19	The learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum.	EYE L3 WF 7	LO5, AC5.1
	<b>Educators will learn how to:</b>		
1c (a)	Select and combine the best pedagogical approaches, based on the curriculum and children's prior knowledge, considering an appropriate balance of adult and child-led activities, for example: <ul style="list-style-type: none"> <li>• role modelling and supporting children's group learning and socialisation</li> <li>• reading a story with expression and clarity</li> <li>• explaining new concepts with clarity and precision</li> </ul>	EYE L3 WF 7	LO10, all AC  <b>LO11, all AC</b>





DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	<ul style="list-style-type: none"> <li>using strategies for supporting early literacy and mathematics</li> </ul>		
1c (b)	Adapt teaching to suit babies' and children's different starting points, experience and knowledge, ensuring that it goes beyond their existing interests and gives them the best chance of success now and later	EYE L3 WF 7	LO12, all AC
1c (c)	Utilise and resource the learning environment to help babies and children progress against the planned curriculum.	EYE L3 WF 3	LO8, <b>AC8.1</b>
		EYE L3 WF 7	LO12, all AC
1c (d)	Respond to the needs and interests of the child, to support intended learning, including: <ul style="list-style-type: none"> <li>giving encouragement</li> <li>introducing the child to new interests</li> <li>applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking</li> </ul>	EYE L3 WF 7	LO9, all AC, specifically <b>AC9.2</b>
1c (e)	Communicate with all children in ways that will be understood. Adapt teaching approaches as appropriate to ensure children with speech and language difficulties and those with whom English as an additional language (EAL) are supported to catch up.	EYE L3 WF 4	LO8, AC8.1
<b>D</b>	<b>Assessment: checking children's learning and development</b>		
	<b>Educators will learn that:</b>		
1.20	Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress,	EYE L3 WF 8	LO1, all AC LO2, AC2.1



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	understand their needs, and to plan and provide activities and support.		
1.21	Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing what children can and can't do, and then shaping teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress.	EYE L3 WF 8	LO1, AC1.1, <b>AC1.2</b> , AC1.4
1.22	An effective early years educator considers when and why to carry out accurate and proportionate assessment. Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking lots of time away from teaching and supporting children or have a disproportionate impact on workload.	EYE L3 WF 8	LO3, AC3.1, <b>AC3.2</b>
1.23	There are different assessment methods and techniques, which inform what we know about children's progress and the planning cycle. These should be based on age and stage of babies' and children's development. There are benefits and limitations of assessment.	EYE L3 WF 8	LO1, AC1.3 LO2, <b>AC2.1</b> , AC2.2, AC2.3
1.24	The key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment, the early years foundation stage profile and the value these have for: <ul style="list-style-type: none"> <li>the baby or child</li> <li>the parents or carers</li> <li>curriculum adaptation</li> </ul>	EYE L3 WF 8	LO4, <b>AC4.1</b> , AC4.2



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	<ul style="list-style-type: none"> <li>the early years setting and key stakeholders in planning the next steps</li> </ul>		
	<b>Educators will learn how to:</b>		
1d (a)	Carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the early years foundation stage statutory framework and setting's requirements.	EYE L3 WF 8	LO7, all AC
1d (b)	Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents or carers.	EYE L3 WF 8	LO5, AC5.1
1d (c)	Work with colleagues to identify efficient approaches to assessment.	EYE L3 WF 8	LO7, all AC, specifically <b>AC7.5</b>
1d (d)	Use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed and support the child's development.	EYE L3 WF 8	LO6, all AC
<b>2</b>	<b>Supporting children with special educational needs and disability (SEND).</b>		
	<b>Educators will learn that:</b>		
2.1	All children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.	EYE L3 WF 3	LO2, <b>AC2.1</b> , AC2.2, AC2.3, AC2.4
		EYE L3 WF 7	LO2, <b>AC2.1</b>
		<b>EYE L3 WF 15</b>	LO1, <b>AC1.1</b> , <b>AC1.2</b>
2.2	There are four general areas of need, and how to balance these against a detailed understanding of an individual baby or child's needs: <ul style="list-style-type: none"> <li>communication and interaction</li> <li>cognition and learning</li> </ul>	EYE L3 WF 3	LO1, AC1.2



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	<ul style="list-style-type: none"> <li>social, emotional and mental health</li> <li>physical and sensory needs</li> </ul>		
2.3	There are appropriate strategies for supporting a baby or child with SEND.	EYE L3 WF 3	LO2, AC2.1, AC2.2, <b>AC2.3</b> , AC2.4
2.4	A delay in a baby or a child's learning and development does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby or child's knowledge and understanding.	EYE L3 WF 3	LO2, AC2.2
2.5	Difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND.	EYE L3 WF 3	LO2, AC2.4
2.6	There are specialist aids, resources, and equipment available to support babies and children with SEND.	EYE L3 WF 3	LO3, AC3.1
	<b>Educators will learn how to:</b>		
2a	Explain and apply the early years foundation stage statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach.	EYE L3 WF 3	LO4, all AC, specifically <b>AC4.1</b>
2b	Work effectively in partnership with others, including parents and carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND.	EYE L3 WF 3	LO5, all AC, specifically <b>AC5.1</b>
2c	Promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND.	EYE L3 WF 3 <b>EYE L3 WF 15</b>	LO7, all AC, specifically <b>AC7.4</b> LO4, <b>AC4.1</b>
2d	Effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation and ongoing review.	EYE L3 WF 3	LO6, all AC



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
2e	Use specialist aids, resources and equipment available to support babies and children with SEND.	EYE L3 WF 3	LO8, AC8.1
<b>3</b>	<b>Safeguarding</b>		
	<b>Educators will learn that:</b>		
3.1	Safeguarding and security systems are an important part of keeping babies and children safe.	EYE L3 WF 5	LO2, <b>AC2.2</b> LO3, AC3.1
3.2	An effective early years educator understands their own role and responsibilities, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.	EYE L3 WF 5	LO3, AC3.1
3.3	An effective early years educator knows about employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation.	EYE L3 WF 5	LO2, <b>AC2.3</b> , AC2.4
3.4	An effective early years educator knows the signs of harm and the different types of abuse and what these are, including but not limited to: <ul style="list-style-type: none"> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• online</li> <li>• domestic</li> <li>• sexual abuse</li> </ul>	EYE L3 WF 5	LO1, AC1.1



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	<b>Educators will learn how to:</b>		
3a	Recognise when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them.	EYE L3 WF 5	LO4, all AC, specifically <b>AC4.1</b>
3b	Carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.	EYE L3 WF 5	LO7, all AC, specifically <b>AC7.1</b>
3c	Find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.	EYE L3 WF 5	LO5, all AC, specifically <b>AC5.2</b>
3d	Follow Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements.	EYE L3 WF 5	LO6, AC6.1
<b>4</b>	<b>Health, wellbeing and safety</b>		
	<b>Educators will learn that:</b>		
4.1	There are legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.	EYE L3 WF 6	LO1, AC1.1
4.2	It is important to know what the signs and symptoms are which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention.	EYE L3 WF 6	LO5, AC5.1, AC5.2, AC5.3, AC5.4, AC5.5
4.3	It is important to prevent and control infection.	EYE L3 WF 6	LO4, AC4.1



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
4.4	There are different stages of weaning and it is important to keep knowledge up-to-date, including knowledge of food allergies and anaphylaxis.	EYE L3 WF 6	LO6, AC6.1, <b>AC6.2</b> , AC6.3, AC6.4
4.5	Mealtimes can be a high-risk environment for babies and children in regard to choking, the signs of choking, that choking can be completely silent, therefore children should be supervised closely when eating.	EYE L3 WF 6	LO6, AC6.5
4.6	It is important to ensure equipment, furniture and materials are used safely and the dangers for not doing so.	EYE L3 WF 6	LO2, AC2.1
4.7	It is important for babies and children to have a healthy, balanced and nutritious diet, to be physically active and to have good oral health.	EYE L3 WF 6	LO6, AC6.1, AC6.3 LO7, AC7.1
<b>Educators will learn how to:</b>			
4a	Identify and act upon own responsibilities in relation to: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• confidentiality of information</li> <li>• promoting the welfare of babies and children</li> </ul>	EYE L3 WF 6	LO10, AC10.1
4b	Carry out risk assessments and risk management in line with: <ul style="list-style-type: none"> <li>• employer, local and national requirements</li> <li>• policies and procedures</li> </ul>	EYE L3 WF 6	LO11, all AC, specifically <b>AC11.1</b>
4c	Respond and take appropriate action to accidents and emergency situations, including: <ul style="list-style-type: none"> <li>• a baby or young child requiring urgent medical or dental attention</li> <li>• a non-medical incident or emergency</li> <li>• identifying risks and hazards</li> </ul>	EYE L3 WF 6	LO15, AC15.1



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	<ul style="list-style-type: none"> <li>receiving, storing, recording, administering and the safe disposal of medicines</li> </ul>		
4d	Implement effective strategies for preventing and controlling infection, including: <ul style="list-style-type: none"> <li>handwashing</li> <li>food hygiene</li> <li>dealing with spillages safely</li> <li>safe disposal of waste</li> <li>using correct personal protective equipment</li> <li>knowledge of common childhood illnesses and immunisation</li> <li>exclusion periods for infectious diseases</li> </ul>	EYE L3 WF 6	LO14, all AC
4e	Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include: <ul style="list-style-type: none"> <li>medication requirements</li> <li>special dietary needs</li> <li>planning</li> <li>observation and assessment</li> <li>health, safety and security</li> <li>accidents and near misses</li> <li>daily registers</li> </ul>	EYE L3 WF 6	LO12, all AC
4f	Use equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements, with regard for sleep safety. Assist others in the safe use of:	EYE L3 WF 6	LO9, all AC





DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	<ul style="list-style-type: none"> <li>• equipment</li> <li>• furniture</li> <li>• materials</li> </ul>		
4g	Share information with parents and carers about: <ul style="list-style-type: none"> <li>• the importance of healthy balanced diets</li> <li>• looking after teeth and oral health</li> <li>• being physically active</li> </ul>	EYE L3 WF 6	LO16, AC16.1
4h	Explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: <ul style="list-style-type: none"> <li>• eating (feeding and weaning and complementary feeding)</li> <li>• nappy-changing procedures</li> <li>• potty and toilet training</li> <li>• care of skin, teeth and hair</li> <li>• rest and sleep provision</li> </ul>	EYE L3 WF 6	LO13, AC13.1, AC13.2 and <b>AC13.4</b>
4i	Use current dietary guidance for early years and be able to explain why it is important for babies and children to have a healthy, balanced diet and be physically active	EYE L3 WF 6	LO6, AC6.6 LO13, AC13.1, AC13.2 and AC13.3 LO16, AC16.1
4j	Find and apply the most up-to-date advice on weaning provided by the NHS.	EYE L3 WF 6	LO6, AC6.6 LO13, AC13.1, AC13.2 and AC13.3 LO16, <b>AC16.1</b>
4k	Prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance.	EYE L3 WF 6	LO6, AC6.6 LO13, AC13.1, AC13.2 and <b>AC13.3</b>
4l	Supervise children effectively when eating	EYE L3 WF 6	LO13, <b>AC13.1</b> , AC13.2 and AC13.3



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
<b>5</b>	<b>Work in partnership with the key person, colleagues, parents, carers or other professionals and agencies</b>		
	<b>Educators will learn that:</b>		
5.1	It is important to develop and maintain good relationships and partnerships in an early years setting to ensure the needs of all children are met.	EYE L3 WF 10	LO1, AC1.1
5.2	Parent and/or carer engagement is consistently associated with ensuring their child's subsequent academic success.	EYE L3 WF 10	LO2, AC2.1
5.3	Effective engagement with parents and/or carers is important and that working effectively with parents and/or carers may be challenging and is likely to require sustained effort and support.	EYE L3 WF 10	LO3, AC3.1, AC3.2
5.4	Setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting to ensure babies and children progress well in their learning.	EYE L3 WF 10	LO5, AC5.1
5.5	It is important to be an advocate for the child's learning and development, parental and/or carer engagement, the home learning environment, and their roles in early learning.	EYE L3 WF 10	LO6, AC6.1
5.6	There are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including local authorities and other relevant agencies and bodies. These all have different roles and responsibilities.	EYE L3 WF 10	LO4, AC4.1, AC4.2
5.7	Ofsted is responsible for the regulation and inspection of early years provision. It carries out inspections and reports on the quality and standards of provision.	EYE L3 WF 10	LO7, AC7.1
	<b>Educators will learn how to:</b>		



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
5a	Work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress.	EYE L3 WF 10	LO11, all AC
5b	Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development.	EYE L3 WF 10	LO8, all AC, specifically <b>AC8.1 and AC8.2</b>
5c	Encourage parents and/or carers to take an active role in their baby's or child's care, play, and learning and development.	EYE L3 WF 10	LO9, all AC, specifically <b>AC9.1</b>
5d	Explain the roles and responsibilities of other agencies and professionals that work with and support the setting and children, both statutory and non-statutory, and be familiar with statutory and non-statutory guidance to support this.	EYE L3 WF 10	LO10, AC10.1
5e	Make additional provisions to support babies' and children's education and development where they lack this support from parents and/or carers.	EYE L3 WF 10	LO12, AC12.1
5f	Work effectively and confidently with Ofsted, including having confidence in using Ofsted's early years inspection framework.	EYE L3 WF 10	LO13, AC13.1
<b>6</b>	<b>Own role, practice and development</b>		
	<b>Educators will learn that:</b>		
6.1	There are expected behaviours in a professional and early years setting.	EYE L3 WF 1	LO1, AC1.1
6.2	A level 3 early years educator may be expected to supervise staff or lead a setting.	EYE L3 WF 1	LO1, AC1.2



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
6.3	Supervision is an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of babies and children.	EYE L3 WF 1	LO3, AC3.1
		EYE L3 WF 11	LO1, AC1.2 LO3, AC3.1
6.4	<p>There are procedures that must be adhered to in the work setting and the importance of these for:</p> <ul style="list-style-type: none"> <li>• reporting</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding</li> <li>• confidentiality</li> <li>• information sharing</li> <li>• use of technology</li> <li>• referring development concerns</li> <li>• protecting practitioners, for example media and online presence</li> <li>• staff health and safety, including mental health and wellbeing support</li> </ul>	EYE L3 WF 1	LO2, AC2.1
6.5	Engaging in reflective practice and evidence-based, continuous professional development can improve own skills, practice, and subject knowledge, increase career opportunities and help children's academic outcomes, especially in areas of disadvantage.	EYE L3 WF 1	LO4, AC4.1



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
6.6	Respecting and promoting diversity and inclusion, cultural differences and family circumstances is an important part of the role.	EYE L3 WF 7	LO2, AC2.2, AC2.3
	<b>Educators will learn how to:</b>		
6a	Use and model good communication skills, including a good command of the English language in spoken and written form (for example, when working with children, emails, in meetings and discussions).	EYE L3 WF 1	LO5, AC5.1
6b	Foster a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career.	EYE L3 WF 1	LO10, all AC
6c	Follow procedures in the work setting, including where appropriate updating and developing policies and procedures, for: <ul style="list-style-type: none"> <li>reporting</li> <li>whistleblowing</li> <li>protecting and promoting the welfare of children</li> <li>safeguarding</li> <li>confidentiality</li> <li>information sharing</li> <li>use of technology</li> <li>referring development concerns</li> <li>protecting practitioners (for example, media and online presence)</li> <li>staff health and safety, including mental health and wellbeing support</li> </ul>	EYE L3 WF 1	LO9, specifically <b>AC9.1</b>
		<b>EYE L3 WF 11</b>	LO4, <b>AC4.2</b> LO5, <b>AC5.1, AC5.2, AC5.3</b>



DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
6d	Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.	EYE L3 WF 1	LO6, AC6.1
6e	Seek out feedback from others to identify and support career development goals, for example through mentoring and/or supervised observations.	EYE L3 WF 1	LO11, all AC, specifically <b>AC11.1</b>
6f	Explain how our own and others' behaviour can impact on babies and children and the importance of role modelling positive behaviours.	EYE L3 WF 1	LO7, <b>AC7.1</b>
6g	Be confident in supporting or challenging the practice of colleagues.	EYE L3 WF 1	LO8, all AC



## Change history record

Version	Publication date	Description of change
1.0	August 2025	First publication.