

Qualification factsheet

Qualification overview

Qualification title	NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator)		
Qualification number (QN)	601/8438/3		
Total qualification time (TQT):	861	Guided learning hours (GL)	691
Entry requirements:	Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.		

About this qualification

The Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator) prepares learners to become Early Years Educators, enabling them to work with and care for children from birth to 5 years and gain knowledge of children aged 5 to 7 years.

The aim of this qualification is to confirm the learner's competence to work in a Level 3 work role. It requires the learner to demonstrate the full application of skills, knowledge and understanding. This qualification will guide and assess the development of knowledge and skills relating to early years.

Upon achievement of this qualification learners will hold a full and relevant qualification enabling them to enter the workforce as Early Years Educators or progress to Higher Education.

The Technical Level 3 Diploma has been awarded UCAS Tariff points. For a full breakdown of points please refer to the UCAS website or our website.

We have surpassed the minimum requirements set out in the National College of Teaching and Leadership (NCTL) criteria to develop a gold standard qualification which reflects the priorities of practitioners and employers to meet the needs of young children.

National College for Teaching and Leadership entry requirements

From 3 April 2017, the requirement for Level 3 Early Years Educators (EYE) to hold GCSE English and maths A*-C, was broadened to Level 2 qualifications, including Functional Skills. This enables staff with an EYE qualification and Level 2 English and mathematics qualifications to count in the Level 3 staff:child ratios in childcare settings.

Qualification structure

We have structured the units around the following four themes:

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

Learners must achieve 27 mandatory units

Mandatory units

Theme 1: Health and wellbeing
Y/505/8117 Support healthy lifestyles for children through the provision of food and nutrition
D/505/8118 Support healthy lifestyles for children through exercise
H/505/8119 Support physical care routines for children
Y/505/8120 Promote children's emotional well-being
H/505/8122 Understand how to support children who are unwell
D/505/8135 Understand the needs of the mother and baby during pre-conception, pregnancy and the first year of life
Theme 2: Legislation, frameworks, and professional practice
K/505/8123 An introduction to the role of the early years practitioner
M/505/8124 Understand legislation relating to the safeguarding, protection and welfare of children
F/505/8127 Use legislation relating to the health and safety of children
L/505/8129 Use legislation relating to equality, diversity and inclusive practice
D/505/8121 Work in partnership
Theme 3: Play, development and learning for school readiness
T/505/8125 Understand the value of play in early years
J/505/8128 Plan, lead and review play opportunities which support children's learning and development in relation to current frameworks
F/505/8130 Apply theoretical perspectives and philosophical approaches to play
J/505/8131 Contribute to enabling play environments
L/505/8132 Develop emergent literacy skills of children
R/505/8133 Develop emergent mathematical skills of children
Y/505/8134 Understand the needs of the child in preparing for school
H/505/8136 Understand how to plan to meet the needs of the developing child
K/505/8137 Facilitate the cognitive development of children
M/505/8138 Develop the speech, language and communication of children
T/505/8139 Promote the physical development of children
K/505/8140 Promote the personal, social and emotional development of children
M/505/8141 Support children with additional needs
J/505/8145 Use observation, assessment and planning to promote the development of children
T/505/8142 Use longitudinal studies to observe, assess and plan for children's needs
Theme 4: Professional development
A/505/8143 Engage in professional development

Assessment

To gain this qualification the learner will need to achieve the following:

- Pass in all units: All units in this qualification are mandatory. Units will be internally assessed. We have created innovative non-mandatory tasks for all units, with the exception of Unit 3.15 (see Longitudinal Study below)
- Longitudinal study (Unit 3.15): This will be a mandatory task set by us. It will be internally assessed
- Assessment 1: Short Answer Paper based on Theme 1: Health and well-being and Theme 2: Legislation, frameworks and professional practice

- Assessment 2: Reflective Study based on Theme 3: Play, development and learning for school readiness
- Assessment 3: Extended Essay based on Theme 3: Play, development and learning for school readiness
- Assessments 1, 2 and 3 will be externally set and externally marked
- Competence in a real work environment

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

Within each qualification there is a maximum of two opportunities for learners to attempt each of the External Assessments in order to achieve a pass grade or to improve a grade.

A learner who intends to submit the extended assessment for a second attempt will be required to make a new submission of the alternative assessment task.

Placement requirements

Learners will need to be working, volunteering or on a practical placement as an important part of the assessment process involves evaluating skills in real working situations. We recommend 730 hours across the age ranges.

Progression opportunities

Upon achievement of this qualification learners will gain their licence to practise and it is intended that learners will be able to enter the workforce as Early Years Educators or progress to Higher Education. Learners can progress into various job roles in the statutory, voluntary or private sectors such as:

- Practitioner in day nurseries
- Practitioner in nursery schools
- Practitioner in reception classes in primary schools
- Pre-school worker
- Home based child carer.



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