

NCFE CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/2147/6)

**Adaptation addendum**

Qualification title(s)	NCFE CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator)
Qualification reference number(s)	601/2147/6
Summary of changes	<p>V1.0 - 22.02.21</p> <p>The new version number is to reflect 2021 updated template layout to include further information on alternative arrangements for awarding in 2020/21. Previous version title AT 60121476 L3 Dip EYE V3.</p>
Qualification Purpose	<p>This qualification prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years. Upon achievement of this qualification, it is intended that learners will be able to enter the workforce as Early Years Educators or access Higher Education. In response to the Department for Education and National College for Teaching and Leadership Policy, More Great Childcare, we have built a qualification to meet the criteria required for those wishing to become Early Years Educators. We have also incorporated the design criteria for the 16–19 Performance Tables.</p>

## Assessment adaptation

Assessment	Approach following autumn 2020 adaptations	Additional adaptations for 2020/21
	<i>What we require for this type of assessment at present, including flexibilities already introduced in autumn 2020.</i>	<i>The additional flexibilities and adaptations that will apply during 2020-21.</i>
Internal assessment: skills and knowledge	<p>Internal assessment should continue remotely, where relevant, for all learners where possible.</p> <p>We believe that the flexibilities which centres already have with respect to the types of evidence they may use to meet assessment criteria, are sufficient to enable most learners to continue to mitigate the ongoing Covid related risks.</p> <p>We would also encourage centres to consider how they might use alternative and / or digital solutions to gather and store evidence including, for example:</p> <ul style="list-style-type: none"> <li>• centre-set short response or multi-choice tests</li> <li>• professional discussion recordings</li> <li>• annotated learning plans</li> <li>• photos and videos.</li> </ul> <p>We appreciate that to create and capture evidence for the skills aspect of these assessments, learners may need access to specialist facilities / equipment. As our existing guidance permits, to mitigate Covid related challenges in accessing facilities / equipment, we would encourage centres to consider, for example;</p> <ul style="list-style-type: none"> <li>• using expert witness testimonies to confirm the observation of learner competence over time where direct observation is not possible</li> </ul>	<p>This qualification is in scope for alternative awarding arrangements and includes assessment of occupational competence to meet the Department for Education's Early Years Educator criteria.</p> <p>Whilst this qualification is in scope for alternative awarding arrangements, there are EYE criteria within this qualification for which an assessed grade from the centre will not be appropriate.</p> <p>As the next phase of the Ofqual consultation continues throughout March 2021, we will work together with Ofqual, sector partners and other awarding organisations. This is to agree common approaches to alternative awarding arrangements and setting minimum evidence thresholds for an assessed grade from the centre. We will confirm this by updating this addendum in April 2021. Where EYE criteria cannot be met through permitted adaptations included in this addendum, centres will need to delay.</p> <p>In the meantime, please refer to the '<b>Risk-rated approach to DfE EYE criteria guidance</b>' (Appendix A). This document highlights the EYE criteria which must be achieved within the agreed permitted adaptations contained within this addendum.</p>

	<ul style="list-style-type: none"> <li>• using observation of simulated activity to evidence the demonstration of competence where direct observation is not possible</li> <li>• using digital solutions to capture evidence remotely where learners can access required facilities / equipment away from the centre, but teaching staff cannot observe at that location</li> <li>• carefully considering how you schedule teaching, learning and assessment activity during the year, recognising that you may not be able to access specialist facilities / equipment in all weeks.</li> </ul> <p>You can find further advice and guidance on the preparation of portfolios of evidence <a href="#">here</a>.</p> <p>We will also continue to offer remote EQA reviews and further guidance on how to prepare for this can be found <a href="#">here</a>.</p>	
Observation of competence via workplace or mandatory work placement; essential e.g. due to licence to practice requirements in a given occupational area	<p>All relevant qualification content must still be delivered and assessment criteria met.</p> <p>Wherever we can do so without compromising learner progression or wider regulatory requirements, we will look to:</p> <ul style="list-style-type: none"> <li>• remove the requirement that learners complete a minimum number of placement hours, permitting centres flexibility to support learners' progress outside of the work placement provided they demonstrate competence</li> </ul>	<p>Where the work placement is essential for occupational competency or licence to practice requirements, the relevant content must still be delivered, and assessment criteria met. It is not possible to award qualifications safely, reliably, and validly if key occupational skills have not been demonstrated and assessed.</p> <p><b>The adaptations below apply to work-based learning qualifications requiring the proof of competence in Healthcare, Health &amp; Social Care, Adult Care, Early Years and Children and Young People's Workforce:</b></p>

	<ul style="list-style-type: none"> <li>• require that centres do still record placement hours in the manner they otherwise would for the relevant qualification</li> <li>• encourage centres to use available flexibilities to capture evidence for learners' portfolios or from observations</li> <li>• working with employers to plan for placements. Centres to have a strategy in place for reducing the risk and following local protocols</li> <li>• consider block placements rather than weekly especially for second year learners</li> <li>• assessors/teachers/tutors to prioritise observations during visits and make use of outdoor environments to minimise risk especially in Childcare</li> <li>• creating a bubble by using a single assessor/teacher/tutor for each setting rather than by learner, which limits the risk and allows assessors/teachers/tutors to see more learners during visit.</li> </ul> <p><b>Observations</b> Competence based assessment requirements must include direct observation of performance of the learner</p>	<p><b>Observations</b></p> <p>Skills-based competencies must include direct observation of the learner's performance as the main source of evidence and assessment method. This must only be carried out by a centre based assessor, where it is deemed safe and appropriate following a robust COVID-19 risk assessment process, which takes into account all relevant and current guidance and national/local directives.</p> <p>Where it is not safe to gain direct observation of performance by the assessor, the following approaches should be considered - a combination should be used to create a robust triangulation of performance-based evidence for the learner.</p> <p><b>Expert Witness Testimony (EWT)</b></p> <p>The use of an Expert Witness is permitted to undertake and provide observations of performance of the learner if an observation by a qualified assessor cannot be completed.</p> <p>An Expert Witness must:</p> <ul style="list-style-type: none"> <li>• have a working knowledge of the units for which they are providing Expert Witness Testimony</li> <li>• be occupationally competent in their area for which they are providing Expert Witness Testimony</li> <li>• have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.</li> </ul>
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	<p>as the main source of evidence. Where it is deemed safe and appropriate following a robust COVID-19 risk assessment process, direct observation of performance remains the preferred method of assessment. Where it is not safe to gain direct observation of performance, the following approaches should be considered. A combination can be used to create a robust triangulation of performance-based evidence for the learner.</p> <p><b>Expert Witness Testimony (EWT)</b></p> <p>The use of an expert witness is permitted to undertake and provide observations of performance of the learner if an observation by a qualified assessor cannot be completed.</p> <p>An expert witness must:</p> <ul style="list-style-type: none"> <li>• have a working knowledge of the units for which they are providing expert testimony</li> <li>• be occupationally competent in their area for which they are providing expert testimony</li> <li>• have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.</li> </ul> <p>The EWT should be confident in expectation and provided with on-going support from the assessor/IQA that is timely, meaningful, and appropriate, in order to encourage the provision of a robust statement of the</p>	<p>The Expert Witness must be provided with induction, training and ongoing support from the assessor/IQA that is timely, meaningful, and appropriate, in order to encourage the provision of a robust statement of the learner's performance against agreed standards or criteria. Centres must retain records on the occupational competence of Expert Witnesses. Suitable Expert Witnesses should be explored with the learner and the workplace.</p> <p>Centres should enable Expert Witnesses to provide and present their evidence in an efficient way which does not compromise validity and reliability. This could include:</p> <ul style="list-style-type: none"> <li>• the use of voice and audio recordings, or</li> <li>• through remote discussions where the main assessor could scribe the Expert Witness contributions (for example via Teams or Zoom), or</li> <li>• over the telephone where the assessor could scribe the testimony.</li> </ul> <p>Additionally, centres must adapt their Internal Quality Assurance strategies to ensure that Assessor judgements based on EWT are prioritised for standardisation and sampling activities.</p> <p>The use of Professional Discussion and Reflective Accounts can be used to support other forms of evidence but are not direct evidence sources which can replace the observation requirement. These can be used to support the triangulation of evidence.</p>
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	<p>learner's performance against agreed standards or criteria.</p> <p>A range of suitable EWTs should be explored with the learner and workplace.</p> <p>Centres should enable EWTs to provide and present their evidence in an efficient way which does not compromise validity and reliability. This could include the use of voice and audio recordings, or through remote discussions where the main assessor could scribe the EWT contributions.</p> <p>Additionally, centres must adapt their Internal Quality Assurance strategies to ensure that Assessor judgements based on EWT are prioritised for standardisation and sampling activities.</p> <p><b>Remote technology</b></p> <p>The use of remote technologies could be considered to observe aspects of the learner's performance where privacy, dignity or confidentiality of any individual, child or young person, or family using services is not compromised. For example, this may include on-line meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology.</p>	<p><b>Remote Technology</b></p> <p>The use of remote technology is prohibited within early years, schools, childcare and health and social care settings where there is a potential risk of users of the service or their carers/families being inadvertently seen or heard. This includes the use of all recording and streaming devices such as iPads, mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, Assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.</p> <p>The use of remote technologies <b>could</b> be considered to support aspects of the learner's performance. For example,</p> <ul style="list-style-type: none"> <li>• this may include planning sessions</li> <li>• on-line meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology.</li> <li>• assessment planning and feedback</li> <li>• professional discussions</li> <li>• planning for supervision</li> <li>• team meetings where the information shared is not confidential and the appropriate consent has been given</li> </ul> <p>In these examples, the learner <b>MUST</b> be in an environment away from any service users. The use of</p>
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	<p>If the centre is using remote technologies, then there is responsibility to ensure standardised approaches are adopted and reviewed which consider units and criteria of the qualification where this approach might be suitable.</p> <p><b>Use of Professional Discussion and Reflective Accounts</b> Reflective Accounts of practice and Professional Discussions could be used to support other forms of evidence but are not direct evidence sources which can replace the observation requirement. These can be used to support the triangulation of evidence.</p> <p><b>Simulation</b> Due to COVID-19 , simulation has been agreed in exceptional circumstances- making bottle feeds, changing nappies.</p> <p><b>Potential placement opportunities for learners</b>  Placement hours should still be planned and documented clearly as required, but the focus is not on the hours or percentage it is around the judgement of competency for the Learner over the time of study at the relevant level. If the Learner has not reached the level of competency required, then further placement will need</p>	<p>technologies could also be considered for capturing Expert Witness Testimonies.</p> <p><b>Simulation</b> Assessors will find useful information about simulation and where it is permitted within each Qualification Specification in the individual unit guidance or qualification assessment strategy or adaptation/risk rated mapping (for EYE/EYP qualifications- Appendix A).</p> <p><b>Work Products</b> A work product is a resource which is naturally generated within the real work environment, produced or contributed to by the learner and used in the learners' job role. Work products can be used to provide some evidence of competency if direct observation is not possible. The work products can be used to inform a professional discussion and support the learner to show competence, examples of work products include:</p> <ul style="list-style-type: none"> <li>• reports</li> <li>• non -confidential documents used in carrying out day to day activities</li> <li>• contribution towards policies and procedures</li> </ul> <p><b>Placement hours</b> For qualifications that have been approved by the Department for Education's (DfE) as meeting the Early Years Educator or Early Years Practitioner criteria, the following adaptations may apply:</p>
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	<p>to be scheduled at a later date and therefore completion of qualification will be delayed.</p> <p>Placements need to be planned in early, in line with the qualification specification, phasing these in for the year 2 learners as a priority. Centres could consider block placement rather than weekly, especially for second year learners.</p> <p>Consideration on a case by case basis should be given for progressing learners from a level 2 to a level 3 early years/childcare qualification in the same sector. Placement hours may therefore be reduced, where learners have demonstrated level 3 skills/competencies within the level 2 qualification.</p> <p>These may include, but not limited to: Day nurseries, Nursery School, Preschools, Playgroups, Registered Childminders, Children's centres/Hubs</p> <p>The following guidance can help assist centres in preparing learners for placements.</p> <p><a href="https://www.cache.org.uk/placement-support/preparing-for-placement-early-years-and-childcare-learners">https://www.cache.org.uk/placement-support/preparing-for-placement-early-years-and-childcare-learners</a></p> <p>The following guidance from Skills for Care will also support centres:</p>	<ul style="list-style-type: none"> <li>• mandated placement hours in work based and license to practice qualifications are relaxed so giving learners a greater chance to achieve the qualification within a limited placement experience when they are not employed in the setting</li> <li>• adapting guidance regarding the requirement for the learner to have experience and evidence of working with more than one age group of children</li> <li>• placement hours should still be planned and documented clearly as required, but the focus is not on the hours or percentage it is around the judgement of competency for the learner over the time of study at the relevant level. If the Learner has not reached the level of competency required, then further placement will need to be scheduled at a later date and therefore completion of qualification will be delayed</li> <li>• placements need to be planned in early, in line with the qualification specification, phasing these in for the year 2 and level 2 learners as a priority. Centres could consider block placement rather than weekly, especially for second year learners</li> <li>• reduce the number of placement hours required based on what evidence learners have already had assessed. This could include learners who are progressing from the Level 2 qualifications with mandated work placements to Level 3 during this academic year (2020/21) and are permitted to carry forward up to 25% of the total work</li> </ul>
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Longitudinal Study	n/a	<p><b>Unit 3.15 Use longitudinal studies to observe, assess and plan for children's needs</b></p> <p>This unit may be difficult for learners to achieve due to limited placement or models of placement attendance due to COVID 19 restrictions. With that in mind an adaptation to completing the longitudinal study has been developed.</p> <p>Four observations have been externally set and learners may use these observations to complete their evaluation. Skills of observation will already have been assessed as part of this qualification, and it is the evaluation required within Unit 3.15 that is assessed on this occasion. Learners are still required to complete the individual evaluations in line with the requirements of assessment.</p> <p>This adaptation should only be used where placement has been interrupted and the collation of observations as part of the longitudinal study have not been possible. Each learner must have knowledge, understanding and skills of the observation cycle when working with babies and young children in line with the current statutory early years framework and provide evidence of this as part of previous assessment for Unit 3.14 in order to meet the Early Years Educator criteria.</p> <p>Details of the Longitudinal Study adaptation can be found on the qualification's webpage on our website under 'Adaptations'.</p>
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<p>Department for Education's Early Years Educator criteria</p>	<p>n/a</p>	<p>The DfE Early Years Educator criteria have been risk rated to maximise and optimise the learner's opportunities within the real work environment.</p> <p>Please refer to the '<b>Risk -rated approach to DfE EYE criteria guidance</b>' (Appendix A) in this document.</p> <p>The key provided within this document will guide the Assessor in relation to:</p> <ul style="list-style-type: none"> <li>• Grey-Knowledge only assessment methods</li> <li>• Green - Use of another suitable alternative method such as Professional Discussion permitted</li> <li>• Amber-Alternative to be used with caution where Assessor is unable to access for direct observation and is relying on Expert Witness Testimony. These criteria must be observed.</li> </ul> <p>When learners are in placement the risk rated approach should be referred to which should inform planning and assessment.</p> <p>The Centre must ensure that all amber risk rated criteria is observed, either directly by Assessor observation or the Expert Witness Testimony and planning can ensure that these criteria are observed during any placement opportunity. Learners can prepare for all other criteria in line with the approach suggested on the risk rated mapping document.</p> <p>If criteria have been observed by an Expert Witness, the Assessor must supplement the evidence through additional methods such as professional discussion before the criteria is signed off. The Assessor is responsible for signing off all competencies.</p>
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		<p>There MUST be evidence of performance, based on either assessor observation and/or Expert Witness Testimony, which is sufficient to support the learner's claim to competence, as outlined in the mapping document referred to above.</p> <p>In all cases the evidence produced by the learner MUST meet the relevant DfE Early Years Educator criteria, which effectively means that ALL Learning Outcomes and Assessment Criteria must have been evidenced, assessed and achieved in line with the risk-rated approach.</p>
Set date assessments	<p>A large number of our qualifications have external assessments that must be sat on a set date and time and at your centre.</p> <p>Previously, where assessments were timetabled for a set date and time, we:</p> <ul style="list-style-type: none"> <li>• updated our assessment variation process to allow centres to use additional test centre locations</li> <li>• added additional assessment opportunities to the 2020-21 timetable</li> </ul> <p>However, following the January 2021 announcement that exams were cancelled, these will only remain applicable to those exams which are used to demonstrate a practical or occupational competence, or are assessments within qualifications which are not in scope for alternative awarding arrangements.</p>	<p>Set date and time assessments from February 2021 onwards are cancelled.</p> <p>This qualification is in scope for alternative arrangements and if required can be awarded via an assessed grade from the centre. Whilst the next phase of the Ofqual consultation continues, we will work together with Ofqual, sector partners and other awarding organisations to agree common approaches to setting minimum evidence thresholds for an assessed grade from the centre for this qualification and will confirm this by updating this addenda in April. In the meantime, teaching and learning should continue as much as possible as all completed work would form the basis of an assessed grade from the centre.</p>

Independent self-study	<p>A number of our qualifications have independent self-study external assessments.</p> <p>Previously, where these external assessments were timetabled we:</p> <ul style="list-style-type: none"> <li>• updated our assessment variation process to allow centres to use additional test centre locations</li> <li>• adapted our process to allow for evidence to be submitted electronically rather than by post</li> </ul> <p>However, following the January 2021 announcement that exams were cancelled, these will only remain applicable to those exams which are used to demonstrate a practical or occupational competence, or are assessments within qualifications which are not in scope for alternative awarding arrangements.</p>	<p>Independent self-study examinations from February 2021 onwards are cancelled in all instances other than where they are used to demonstrate a practical or occupational competence.</p> <p>Where exams are required to demonstrate occupational competence, these may continue beyond April 2021 where they can be delivered safely. Where this cannot be achieved, a delay may be required.</p> <p>This qualification is in scope for alternative arrangements and if required can be awarded via an assessed grade from the centre. Whilst the next phase of the Ofqual consultation continues, we will work together with Ofqual, sector partners and other awarding organisations to agree common approaches to setting minimum evidence thresholds for an assessed grade from the centre for this qualification and will confirm this by updating this addenda in April. In the meantime, teaching and learning should continue as much as possible as all completed work would form the basis of an assessed grade from the centre.</p>
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**Appendix A:**

**Risk rated approach to Department for Education's Early Years Educator (EYE) Criteria including mapping to  
NCFE CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/2147/6)**

The DfE Early Years Educator criteria have been risk rated to maximise and optimise the learner's opportunities within the real work environment. The key provided within this document will guide the Assessor when learners are in placement and the risk rated approach should be referred to, this will help to inform planning and assessment.

The Centre must ensure that all amber risk rated criteria is observed, either directly by Assessor observation or the Expert Witness Testimony (EWT) and planning can ensure that these criteria are observed during any placement opportunity. Learners can prepare for all other criteria in line with the approach suggested on the risk rated mapping document.

If criteria have been observed by Expert Witness Testimony, the Assessor must supplement the evidence through additional methods such as professional discussion before the criteria is signed off. The Assessor is responsible for signing off all competencies.

There MUST be evidence of performance, based on either assessor observation and/or Expert Witness Testimony, which is sufficient to support the learner's claim to competence, as outlined in this mapping document.

In all cases the evidence produced by the learner MUST meet the relevant DfE Early Years criteria, which effectively means that ALL Learning Outcomes and Assessment Criteria must have been evidenced, assessed and achieved in line with the risk-rated approach.

### How to use the risk rated approach

The risk rated approach assures that Early Years Educator learners have met the DfE EYE criteria in full and that sufficient evidence has been provided.

The key to the colour coded risk rated approach guides assessors by identifying the types of assessment methods that can be used to generate evidence. To help further, links have been identified showing the location of the criteria within the qualification.

The integrity and rigour of the qualification is upheld through this approach and learners will be prepared for work or further study with the underpinning knowledge and skills they need to enter the workforce at Level 3.

In addition to providing evidence in line with this risk rated approach, learners must achieve all knowledge- based criteria, (learning outcomes beginning with understand or know).

This qualification includes units that share both knowledge and skills- based criteria. Units can be claimed in full as long as:

- Evidence has been provided in line with the risk-based approach document
- All knowledge -based assessment criteria have been met
- The longitudinal study has been completed (there is an adaptation guidance to support learners to complete the study, and this can be found on the qualification page in Qual Hub)

Key	
Grey	Knowledge only assessment methods
Green	Suitable alternative assessment methods
Amber	Alternative assessment methods to be used with caution where assessor is unable to access for direct observation and is relying on EWT. These criteria must be observed.

Early Years Educator Criteria (Each criterion must be met in full by each individual learner)	Permitted assessment method/s	Location of EYE criteria within NCFE CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/2147/6)
1. Support and promote children's early education and development		
<p>1.1 Understand the expected patterns of <b>children's development</b> from birth to 5 years, and have an understanding of further development from age 5 to 7</p> <p><b>Children's development</b> patterns to include:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• literacy and numeracy</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• neurological and brain development</li> </ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	<p>Cognitive - Unit 3.9</p> <p>SLC- Unit 3.10</p> <p>Literacy - Unit 3.5</p> <p>Numeracy - Unit 3.6</p> <p>Physical- Unit 3.11</p> <p>Emotional/Social- Unit 3.12</p> <p>Neurological and brain development - Unit 3.9</p>
1.2 Understand the significance of attachment and how to promote it effectively.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Unit 1.4
1.3 Understand a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Unit 3.3
1.4 Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Unit 3.2



1.5 Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Units: 2.4, 2.5
1.6 Understand the importance to children's holistic development of: <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> </ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Units: 3.10, 3.11, 3.12
1.7 Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Unit 3.5
1.8 Understand the potential effects of, and how to prepare and support children through, <b>transitions and significant events</b> in their lives.  <b>Transitions and significant events</b> include: <ul style="list-style-type: none"> <li>• moving to school</li> <li>• starting and moving through day care</li> <li>• birth of a sibling</li> <li>• moving home</li> <li>• living outside of the home</li> <li>• family breakdown</li> <li>• loss of significant people</li> <li>• moving between settings and carers</li> </ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Units: 1.4, 2.5, 3.7
1.9 Understand the current early education curriculum requirements.	Can be evidenced in learner assessed work. Criteria must be clearly identified on	Units: 2.1, 3.2, 3.7

	the learner tasks, and/or professional discussion.	
1.10 Promote equality of opportunity and anti-discriminatory practice.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Unit 2.4 (AC 4.1)
<b>2. Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school</b>		
<p>2.1 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.</p> <p>To include</p> <ul style="list-style-type: none"> <li>• Communication and language (extending vocabulary, language structure, and dialogue, for example)</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>	Alternative: Child observations form the basis of activity planning. Activity planning can be undertaken in the classroom environment at the Centre. Leading purposeful experiences could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	<p>Comm&amp; Lang: Unit 3.10 (AC's 4.1,4.2)</p> <p>Physical: Unit 3.11 (AC's 4.1, 4.2)</p> <p>Personal, Social and Emotional: Unit 3.12 (AC's 4.1, 4.2)</p> <p>Literacy: Unit 3.5 (AC 6.1)</p> <p>Maths: Unit 3.6 (AC's 6.1, 6.2)</p> <p>Understanding the world: Unit 3.4 (AC's 8.1, 8.2)</p> <p>Arts &amp; Design: Unit 3.4 (AC's 9.1, 9.2)</p>
2.2 Ensure plans fully reflect the stage of development, individual needs and circumstances of children.	Alternative: Evidence must be sourced to child observation. This criterion may be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection	Unit 3.2 (AC 1.2)

2.3 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Unit 3.2 (AC 1.2)
2.4 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Unit 3.2 (AC 2.3)
2.5 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p> <p>To ensure learners are exposed to a range of strategies scenarios/case studies can be used to broaden awareness of strategies used to develop and extend children's learning and thinking, including opportunities to foster sustained shared thinking</p>	Unit 3.5 (AC 5.2)
2.6 Support and promote children's speech, language and communication development.	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p> <p>Learner understanding may be broadened through case studies, as well as a reflective</p>	Unit 3.10 (AC 4.1, 4.2)

	account and professional discussion to ensure clear understanding.	
2.7 Support children's group learning and socialisation.	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p> <p>Learner understanding may be broadened through case studies, as well as a reflective account from the learner and professional discussion to ensure clear understanding</p>	Unit 3.4 (AC 3.2)
2.8 Model and promote positive behaviours expected of children.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Unit 3.4 (AC 3.1)
2.9 Support children to manage their own behaviour in relation to others.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Unit 3.4 (3.3)
2.10 Understand when a child is in need of additional support.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Unit 3.13
2.11 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Unit 3.13 (AC 5.3)

<b>3. Make accurate and productive use of assessment</b>		
3.1 Understand how to assess within the current early education curriculum framework using a range of assessment techniques.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Unit 3.8
3.2 Carry out and record observational assessment accurately.	This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Unit 3.14 (AC 4.1)
3.3 Identify the needs, interests and stages of development of individual children.	This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Unit 3.14 (AC 4.3)
3.4 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.	This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Unit 3.14 (AC 4.3)
3.4 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Unit 3.14 (AC 4.3)
<b>4. Develop effective and informed practice</b>		
4.1 Demonstrate a good command of the English language in spoken and written form.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional	Must be linked at Centre discretion

	discussion with both learner and EWT and learner reflection.	
4.2 Explain the importance of continued professional development to improve own skills and early years practice.	Can be evidenced in learners assessed work. Criteria must be clearly identified on the learner's tasks, and/or professional discussion.	Unit 2.1, AC 4.1
4.3 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).	Alternative: Can be evidenced via Personal Development Plans, reflective accounts and professional discussion.	Unit 4.1, AC 3.4, 3.8
<b>5. Safeguard and promote the health, safety and welfare of children</b>		
5.1 Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Unit 2.2
5.2 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. Learner understanding could be broadened through exposure to the range of criteria through scenarios/case studies to ensure the criteria are fully met.	Use knowledge of Unit 2.2 and combine with Unit 2.3, AC 4.2
5.3 Plan and carry out physical care routines suitable to the age, stage and needs of the child.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Unit 1.3, AC 7.1
5.4 Understand why health and well-being is important for babies and children and promote healthy lifestyles.	Can be evidenced in learner assessed work. Criteria must be clearly identified on	Units 1.1, 1.2

	the learner tasks, and/or professional discussion.	
5.5 Understand how to respond to accidents and emergency situations.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Unit 2.3
<p>5.6 Demonstrate skills and knowledge for the prevention and control of infection.</p> <p><b>Prevention and control of infection</b> including:</p> <ul style="list-style-type: none"> <li>• hand washing,</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>	<p><b>Achieved through a combination of methods as applicable.</b></p> <p>This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p> <ul style="list-style-type: none"> <li>• hand washing,</li> <li>• food hygiene,</li> <li>• dealing with spillages safely,</li> <li>• safe disposal of waste,</li> <li>• using correct personal protective equipment</li> </ul> <p><b>Can be evidenced in learners assessed work. Criteria must be clearly identified on the learner's tasks, and /or professional discussion:</b></p> <ul style="list-style-type: none"> <li>• knowledge of common childhood illnesses and immunisation</li> <li>• exclusion periods for infectious diseases</li> </ul>	<p>Hand washing: Unit 1.3 (AC 4.1)</p> <p>Food hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment: Unit 1.3 (AC 3.1)</p> <p>Childhood illnesses: Unit 1.5 (AC 1.1)</p> <p>Immunisation: Unit 1.3 (AC 6.1, 6.2)</p> <p>Exclusion periods: Unit 1.5 (AC 1.4)</p>
5.7 Carry out risk assessment and risk management in line with policies and procedures.	Alternative: Based on the learner's engagement with risk assessment in an early years setting, this outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion, potentially using a work product.	Unit 2.3 (AC 4.2)
5.8 Understand safeguarding policies and procedures, including child protection, recognise when a child is in	Can be evidenced in learner assessed work. Criteria must be clearly identified on	Unit 2.2

<p>danger or at risk of <b>abuse</b>, and know how to act to protect them.</p> <p>Types of <b>abuse</b> including:</p> <ul style="list-style-type: none"> <li>• domestic,</li> <li>• neglect,</li> <li>• physical,</li> <li>• emotional</li> <li>• sexual abuse</li> </ul>	<p>the learner tasks, and/or professional discussion.</p>	
<p>5.9 Maintain <b>accurate and coherent records and reports</b> and share information, only when appropriate, to ensure the needs of all children are met.</p> <p><b>Records and reports</b> include:</p> <ul style="list-style-type: none"> <li>• Medication</li> <li>• special dietary needs</li> <li>• planning</li> <li>• observation and assessment</li> <li>• health, safety and security, accidents</li> <li>• daily registers</li> </ul>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>	<p>Unit 2.5 (AC 6.1)</p> <p>Records that learners must have a working knowledge of must include:</p> <ul style="list-style-type: none"> <li>• medication</li> <li>• special dietary needs</li> <li>• planning</li> <li>• observation and assessment</li> <li>• health, safety and security, accidents</li> <li>• daily registers</li> </ul>
<p><b>6. Work in partnership with the key person, colleagues, parents and/or carers or other professionals</b></p>		
<p>6.1 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>	<p>Unit 3.14 (AC 4.3)</p>



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6.2 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.	Alternative: This may be achieved by case study/scenario.	Unit 2.5 (AC 5.1)
6.3 Encourage parents and/or carers to take an active role in the child's play, learning and development.	Alternative: This may be achieved by case study/scenario.	Unit 2.5 (AC 5.1)