

### **An adaptation to the Professional Practice Portfolio Unit 16 mapped to DfE EYE criteria**

The risk rated approach assures that Early Years Educator (EYE) learners have met the DfE EYE criteria in full and that sufficient evidence has been provided. Please refer to the '**Risk -rated approach to DfE EYE criteria guidance**' document that can be found on the qualification's webpage on Qual Hub.

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 an adaptation to the skills-based criteria in Unit 16 has been developed- please see below for further details.

This adaptation clearly identifies criteria from the risk rated approach relevant to **NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator) (601/8437/1)**, therefore supporting efficient evidence generation in line with the DfE EYE criteria. Unit 16 may be claimed in full as long as all criteria identified through the risk rated approach has been met sufficiently.

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 of the graded knowledge units within the qualification.**

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.

## Unit 16: Professional Practice Portfolio

### Competency Based Learning Outcomes

Please note that DFE EYE criteria 4.1 'Demonstrate a good command of the English language in spoken and written form' must be met at Centre discretion

		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date	Mapped to DFE EYE Criteria
<b>Child development</b> <b>Planning and leading activities, opportunities and learning experiences for babies and children</b> <b>Facilitate the cognitive development of children from birth to 5 years</b>				
1. Be able to facilitate the development of cognition in children.	1.1 Create an environment which facilitates cognitive development of children in own setting.			
	1.2. Analyse the use of technology in supporting the development of cognition in children.			
2. Be able to implement a learning experience which supports the development of sustained shared thinking in children from birth to 5 years.	2.1. Plan and lead a learning experience which supports the development of sustained shared thinking in children aged: <ul style="list-style-type: none"> <li>0-1 year 11 months</li> </ul>			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
	<ul style="list-style-type: none"> <li>• 2-2 years 11 months</li> <li>• 3-5 years.</li> </ul>			
<b>Develop the speech, language and communication of children from birth to 5 years</b>				
3. Be able to create a language-rich environment to develop the speech, language and communication of children in own setting.	3.1. Create a language-rich environment which develops the speech, language and communication of children in own setting.			
4. Be able to implement opportunities which support the development of speech, language and communication of children from birth to 5 years.	<b>4.1. Plan and lead an activity which supports the development of speech, language and communication of children aged:</b> <ul style="list-style-type: none"> <li>• 0-1 year 11 months</li> <li>• 2-2 years 11 months</li> <li>• 3-5 years.</li> </ul>			<b>DFE EYE CRITERIA: 2.6</b>
	4.2. Reflect on own role in relation to the provision for supporting speech, language and communication development in own setting.			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
<b>Promote the physical development of children from birth to 5 years</b>				
5. Be able to promote physical development.	5.1. Create an environment which promotes physical development in own setting.			
6. Be able to implement opportunities which promote the physical development of children from birth to 5 years.	6.1. Plan and lead an opportunity which promotes the physical development of children aged: <ul style="list-style-type: none"> <li>• 0-1 year 11 months</li> <li>• 2-2 years 11 months</li> <li>• 3-5 years.</li> </ul>			
	6.2. Reflect on own role in relation to the provision for promoting physical development in own setting.			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
<b>Promote the personal, social and emotional development of children from birth to 5 years</b>				
7. Be able to promote the personal, social and emotional development of children from birth to 5 years.	7.1. Create an environment which promotes the personal, social and emotional development of children in own setting.			
	7.2. Plan and lead an opportunity which promotes the personal, social and emotional development of children aged: <ul style="list-style-type: none"> <li>• 0-1 year 11 months</li> <li>• 2-2 years 11 months</li> <li>• 3-5 years.</li> </ul>			
	7.3. Describe the benefits to children's holistic learning and development when promoting personal, social and emotional development.			
	7.4. Reflect on own role in relation to the provision for promoting the personal, social and emotional development of children in own setting.			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
<b>Promote healthy eating</b>				
8. Be able to support healthy eating in own setting.	8.1. Plan and implement an activity to support healthy eating in own setting.			
	8.2. Reflect on own role when supporting healthy eating in own setting.			
	8.3. Make recommendations for healthy eating in own setting.			
<b>Promote opportunities for exercise</b>				
9. Be able to support children's activity in an outdoor space.	9.1. Plan and lead an experience which supports children's activity in an outdoor space			
	9.2. Reflect on an experience which supports children's activity in an outdoor space.			
	9.3. Make recommendations for the outdoor provision for own setting.			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
<b>Contribute to a healthy environment for young children</b>				
10. Be able to support children in personal care routines.	10.1. Support children in personal care routines including: <ul style="list-style-type: none"> <li>• toileting</li> <li>• hand washing/washing</li> <li>• food and drink</li> <li>• resting and/or sleeping.</li> </ul>			DFE EYE CRITERIA: 5.3
<b>Promote children's emotional well-being</b>				
11. Be able to promote the emotional well-being of children in own setting.	11.1. Identify the needs of children in own setting in relation to emotional well-being.			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
	<p>11.2. Work with children in a way that:</p> <ul style="list-style-type: none"> <li>• supports independence</li> <li>• builds resilience and perseverance</li> <li>• builds confidence</li> <li>• supports self-reliance</li> <li>• equips children to protect themselves</li> <li>• builds relationships between children.</li> </ul>			
	11.3. Contribute to the well-being of children during transitions.			
	11.4. Plan and lead an activity to promote emotional well-being in own setting.			
	11.5. Reflect on own role when promoting emotional well-being in own setting in line with current framework requirements.			



		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date	Mapped to DFE EYE Criteria
<b>Contribute to a healthy and safe environment for young children</b>				
12. Be able to follow organisational policy and procedures in relation to keeping children safe.	12.1. Identify policies that keep children safe in an Early Years setting.			
	12.2. Follow procedures in relation to: <ul style="list-style-type: none"> <li>• registration</li> <li>• collection</li> <li>• food and drink provision</li> <li>• security</li> <li>• bullying</li> <li>• e-safety</li> <li>• confidential record keeping</li> <li>• ratios and supervision</li> <li>• moving and handling.</li> </ul>			DFE EYE CRITERIA: 5.2
	12.3. Explain action to take in response to: <ul style="list-style-type: none"> <li>• a child who is unwell</li> <li>• a missing child</li> <li>• injury</li> <li>• accident</li> <li>• emergency</li> <li>• fire drill</li> <li>• evacuation procedures.</li> </ul>			DFE EYE CRITERIA: 5.5

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
13. Be able to use hygienic practice to minimise the spread of infection.	13.1. Use hygienic practice in relation to: <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>			
14. Be able to manage risk within an environment which provides challenge for children.	14.1. Explain why it is important to take a balanced approach to risk management.			
	14.2 Support children in own setting to manage risk			
	14.3. Carry out risk assessment within own setting.			DFE EYE CRITERIA: 5.7
	14.4. Describe how health and safety risk assessments are monitored and reviewed.			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
<b>Contribute to an inclusive environment</b>				
15. Be able to use information, advice and support to promote equality, diversity and inclusion.	15.1. Reflect on ways information, advice and support about equality, diversity and inclusion can be used to inform practice.			DFE EYE CRITERIA: 1.10 A
16. Be able to work in ways which support equality, diversity and inclusive practice.	16.1. Interact with children in a way that values them and meets their individual needs.			
<b>Plan, lead and review play opportunities which support children's learning and development in relation to current frameworks</b>				
17. Be able to facilitate play opportunities with children	17.1. Create a plan which includes a balance of child-initiated and adult-led play opportunities for: <ul style="list-style-type: none"> <li>• physical play</li> <li>• creative play</li> <li>• imaginative play</li> <li>• sensory play</li> <li>• heuristic play.</li> </ul>			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
	17.2. Differentiate planned play opportunities to meet the individual needs of the children in own setting in relation to current frameworks.			DFE EYE CRITERIA: 2.2 DFE EYE CRITERIA: 2.3
	17.3. Support children's participation in a planned play opportunity.			
	17.4. Explain how play opportunities should provide a balance between child-initiated and adult-led play.			DFE EYE CRITERIA: 2.4
18. Be able to reflect on play opportunities.	18.1. Evaluate how a planned play opportunity meets the play, learning and developmental needs of children in relation to current framework requirements.			
	18.2. Analyse own role in relation to planned play opportunities.			
	18.3. Make recommendations for the next stage of children's learning and development in relation to planned play opportunities.			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
<b>Contribute to enabling environments</b>				
19. Be able to support children's behaviour and socialisation within play environments.	19.1. Model positive behaviour.			DFE EYE CRITERIA: 2.8
	19.2. Plan an environment which supports children's socialisation and group learning.			DFE EYE CRITERIA: 2.7
	19.3. Use strategies when supporting children to manage their own behaviour.			DFE EYE CRITERIA: 2.9
20. Be able to provide enabling play environments.	20.1. Plan an enabling play environment: <ul style="list-style-type: none"> <li>indoors</li> <li>outdoors.</li> </ul>			
	20.2. Evaluate enabling play environments in own setting.			
<b>Support children with additional needs</b>				
21. Be able to meet the additional needs of children.	21.1. Identify the individual needs of children in own setting.			

		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date	Mapped to DFE EYE Criteria
	21.2. Plan and implement activities in partnership with others to meet children's additional needs.			DFE EYE CRITERIA: 2.11
	21.3. Reflect on own practice in meeting children's additional needs.			
<b>Use observation, assessment and planning to promote the development of children from birth to 5 years</b>				
22. Be able to carry out observations in own setting in line with current frameworks	22.1. Observe in line with current frameworks: <ul style="list-style-type: none"> <li>• an individual child</li> <li>• a group of children</li> <li>• indoor provision</li> <li>• outdoor provision.</li> </ul>			DFE EYE CRITERIA: 3.2 DFE EYE CRITERIA: 3.3
	22.2. Reflect on outcomes of observations carried out in own setting in relation to: <ul style="list-style-type: none"> <li>• an individual child</li> <li>• a group of children</li> <li>• indoor provision</li> <li>• outdoor provision.</li> </ul>			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
	22.3. Discuss children's progress with: <ul style="list-style-type: none"> <li>• key person</li> <li>• colleague.</li> </ul>			DFE EYE CRITERIA: 3.5
	22.4. Work with others to plan next steps in relation to the needs, stages of development and interests of: <ul style="list-style-type: none"> <li>• an individual child</li> <li>• a group of children.</li> </ul>			DFE EYE CRITERIA: 3.4 DFE EYE CRITERIA: 6.1
	22.5. Reflect on own role in meeting the needs, stages of development and interests of children in own setting.			

		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date	Mapped to DFE EYE Criteria
<b>Record-keeping and reporting</b>				
23. Be able to maintain accurate and coherent records in line with organisational requirements.	23.1. Explain confidentiality in relation to record-keeping and reporting.			
	23.2. Explain organisational requirements in relation to: <ul style="list-style-type: none"> <li>• completing records to include:                             <ul style="list-style-type: none"> <li>– health, safety and security</li> <li>– accidents</li> <li>– incident</li> <li>– daily registers</li> <li>– medication</li> <li>– special dietary requirements</li> <li>– planning</li> </ul> </li> <li>• observation and assessment</li> </ul>			DFE EYE CRITERIA: 5.9



		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date	Mapped to DFE EYE Criteria
<b>Develop emergent literacy skills of children from birth to 5 years</b>				
24. Be able to support emergent literacy.	24.1. Develop a language rich environment for children from birth to 5 years.			
	24.2. Interact with children to meet individual speech, language and communication needs.			
	24.3. Use strategies to plan activities which engage children and extend literacy development in relation to: <ul style="list-style-type: none"> <li>• speaking and listening</li> <li>• emergent reading</li> <li>• sustained shared thinking</li> <li>• emergent writing</li> <li>• technology/digital literacy</li> <li>• socialisation</li> <li>• group learning.</li> </ul>			DFE EYE CRITERIA: 2.5
	24.4. Lead an activity to support emergent literacy.			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
	24.5. Identify benefits to children's holistic learning and development when supporting emergent literacy.			
	24.6. Evaluate how planned activities support emergent literacy in relation to current frameworks.			
25. Be able to produce resources to support emergent literacy.	<p>25.1. Develop a resource file of activities for children from birth to 5 years to encourage:</p> <ul style="list-style-type: none"> <li>• speaking and listening</li> <li>• emergent reading</li> <li>• sustained shared thinking</li> <li>• emergent writing</li> <li>• technology/digital literacy</li> <li>• socialisation</li> <li>• group learning.</li> </ul>			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
<b>Develop emergent mathematical skills of children from birth to 5 years</b>				
26. Be able to implement activities to support children's emergent mathematical development.	26.1. Plan and lead activity to support children's emergent mathematical development.			
	26.2. Evaluate how planned activities support children's emergent mathematical development in relation to current frameworks.			
	26.3. Make recommendations for meeting individual children's emergent mathematical needs.			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
27. Be able to produce resources to support emergent mathematical development.	<p>27.1. Develop a resource file of activities for children from birth to 5 years to encourage:</p> <ul style="list-style-type: none"> <li>• number and counting</li> <li>• measure, shape, size and pattern</li> <li>• weight, volume and capacity</li> <li>• space and time</li> <li>• data representation</li> <li>• problem solving</li> <li>• sustained shared thinking</li> <li>• socialisation</li> </ul> <p>group learning.</p>			
28. Be able to work with parents/carers in a way which encourages them to take an active role in their child's emergent literacy and mathematical development.	28.1. Work with parents/carers in a way which encourages them to take an active role in their child's emergent literacy and mathematical development.			DFE EYE CRITERIA: 6.3

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
<b>Support children as they prepare for school</b>				
29. Be able to contribute to learning and development for school readiness in relation to the current framework.	29.1. Use strategies to plan, lead and evaluate an opportunity for each of the following areas of learning and development in the current framework in own setting: <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>			DFE EYE CRITERIA: 2.1
	29.2. Reflect on holistic opportunities to promote learning and development when planning within the current framework.			
	29.3. Reflect on partnership working when planning opportunities to promote learning and development for young children across the current framework.			

		Evidence Record e.g. page number and method	Assessor Judgement achieved Initial and date	Mapped to DFE EYE Criteria
	<p>29.4. Evaluate the role of assessment across the current framework in relation to children's progress:</p> <ul style="list-style-type: none"> <li>at the age of 2 years</li> <li>for the Early Years Foundation Stage Profile.</li> </ul>			
<b>Work in partnership</b>				
30. Be able to work in partnership.	30.1. Contribute to partnership work with parents/carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.			DFE EYE CRITERIA: 6.2
<b>Professional development</b>				
31. Be able to use reflective practice to contribute to own professional development.	31.1. Develop a Curriculum Vitae.			
	31.2. Review own learning needs, professional interests and development opportunities.			

		<b>Evidence Record</b> e.g. page number and method	<b>Assessor Judgement achieved</b> Initial and date	<b>Mapped to DFE EYE Criteria</b>
	31.3. Devise own Professional Development Plan in relation to: <ul style="list-style-type: none"> <li>• feedback obtained</li> <li>• own progress</li> <li>• own goals and ambition.</li> </ul>			
	31.4. Maintain subject knowledge across curriculum subjects which are of personal interest.			DFE EYE CRITERIA: 4.3
	31.5. Explain how reflective practice leads to improved ways of working.			