

Risk rated approach to Department for Education's Early Years Educator (EYE) Criteria

Several of our qualifications include mandated or recommended work placement components in a real work environment, e.g., due to licence to practice requirements for a given occupation, or to reflect the clear expectations of relevant industry sector partner organisations, this is the case with all our qualifications that meet the Department for Education's (DfE) Early Years Educator criteria.

The qualifications listed in Table A below, have been assessed by DfE as meeting all of the Early Years Educator criteria. They therefore allow those who have successfully achieved them to practice in the level 3 ratios. Some qualifications have a higher overall qualification level than level 3, but they are approved for level 3 ratio purposes only. Our T Level meets the Early Years Educator criteria and allows those who have successfully achieved to practice in the level 3 ratios.

Table A: Qualifications that meet the DfE Early Years Educator criteria (license to practice qualifications)

Qualification reference number(s)	Qualification title(s)
601/2147/6	NCFE CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator)
601/2629/2	NCFE CACHE Level 3 Diploma for the Early Years Workforce ((Early Years Educator)
601/8438/3	NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator)
601/8437/1	NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator)
601/4000/8	NCFE CACHE Level 3 Diploma in Childcare and Education (Early Years Educator)
601/4573/0	NCFE CACHE Level 3 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)
601/5636/3	NCFE CACHE Level 3 Diploma in Holistic Baby and Child Care (Early Years Educator)
603/5829/4	T Level Technical Qualification in Education and Childcare (Level 3) (delivered by NCFE)
601/5130/4	NCFE CACHE Level 4 Diploma Steiner Waldorf Early Childhood Studies (Early Years Educator)
601/4481/6	NCFE CACHE Level 4 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)
603/3907/X	NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner

Department for Education's (DfE) Early Years Educator criteria

The DfE Early Years Educator criteria have been risk rated (Table B) 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.

Table B: EYE Assessment RAG rating against Department for Education's EYE Criteria

Early Years Educator Criteria (Each criteria must be met in full by each individual learner)	Key
	Grey-Knowledge only assessment method
	Green- Use of another suitable alternative method such as Professional Discussion permitted
	Amber- These criteria must be observed, an Expert Witness Testimony (EWT) can be used where it is not safe to gain direct observation of performance by the assessor. When EWT has been used, robust triangulation of performance-based evidence such as professional discussion should be applied to strengthen competency.
1. Support and promote children's early education and development	
1.1 Understand the expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7. Children's development patterns to include: <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and numeracy • physical • emotional • social • neurological and brain development 	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.
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.
1.3 Understand a range of underpinning theories and philosophical approaches to	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.

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how children learn and develop, and their influence on practice.	
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.
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.
1.6 Understand the importance to children's holistic development of: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development 	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.
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.
1.8 Understand the potential effects of, and	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.

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<p>how to prepare and support children through, transitions and significant events in their lives.</p> <p>Transitions and significant events include:</p> <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people • moving between settings and carers 	
1.9 Understand the current early education curriculum requirements.	Can be evidenced in learner assessed work. Criteria must be clearly identified on 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.
2. Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school	
2.1 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning	

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<p>and development areas of current early education curriculum requirements. To include</p> <ul style="list-style-type: none"> • Communication and language (extending vocabulary, language structure, and dialogue, for example) • Physical development • Personal, social and emotional development • Literacy • Mathematics • Understanding the world • Expressive arts and design 	<p>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>
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
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.
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.

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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>
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 account and professional discussion to ensure clear understanding.</p>
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>
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.
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.

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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.
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.
3. Make accurate and productive use of assessment	
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.
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.
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.
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.
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.

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4. Develop effective and informed practice	
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 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.
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.
5. Safeguard and promote the health, safety and welfare of children	
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.
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.

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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.
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 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.
5.6 Demonstrate skills and knowledge for the prevention and control of infection. Prevention and control of infection including: <ul style="list-style-type: none"> • hand washing, • food hygiene, • dealing with spillages safely, • safe disposal of waste, • using correct personal protective equipment • knowledge of common childhood illnesses and immunisation • exclusion periods for infectious diseases 	<p>Achieved through a combination of methods as applicable.</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"> • hand washing, • food hygiene, • dealing with spillages safely, • safe disposal of waste, • using correct personal protective equipment <p>Can be evidenced in learners assessed work. Criteria must be clearly identified on the learner's tasks, and /or professional discussion:</p> <ul style="list-style-type: none"> • knowledge of common childhood illnesses and immunisation • exclusion periods for infectious diseases

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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.
5.8 Understand safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse , and know how to act to protect them. Types of abuse including: <ul style="list-style-type: none"> • domestic, • neglect, • physical, • emotional • sexual abuse 	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.
5.9 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met. Records and reports include: <ul style="list-style-type: none"> • Medication • special dietary needs • planning • observation and assessment • health, safety and security, accidents • daily registers 	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.

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6. Work in partnership with the key person, colleagues, parents and/or carers or other professionals	
6.1 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.	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.
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.
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.