

### Adaptation addendum

Qualification title(s)	NCFE CACHE Level 2 Diploma for the Early Years Practitioner
Qualification reference number(s)	603/3723/0
Summary of changes	<p>V2.0 – 24.03.21 - Updated to provide additional information on the use of teacher assessed grades for internally and externally assessed components and the 'knowledge only' option</p> <p>V1.0 - 22.02.21 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 60337230 EYP.</p>
Qualification Purpose	<p>The aim of this qualification is to provide learners with the knowledge and understanding of babies and young children from birth to seven years of age with applied knowledge in the early years, 0–5 years. The qualification content meets the Department for Education's (DfE) Level 2 full and relevant criteria for a Level 2 Early Years Practitioner in the workforce. Upon successful completion of this qualification, learners can enter the workforce as a qualified Level 2 Early Years Practitioner or continue to study for a Level 3 Diploma holding Early Years Educator status.</p>
Adaptation Overview	<p>This qualification is licensed to practice and meets the Department for Education's (DfE's) Early Years Practitioner (EYP) criteria. Centres <b>must</b> ensure they use the '<b>Risk-rated approach to DfE EYP criteria guidance</b>' (<b>Appendix A</b>). This document highlights the EYP criteria contained within each unit which <b>must</b> continue to be achieved within the agreed permitted adaptations outlined in the risk-rated approach.</p> <p>Where learners are unable to demonstrate achievement of the competence-based requirements that map to the DfE EYP criteria in line with the risk -rated approach, Centres will be able to certificate their learners on a 'knowledge only' basis. The certificate of achievement will display the same Qualification Reference Number (QRN) and title of the original qualification undertaken, with 'knowledge only pathway' clearly identified. This is to distinguish between knowledge only achievement and an Early Years Practitioner competence to practice at Level 2. <b>Learners who wish to embark on the DfE skills criteria at a later date will still have an opportunity to do so.</b> More information on this option will be provided by May 2021.</p> <p>Please see below for further details on adaptations permitted for internal and external assessments.</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>Internal assessment should continue where possible and where it is safe to do so. Where this is not possible, internally assessed units can be submitted as a Teacher Assessed Grade (TAG), however, any units containing knowledge and skills criteria that are mapped to specific EYP criteria, must still be demonstrated in full as per the <b>'Risk-rated approach to DfE EYP criteria guidance'</b>. This will be checked as part of our external quality assurance processes.</p> <p><b>Units that can be submitted as a TAG:</b> For the remaining assessment criteria within the unit, that are not mapped to specific EYP criteria, centres should ensure there is some form of evidence. The teacher should make a judgement whether there is sufficient evidence in which to demonstrate the learner's performance at a grade in which to be able to submit a teacher assessed grade. Where teacher assessed grades are submitted for units that contain EYP criteria, centres should ensure they have achieved in full all EYP criteria as per the 'risk-rated approach' and any remaining assessment criteria, a judgment is made whether there is sufficient evidence in which to base a teacher assessed grade on. Where there is limited evidence, centres should look to fill these gaps with alternative sources of evidence i.e., centre devised assessments, witness statements, formative</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>	<p>assessments, evidence from homework / classwork, etc.</p> <p>The most efficient way of providing sufficient evidence for a TAG is to complete all knowledge criteria and work with the risk-rated approach to show competence of skills. If it has not been possible to complete knowledge units/criteria due to the pandemic and remote working, learners can generate evidence from a variety of sources including centre devised assessments, witness statements, formative assessments, evidence from homework / classwork, etc. In addition to this, the risk rated approach assessment criteria are not subject to a TAG. Centres must provide valid and reliable evidence in line with the risk rated approach for EYP qualifications. All external assessments are subject to a TAG.</p> <p>We have worked 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 more information can be found in the <b>Approach to Alternative Awarding Arrangements 2020/21</b>, which can be found on our website <a href="#">here</a> and will be updated with further guidance by the end of March.</p>
Observation of competence via workplace or mandatory work placement; essential e.g. due to licence to practice	<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>	<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>requirements in a given occupational area</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> <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>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: 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> </ul>
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	<p><b>Observations</b></p> <p>Competence based assessment requirements must include direct observation of performance of the learner 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</li> </ul>	<ul style="list-style-type: none"> <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 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</p>
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	<p>involves evaluating the everyday practice of staff within their area of expertise.</p> <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 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</p>	<p>replace the observation requirement. These can be used to support the triangulation of evidence.</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>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>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></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). Please refer to 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>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.</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>	<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.</li> <li>• the DfE Early Years Educator/Practitioner (EYE/EYP) criteria have been risk rated to maximise and optimise the learner's opportunities within the real work environment. A document has been provided for Early Years Educator/Early Years</li> </ul>
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Department for Education's Early Years Practitioner criteria	n/a	<p>The DfE Early Years Practitioner 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 EYP 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> </ul>

		<ul style="list-style-type: none"><li>• Green - Use of another suitable alternative method such as Professional Discussion permitted</li><li>• 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.</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> <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 Practitioner criteria, which effectively means that ALL Learning</p>
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		Outcomes and Assessment Criteria must have been evidenced, assessed and achieved in line with the risk-based approach.
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## **Appendix A:**

### **Risk- rated approach to DfE Early Years Practitioner (EYP) criteria**

The DfE Early Years Practitioner 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 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 in this 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 Practitioner learners have met the DfE EYP 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 at Level 2 with the underpinning knowledge and skills they need to enter the workforce at Level 2.

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).

V2 NCFE CACHE Level 2 Diploma for the Early Years Practitioner (603/3723/0)

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-rated approach
- all knowledge -based assessment criteria have been met or TAG submitted (if required)

<b>Key</b>	
Grey	Knowledge only assessment methods
Green	Suitable alternative assessment methods
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.

<b>Early Years Practitioner (EYP) Criteria (Each criterion must be met in full by each individual learner)</b>	<b>Permitted assessment methods</b>	<b>Location of EYP criteria within NCFE CACHE Level 2 Diploma for the Early Years Practitioner (603/3723/0)</b>
1. Knowledge of Child Development		
1.1 Describe how children learn and the expected pattern of babies and children's development from birth to 5 years and their further development from age 5 to 7. Areas of development to include: <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication</li> <li>• physical</li> <li>• emotional</li> </ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	EYP 5, EYP 11

<b>Early Years Practitioner (EYP) Criteria (Each criterion must be met in full by each individual learner)</b>	<b>Permitted assessment methods</b>	<b>Location of EYP criteria within NCFE CACHE Level 2 Diploma for the Early Years Practitioner (603/3723/0)</b>
<ul style="list-style-type: none"> <li>• social</li> <li>• brain development</li> <li>• literacy and numeracy</li> </ul>		
<p>1.2 Understand the importance to children's holistic development of:</p> <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> <li>• literacy and numeracy</li> </ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	EYP 11
<p>1.3 Explain how babies' and young children's learning and development can be affected by their stage of development, wellbeing and individual circumstances.</p>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	EYP 11
<p>1.4 Describe the significance of attachment, the key person's role and how transitions and other significant events impact children.</p>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	EYP 11
<p>1.5 Demonstrate how to support babies and young children through a range of transitions.</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.	EYP 11 (AC 5.1)

Early Years Practitioner (EYP) Criteria (Each criterion must be met in full by each individual learner)	Permitted assessment methods	Location of EYP criteria within NCFE CACHE Level 2 Diploma for the Early Years Practitioner (603/3723/0)
2. Safeguarding		
2.1 Know the legal requirements and guidance on safeguarding, security, confidentiality of information 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.	EYP 4
2.2 Understand safeguarding policies and procedures, including child protection and online safety.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	EYP 4
2.3 Explain own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	EYP 4
2.4 Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including:  • 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.	EYP 4

Early Years Practitioner (EYP) Criteria (Each criterion must be met in full by each individual learner)	Permitted assessment methods	Location of EYP criteria within NCFE CACHE Level 2 Diploma for the Early Years Practitioner (603/3723/0)
3. Health and Safety		
3.1 Outline the legal requirements and guidance for: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• security</li> </ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	EYP 4
3.2 Identify risks and hazards in the work setting and during off site visits.	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.	EYP 2 (AC 4.1)
3.3 Describe own role and responsibilities, including reporting, in the event of: <ul style="list-style-type: none"> <li>• a baby or young child requiring urgent medical/dental attention</li> <li>• a non-medical incident or emergency</li> <li>• identifying risks and hazards</li> </ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 2
3.4 Demonstrate skills and understanding for the prevention and control of infection, including: <ul style="list-style-type: none"> <li>• hand washing</li> <li>• food preparation and hygiene</li> </ul>	Achieved through a combination of methods as applicable: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. To ensure full coverage of this criteria simulation in the classroom via simulation is applicable.	EYP 6 (AC 2.1)



Early Years Practitioner (EYP) Criteria (Each criterion must be met in full by each individual learner)	Permitted assessment methods	Location of EYP criteria within NCFE CACHE Level 2 Diploma for the Early Years Practitioner (603/3723/0)
<ul style="list-style-type: none"> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> </ul>	<ul style="list-style-type: none"> <li>• hand washing,</li> <li>• food preparation and hygiene,</li> <li>• dealing with spillages safely,</li> <li>• safe disposal of waste,</li> <li>• using correct personal protective equipment</li> </ul>	
3.5 Explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 2
3.6 Use equipment, furniture, and materials safely, following the manufacturers' instructions and setting's requirements.	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.	EYP 2 (AC 5.1)
3.7 Identify the signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/dental attention.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 2
3.8 Demonstrate how to encourage children to: <ul style="list-style-type: none"> <li>• be aware of personal safety and the safety of others</li> <li>• develop personal hygiene practices (including oral hygiene)</li> </ul>	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.	EYP 2 (AC 5.2)  EYP 6 (AC 6.2)

Early Years Practitioner (EYP) Criteria (Each criterion must be met in full by each individual learner)	Permitted assessment methods	Location of EYP criteria within NCFE CACHE Level 2 Diploma for the Early Years Practitioner (603/3723/0)
4. Well-being		
4.1 Understand the impact of health and wellbeing on children's development.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 9
4.2 Understand the current dietary guidance for early years and explain why it is important for babies and young children to have a healthy balanced diet and be physically active.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 9
4.3 Promote health and wellbeing in settings by encouraging babies and young children to:  • consume healthy and balanced meals, snacks, and drinks appropriate for their age  • be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors	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.	EYP 9 (AC 6.2)  EYP 10 (AC 2.2)
4.4 Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 10

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<p>4.5 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including:</p> <ul style="list-style-type: none"> <li>• Eating (feeding and weaning/complimentary feeding)</li> <li>• nappy changing procedures</li> <li>• potty/toilet training</li> <li>• care of skin, teeth and hair</li> <li>• rest and sleep provision</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>EYP 6 (AC 6.1)</p>
<b>5. Communication</b>		
<p>5.1 Demonstrate how to communicate with all children in ways that will be understood, including verbal and non-verbal communication.</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>EYP 1 (AC 3.2)</p>
<p>5.2 Demonstrate how to extend children's development and learning through verbal and non-verbal communication.</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>EYP 1 (AC 3.3)</p>
<p>5.3 Explain ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech.</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion</p>	<p>EYP 1</p>

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5.4 Encourage babies and young children to use a range of communication methods.	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.	EYP 1 (AC 3.4)
5.5 Demonstrate a range of communication methods to exchange information with children and adults.	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.	EYP 1 (AC 3.5)
<b>6. Support the planning of and deliver activities, purposeful play opportunities and educational programmes</b>		
6.1 Describe the statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 5
6.2 Demonstrate inclusive practice ensuring that every child is included and supported.	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.	EYP 7 (AC 3.4)
6.3 Explain the terms: <ul style="list-style-type: none"><li>• Adult led activities</li><li>• Child initiated activities</li><li>• Spontaneous experiences</li></ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 7

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6.4 Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning.	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. This could be strengthened by simulation.	EYP 7 (AC 2.2)
6.5 Implement and review activities to support children's play, creativity, social development and learning and clear up after 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. Activities can be reviewed in the classroom environment at the Centre.	EYP 7 (AC's 3.2, 3.3)
6.6 Describe the key stages in the observation, assessment and planning cycle and explain the value of observation for:  • the child  • the parents/carers  • the early years setting in planning the next steps	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. Activities can be reviewed in the classroom environment at the Centre.	EYP 7 (AC 2.3)
6.7 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.	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. Plan and review could be completed in the classroom environment at the Centre.	EYP 7 (AC 2.6)

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	Alternative: Simulation could be used for this outcome, as well as a reflective account from the learner and professional discussion to ensure clear understanding.	
6.8 Describe how to refer concerns you may have about a baby's or child's development.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 7
6.9 Demonstrate how to use learning activities to support early language development.	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.	EYP 7 (AC 3.1)
6.10 Support children's early interest and development in mark making, writing, reading and being read to.	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.	EYP 14 (AC 3.2)
6.11 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.	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.	EYP 14 (AC 4.2)
<b>7. Support children with special educational needs and disabilities</b>		
7.1 Describe statutory guidance in relation to the care and education of children with special educational needs and disabilities.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 11

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7.2 Explain partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 11
7.3 Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation.	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. To ensure full coverage of this criterion case studies / scenarios may be used.	EYP 11 (AC 5.2)
7.4 Work in ways that value and respect the developmental needs and stages of babies and 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.	EYP 11 (AC 5.1)
7.5 Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely.	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.	EYP 11 (AC 5.3)
<b>8. Own role and development</b>		
8.1 Explain own role and expected behaviours and the roles of colleagues and the team.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 1
8.2 Explain how to access work place policies and procedures and your own responsibilities and accountabilities relating to these.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 1

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8.3 Explain, with examples, how your behaviour can impact on babies and children and influence them.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 12
8.4 Identify own responsibilities when following procedures in the work setting for:  <ul style="list-style-type: none"> <li>• reporting</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding</li> <li>• confidentiality</li> <li>• information sharing</li> <li>• use of technology</li> </ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 4
8.5 Explain the importance of reflective practice and continued professional development to improve own skills and early years practice.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 1
8.6 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 1



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8.7 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 1
<b>9. Working with others – parents, colleagues, other professionals</b>		
9.1 Understand the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 1
9.2 Explain the importance of the voice of the child, parental/carers engagement, the home learning environment and their roles in early learning.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion	EYP 1
9.3 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young 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.	EYP 1 (AC 3.7)
9.4 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.	Alternative: This may be achieved by case study/scenario.	EYP 1 (AC 3.8)
9.5 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.	Alternative: This may be achieved by case study/scenario.	EYP 13 (AC 3.4)