

## **Early Years Educator (EYE) Mentoring Programme**

A useful document for students wishing to gain a full licence to practice at Level 3 from a Level 3 EYE knowledge only pathway qualification

## Introduction

For some students completing the Level 3 Early Years Educator (EYE) 'knowledge only option/qualification' they may want to consider ways to achieve the licence to practice competency component of their qualification in order to enter the workforce. To support the early years setting, mentor and students a useful 'Mentoring Programme' document has been produced.

This document has been developed to support students as they work through skills and competencies in line with the Department for Education's (DfE) risk rated criteria approach to gain a licence to practice at Level 3 as an Early Years Educator. Students completing this programme must be registered on the original qualification and remain under the guidance of the training provider during their additional study.

The document provides suggestions from early years practice to support employers to consider how students may generate evidence from their work placement. Students do not need to attend college until they have completed the Mentoring Programme as all evidence required can be gained from work placement experience. The work placement supervisor/mentor will be responsible for providing expert witness statements/feedback in this document in the space provided against those skills marked Amber. The mentor may also choose to feedback / comment on other experiences included in this document. The student should reflect on all areas and be prepared to contribute to a professional discussion with their assessor from their training provider once the document is complete as appropriate.

Assessors may choose to observe students in their placement or offer professional discussions around expert witness testimonies that have been completed by the early years setting. NCFE do not set a time limit on the completion of this mentoring programme but expect it to be completed in one academic term or less as a placement block wherever possible. Time constraints to moving from a knowledge only pathway qualification to gaining a full licence to practice qualification has been developed as a mitigation to success during COVID-19 restrictions and therefore the opportunity to access this programme will be under review from the DfE moving forward. The Assessor from the training provision should provide opportunity for professional discussion to be collated in order to strengthen the competencies gained through expert witness testimony and sign the final section, along with the student at the end of the document.

On the next few pages, the DfE risk rated approach for Level 3 Early Years Educator can be found with examples of experiences/activities or tasks that may provide relevant evidence against the competencies. All areas highlighted grey should have been achieved by the student when achieving the knowledge only pathway qualification and it is not a requirement to repeat these. The mentor comment/feedback column should be completed by the early years setting using the student's practice to support them. Suggestions for evidence against competencies marked Green and Amber have been provided to support the early years setting in the student mentoring process.

Further information about claiming the qualification can be found at the end of this document.

## DfE Early Years Educator Criteria

Key
Knowledge only assessment methods
Suitable alternative assessment methods
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.

Early Years Educator Criteria (Each criteria must be met in full by each individual student)	Permitted assessment methods	Possible evidence from everyday practice	Mentor comment/feedback	Assessor Professional Discussion reference
<b>1. Support and promote children's early education and development</b>				
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"> <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 student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		
1.2 Understand the significance of attachment and how to promote it effectively.	Can be evidenced in student assessed work. Criteria must be clearly identified on the	Completed as part of knowledge only pathway qualification: no further evidence is required		

<b>Early Years Educator Criteria (Each criteria must be met in full by each individual student)</b>	<b>Permitted assessment methods</b>	<b>Possible evidence from everyday practice</b>	<b>Mentor comment/feedback</b>	<b>Assessor Professional Discussion reference</b>
	student tasks, and/or professional discussion.			
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 student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		
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 student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		
1.5 Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		
1.6 Understand the importance to children's holistic development of: • speech, language and communication • personal, social and emotional development • physical development	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		
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 student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		

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<p>1.8 Understand the potential effects of, and how to prepare and support children through, transitions and significant events in their lives. Transitions and significant events include:</p> <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 student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		
1.9 Understand the current early education curriculum requirements.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		
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 student and EWT and student reflection.	This competence should be naturally occurring during everyday ways of working. The student can reflect on the importance of this as part of a professional discussion with their Assessor	The placement mentor to provide a brief outline of student engagement with this competence	

Early Years Educator Criteria (Each criteria must be met in full by each individual student)	Permitted assessment methods	Possible evidence from everyday practice	Mentor comment/feedback	Assessor Professional Discussion reference
<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. 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>	<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 student and EWT and student reflection.</p>	<p>The student should plan and lead activities/experiences to engage young children in all areas of learning and development. Experiences can be planned holistically, and this would need to be included as part of a professional discussion with their Assessor. When planning for this competence, students to consider criteria 2.2-2.7 in this document as there is opportunity to achieve these competencies through activities/experiences undertaken with young children</p>	<p>The placement mentor to provide a brief outline of student engagement with this competence</p>	
<p>2.2 Ensure plans fully reflect the stage of development, individual needs and circumstances of children.</p>	<p>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 student and EWT and student reflection</p>	<p>This can be achieved when generating evidence for 2.1 and must be complemented by a professional discussion with the Assessor</p>	<p>The placement mentor to provide a brief outline of student engagement with this competence</p>	

Early Years Educator Criteria (Each criteria must be met in full by each individual student)	Permitted assessment methods	Possible evidence from everyday practice	Mentor comment/feedback	Assessor Professional Discussion reference
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 student and EWT and student reflection.	This can be achieved when generating evidence for 2.1 and must be complemented by a professional discussion with the Assessor	The placement mentor to provide a brief outline of student engagement with this competence	
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 student and EWT and student reflection.	This can be achieved when generating evidence for 2.1 and must be complemented by a professional discussion with the Assessor	The placement mentor to provide a brief outline of student engagement with this competence	
2.5 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection. To ensure students 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,	This can be achieved when generating evidence for 2.1 and must be complemented by a professional discussion with the Assessor	The placement mentor to provide a brief outline of student engagement with this competence	

Early Years Educator Criteria (Each criteria must be met in full by each individual student)	Permitted assessment methods	Possible evidence from everyday practice	Mentor comment/feedback	Assessor Professional Discussion reference
	including opportunities to foster sustained shared thinking			
2.6 Support and promote children's speech, language and communication development.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection. Student understanding may be broadened through case studies, as well as a reflective account and professional discussion to ensure clear understanding.	This can be achieved when generating evidence for 2.1 and must be complemented by a professional discussion with the Assessor	The placement mentor to provide a brief outline of student engagement with this competence	
2.7 Support children's group learning and socialisation.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection. Student understanding may be broadened through case studies, as well as a reflective account from the student and professional	This can be achieved when generating evidence for 2.1 and must be complemented by a professional discussion with the Assessor	The placement mentor to provide a brief outline of student engagement with this competence	



<b>Early Years Educator Criteria (Each criteria must be met in full by each individual student)</b>	<b>Permitted assessment methods</b>	<b>Possible evidence from everyday practice</b>	<b>Mentor comment/feedback</b>	<b>Assessor Professional Discussion reference</b>
	discussion to ensure clear understanding			
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 student and EWT and student reflection.	This competence should be naturally occurring during everyday ways of working. The student can reflect on the importance of this as part of a professional discussion with their Assessor	The placement mentor to provide a brief outline of student engagement with this competence	
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 student and EWT and student reflection.	This competence should be naturally occurring during everyday ways of working. The student can reflect on the importance of this as part of a professional discussion with their Assessor	The placement mentor to provide a brief outline of student engagement with this competence	
2.10 Understand when a child is in need of additional support.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		
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 student and EWT and student reflection.	The student may be able to achieve this competence by engaging in the observation, assessment and planning cycle, preparing documentation that may be shared with colleagues, external professionals, and	The placement mentor to provide a brief outline of student engagement with this competence	

Early Years Educator Criteria (Each criteria must be met in full by each individual student)	Permitted assessment methods	Possible evidence from everyday practice	Mentor comment/feedback	Assessor Professional Discussion reference
		parents. Planning to meet a child's individual needs, respectful of individual circumstance useful here to complement this competence. The student should reflect on this and use to move a discussion with their Assessor forward. Please refer to 3.2-3.5 to support holistic achievement,		
<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 student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		
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 student and EWT and student reflection.	The student must liaise with their placement mentor to carry our observational records. please refer to 2.11,3.2-3.5 to support holistic achievement. The student should reflect on this and use to move a discussion with their Assessor forward.	The placement mentor to provide a brief outline of student engagement with this competence	
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	The student must liaise with their placement mentor to carry our observational	The placement mentor to provide a brief outline of student	

<b>Early Years Educator Criteria (Each criteria must be met in full by each individual student)</b>	<b>Permitted assessment methods</b>	<b>Possible evidence from everyday practice</b>	<b>Mentor comment/feedback</b>	<b>Assessor Professional Discussion reference</b>
	with a professional discussion with both student and EWT and student reflection.	records. please refer to 2.11,3.2-3.5 to support holistic achievement. The student should reflect on this and use to move a discussion with their Assessor forward	engagement with this competence	
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 student and EWT and student reflection.	The student must liaise with their placement mentor to carry out observational records. please refer to 2.11,3.2-3.5 to support holistic achievement. The student should reflect on this and use to move a discussion with their Assessor forward	The placement mentor to provide a brief outline of student engagement with this competence	
3.5 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 student and EWT and student reflection.	The student must liaise with their placement mentor to carry out observational records. please refer to 2.11,3.2-3.5 and 6.1 to support holistic achievement. The student should reflect on this and use to move a discussion with their Assessor forward	The placement mentor to provide a brief outline of student engagement with this competence	

Early Years Educator Criteria (Each criteria must be met in full by each individual student)	Permitted assessment methods	Possible evidence from everyday practice	Mentor comment/feedback	Assessor Professional Discussion reference
<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 discussion with both student and EWT and student reflection.	This should be naturally occurring in day to day practice.		
4.2 Explain the importance of continued professional development to improve own skills and early years practice.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		
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.	The student should refer to individual learning plans, self-reflective goal settings and future inspirations to support a professional discussion. Work products can be used to support the discussion	The placement mentor to provide a brief outline of student engagement with this competence	
<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 student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		
5.2 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of	Alternative: This outcome could be assessed via expert witness testimony, that is	This should be naturally occurring when engaged in day to day practice. The	The placement mentor to provide a brief outline of student	

<b>Early Years Educator Criteria (Each criteria must be met in full by each individual student)</b>	<b>Permitted assessment methods</b>	<b>Possible evidence from everyday practice</b>	<b>Mentor comment/feedback</b>	<b>Assessor Professional Discussion reference</b>
information, safeguarding and promoting the welfare of children.	triangulated with a professional discussion with both student and EWT and student reflection. Student understanding could be broadened through exposure to the range of criteria through scenarios/case studies to ensure the criteria are fully met.	student must be aware of policy and procedure and be able to refer to procedure involved when keeping children safe in an early years setting. Work products and reflections will help to move a conversation forward	engagement with this competence	
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 student and EWT and student reflection.	This should be naturally occurring when engaged in day to day practice. Reflective accounts will help to move the professional discussion forward	The placement mentor to provide a brief outline of student engagement with this competence	
5.4 Understand why health and well-being is important for babies and children and promote healthy lifestyles.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		
5.5 Understand how to respond to accidents and emergency situations.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		

Early Years Educator Criteria (Each criteria must be met in full by each individual student)	Permitted assessment methods	Possible evidence from everyday practice	Mentor comment/feedback	Assessor Professional Discussion reference
<p>5.6 Demonstrate skills and knowledge for the prevention and control of infection.</p> <p>Prevention and control of infection 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 student and EWT and student 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 students assessed work. Criteria must be clearly identified on the student'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>The student must practice sage techniques in handwashing as part of their day to day practice. Students should shadow safe practice for food hygiene procedures and safe disposal of waste, reflecting on procedure and explaining significance of action including PPE during a discussion with their Assessor. The student should refer to a work product/written account in order to discuss the following:</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>The placement mentor to provide a brief outline of student engagement with this competence</p>	

Early Years Educator Criteria (Each criteria must be met in full by each individual student)	Permitted assessment methods	Possible evidence from everyday practice	Mentor comment/feedback	Assessor Professional Discussion reference
5.7 Carry out risk assessment and risk management in line with policies and procedures.	Alternative: Based on the student'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.	Students should shadow risk assessment management procedures in line with policy and procedure and be prepared to discuss with their Assessor	The placement mentor to provide a brief outline of student engagement with this competence	
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"> <li>• domestic,</li> <li>• neglect,</li> <li>• physical,</li> <li>• emotional</li> <li>• sexual abuse</li> </ul>	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Completed as part of knowledge only pathway qualification: no further evidence is required		
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"> <li>• Medication</li> <li>• special dietary needs</li> </ul>	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.	The student will achieve observation and assessment records as part of 3.2 and risk assessment procedures as part of 5.7. The student should be familiar with policy and procedure in relation to the following:	The placement mentor to provide a brief outline of student engagement with this competence	

Early Years Educator Criteria (Each criteria must be met in full by each individual student)	Permitted assessment methods	Possible evidence from everyday practice	Mentor comment/feedback	Assessor Professional Discussion reference
<ul style="list-style-type: none"> <li>planning</li> <li>observation and assessment</li> <li>health, safety and security, accidents</li> <li>daily registers</li> </ul>		<ul style="list-style-type: none"> <li>Medication</li> <li>Special dietary needs planning</li> <li>health, safety and security, accidents</li> <li>daily registers</li> </ul> <p>The student may refer to work products such as policy documents during their professional discussion</p>		
<b>6. Work in partnership with the key person, colleagues, parents and/or carers or other professionals</b>				
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 student and EWT and student reflection.	Refer to 3.5 to support holistic achievement	The placement mentor to provide a brief outline of student engagement with this competence	
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.	Students may wish to produce a resource/contribute to a Display or work alongside parents in the setting. Consider 6.3 to support holistic achievement	The placement mentor to provide a brief outline of student engagement with this competence	
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.	Students may wish to produce a resource/contribute to a	The placement mentor to provide a brief outline of student engagement with this competence	



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		Display or work alongside parents in the setting. Consider 6.2 as part of holistic achievement		

To be completed by the Assessor and Student at the Centre following professional discussions to strengthen Amber criteria. All paperwork to be retained for IQA sampling
Student Signature: Date:
Assessor signature: Date:
IQA name and signature (if sampled): Date:

On completion a sample should be seen by the Centre Internal Quality Assurer (IQA) and all documentation kept as this may be requested by your External Quality Assurer (EQA) at your next review. Centres should then make the claim for the certification of their successful students. More information will be available on Qualhub or via our Customer Support Team <https://www.qualhub.co.uk/delivery-and-student-support/direct-claim-status-dcs/notice-to-centres-regarding-the-removal-of-direct-claims-status-from-1-august-2021/>.

In circumstances when a centre doesn't have Direct Claims Status (DCS) for a qualification, they will need to reach out to their EQA for review prior to certification.