

Early Years Practitioner (EYP) Mentoring Programme

A useful document for students wishing to gain a full licence to practice at Level 2 from a Level 2 Early Years Practitioner knowledge only pathway qualification

Introduction

For some students completing the Level 2 Early Years Practitioner (EYP) '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 2 as an Early Years Practitioner. 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 your employer 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 Practitioner 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.

Unit Criteria Early Years Practitioner 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
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"> • cognitive • speech, language and communication • physical • emotional • social • brain development • literacy and numeracy 	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 importance to children's holistic development of: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional 	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		

Unit Criteria Early Years Practitioner 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"> development physical development literacy and numeracy 				
1.3 Explain how babies' and young children's learning and development can be affected by their stage of development, wellbeing 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		
1.4 Describe the significance of attachment, the key person's role and how transitions and other significant events impact 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		
1.5 Demonstrate how to support babies and young children through a range of transitions.	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.	<p>The student could support the settling in of a baby or young child.. Consider how the student communicates and interacts with the child. The student may find it useful to work closely with a key person who will be able to model best practice during transition.</p> <p>The student should be able to reflect on their experiences. The placement mentor to provide a brief outline of student engagement with this competence.</p>	The placement mentor to provide a brief outline of student engagement with this competence.	

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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 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		
2.2 Understand safeguarding policies and procedures, including child protection and online safety.	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		
2.3 Explain own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.	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		
2.4 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: <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual abuse 	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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3. Health and Safety				
3.1 Outline the legal requirements and guidance for: <ul style="list-style-type: none"> health and safety security 	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 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 student and EWT and student reflection.	The student should be involved in the risk assessment process followed at the setting. It would be helpful for the student to shadow staff during risk assessment requirements to become familiar with the types of hazards that may be present both indoors, outdoors and when off site. The student should be able to reflect on their experiences. The placement mentor to provide a brief outline of student engagement with this competence.	The placement mentor to provide a brief outline of student engagement with this competence.	
3.3 Describe own role and responsibilities, including reporting, in the event of: <ul style="list-style-type: none"> a baby or young child requiring urgent medical/dental attention a non-medical incident or emergency 	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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<ul style="list-style-type: none"> identifying risks and hazards 				
3.4 Demonstrate skills and understanding for the prevention and control of infection, including: <ul style="list-style-type: none"> hand washing food preparation and hygiene dealing with spillages safely safe disposal of waste • using correct personal protective equipment 	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 student and EWT and student reflection. To ensure full coverage of this criteria simulation in the classroom via simulation is applicable. <ul style="list-style-type: none"> hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment 	The student should be seen to model appropriate hand washing techniques The student should work alongside practitioners to shadow during food preparation and reflect on the importance of hygiene practice during food preparation. The student should be able to deal with spillages safely and reflect on their experience. The student should know about safe practices involving disposal of waste, such as those involved at nappy changing routines or what to do if a child is sick. The student should be able to reflect on the PPE used at the setting and know procedures for correct use.		
3.5 Explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines.	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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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 student and EWT and student reflection.	The student should be able to use equipment safely. Examples may include outdoor equipment, cots, prams and highchairs (always under supervision)	The placement mentor to provide a brief outline of student engagement with this competence.	
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 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		
3.8 Demonstrate how to encourage children to: <ul style="list-style-type: none"> be aware of personal safety and the safety of others develop personal hygiene practices (including oral hygiene) 	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 should be seen working with children in a safe way. Examples may include exchange of information, communication, competent practice when supporting experiences/activities with children including activities and experiences to support oral health as well as health and wellbeing: stories, songs, activities can be useful here	The placement mentor to provide a brief outline of student engagement with this competence.	

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4. Well Being				
4.1 Understand the impact of health and wellbeing on children's 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		
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 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		
4.3 Promote health and wellbeing in settings by encouraging babies and young children to: <ul style="list-style-type: none"> 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 student and EWT and student reflection.	<p>The student to interact at snack or mealtimes, encouraging healthy eating, sitting with the children as appropriate</p> <p>The student to be involved in outdoor activities and experiences with the children and be able to reflect on the importance of physical activity for holistic development</p>	The placement mentor to provide a brief outline of student engagement with this competence.	
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 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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4.5 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: <ul style="list-style-type: none"> Eating (feeding and weaning/complimentary feeding) nappy changing procedures potty/toilet training care of skin, teeth and hair rest and sleep provision 	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 to model/shadow the practitioner as appropriate. The student should never be left unsupervised during care routines	The placement mentor to provide a brief outline of student engagement with this competence.	
5. Communication				
5.1 Demonstrate how to communicate with all children in ways that will be understood, including verbal and non-verbal communication.	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 should be able to achieve this competence during all interaction with children	The placement mentor to provide a brief outline of student engagement with this competence.	
5.2 Demonstrate how to extend children's development and learning through verbal and non-verbal communication.	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 should be able to achieve this competence during all interaction with children	The placement mentor to provide a brief outline of student engagement with this competence.	
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.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion			

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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 student and EWT and student reflection.	The student should be able to achieve this competence during all interaction with children, being mindful of individual needs and preferences	The placement mentor to provide a brief outline of student engagement with this competence.	
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 student and EWT and student reflection.		The placement mentor to provide a brief outline of student engagement with this competence.	
6. Support the planning of and deliver activities, purposeful play opportunities and educational programmes				
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 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		
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 student and EWT and student reflection.	The student should be able to achieve this competence during all interaction with children, being mindful of individual needs and preferences	The placement mentor to provide a brief outline of student engagement with this competence.	
6.3 Explain the terms: <ul style="list-style-type: none"> Adult led activities Child initiated activities Spontaneous experiences 	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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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 student and EWT and student reflection. This could be strengthened by simulation.	The student should be able to contribute to experiences and activities in the setting to provide a child-centred, enabling environment both indoors and outdoors. The student should recognise when to engage in children's play and when not to. The student should be involved in planning of experiences and activities to support the prime and specific areas of learning within the statutory framework and be able to reflect on how such experiences promote creativity, social development and learning. The student may achieve 6.5 as part of their reflection.	The placement mentor to provide a brief outline of student engagement with this competence.	
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 student and EWT and student reflection. Activities can be reviewed in the classroom environment at the Centre.	The student may achieve 6.5 as part of their reflection of competencies achieved in 6.4	The placement mentor to provide a brief outline of student engagement with this competence.	

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<p>6.6 Describe the key stages in the observation, assessment and planning cycle and explain the value of observation for:</p> <ul style="list-style-type: none"> • the child • the parents/carers • the early years setting in planning the next steps 	<p>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. Activities can be reviewed in the classroom environment at the Centre.</p>	<p>The student should be encouraged to complete observations under the supervision of the setting. Following observations the setting should discuss how observations are used to support their work with:</p> <ul style="list-style-type: none"> • the child • the parents/carers • the early years setting in planning the next steps. <p>Students will also be able to achieve 6.7, 9.3 and 9.4 as part of this task</p>	<p>The placement mentor to provide a brief outline of student engagement with this competence.</p>	
<p>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.</p>	<p>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. Plan and review could be completed in the classroom environment at the Centre.</p> <p>Alternative: Simulation could be used for this outcome, as well as a reflective account from the student and professional</p>	<p>Students will also be able to achieve 6.7, 9.3 and 9.4 as part of the task identified in 6.6</p>	<p>The placement mentor to provide a brief outline of student engagement with this competence.</p>	

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	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 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		
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 student and EWT and student reflection.	The student may achieve this through natural interaction with children. Other opportunities present during storytelling and singing experiences	The placement mentor to provide a brief outline of student engagement with this competence.	
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 student and EWT and student reflection.	The student may read stories to a group of children as well as 1:1 The student may observe children during mark making experiences and plan ways to further encourage this experience, such as through the types of resources available	The placement mentor to provide a brief outline of student engagement with this competence.	
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 student and EWT and student reflection.	The student may achieve this through natural interaction with children through the language they use. It may be as part of a story, an experience such as sorting,	The placement mentor to provide a brief outline of student engagement with this competence.	

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		baking or simple songs involving number		
7. Support children with special educational needs and disabilities				
7.1 Describe statutory guidance in relation to the care and education of children with special educational needs and disabilities.	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		
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 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		
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 student and EWT and student reflection. To ensure full coverage of this criterion case studies / scenarios may be used.	The student may be able to shadow the care of a child with SEND through the graduated approach. Where this is not possible the student should be made aware of policy and procedures for SEND in the setting and reflect on the importance of child-centred practice. There is opportunity to achieve 7.5 here	The placement mentor to provide a brief outline of student engagement with this competence.	
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	The student should be able to demonstrate this competence in all interactions with babies and young children, being	The placement mentor to provide a brief outline of student engagement with this competence.	

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	both student and EWT and student reflection.	mindful of their developmental needs		
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 student and EWT and student reflection.	This may be achieved when the student completes the competency for 7.3. The student should reflect on real practice to offer examples	The placement mentor to provide a brief outline of student engagement with this competence.	
8. Own role and development				
8.1 Explain own role and expected behaviours and the roles of colleagues and the team.	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		
8.2 Explain how to access work place policies and procedures and your own responsibilities and accountabilities relating to these.	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		
8.3 Explain, with examples, how your behaviour can impact on babies and children and influence them.	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		
8.4 Identify own responsibilities when following procedures in the work setting for: <ul style="list-style-type: none"> reporting whistleblowing 	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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<ul style="list-style-type: none"> protecting and promoting the welfare of children safeguarding confidentiality information sharing use of technology 				
8.5 Explain the importance of reflective practice and continued professional development to improve own skills and early years 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		
8.6 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge.	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		
8.7 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.	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		

Unit Criteria Early Years Practitioner 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
9. Working with others – parents, colleagues, other professionals				
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 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		
9.2 Explain the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning.	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		
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 student and EWT and student reflection.	There may be evidence of this competence as the student completes criteria 6.6 and 6.7. The student should also be aware of when children would benefit from external professionals and agencies and be able to reflect on this	The placement mentor to provide a brief outline of student engagement with this competence.	
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.	The student should be able to reflect on the benefits of working closely with parents for a child's holistic health	The placement mentor to provide a brief outline of student engagement with this competence.	
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.	The is opportunity to achieve this by considering how observations can encourage parental involvement and	The placement mentor to provide a brief outline of student engagement with this competence.	

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		active interaction, see criteria 6.6 and 6.7		

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.