

This document has been produced to support the following qualification:

T Level¹ Technical Qualification in Education and Childcare (Level 3) (Delivered by NCFE) (603/5829/4)

Occupational Specialism: Early Years Educator Assignment 1, Part 1.

Recognising that Covid-19 has made it more difficult for students and assessors to access early years workplace settings on placement, the JABQG has produced the JABQG Risk Rated Approach guidance to assessing the Early Years Educator criteria. The guidance risk rates the EYE criteria and identifies which elements of the criteria can be assessed through methods other than direct workplace observation, to maximise and optimise the student's opportunities within the real work environment. This brings the assessment of the EYE criteria in line with the approach being used with other Level 3 early years courses.

The JABQG Risk Rated Approach can be applied to T Level students who started on the Early Years Educator Occupational Specialism in September 2020 and September 2021.

For full details, please refer to [Temporary flexibilities for Wave 1 and Wave 2 industry placements](#).

Providers must still plan to deliver placements against the core principles set out in the T Level industry placement delivery guidance. These flexibilities should be used by exception and as a last resort.

Key	
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.

1. Support and promote children's early education and development	
1.1	Understand the expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7
1.2	Understand the significance of attachment and how to promote it effectively
1.3	Understand a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice
1.4	Analyse and explain children's learning and development in relation to their stage of development and individual circumstances.
1.5	Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances
1.6	Understand the importance to children's holistic development of: <ol style="list-style-type: none"> speech, language and communication personal, social and emotional development physical development
1.7	Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.
1.8	Understand the potential effects of, and how to prepare and support children through, transitions and significant events in their lives.

1.9	Understand the current early education curriculum requirements.
1.10	Promote equality of opportunity and anti-discriminatory practice
2. Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school	
2.1	Plan and lead activities, purposeful play opportunities which include the learning and development areas of current early education curriculum requirements.
2.2	Ensure plans fully reflect the stage of development, individual needs and circumstances of children
2.3	Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children
2.4	Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.
2.5	Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
2.6	Support and promote children's speech, language and communication development
2.7	Support children's group learning and socialisation
2.8	Model and promote positive behaviours expected of children
2.9	Support children to manage their own behaviour in relation to others
2.10	Understand when a child is in need of additional support.
2.11	Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.
3. Make accurate and productive use of assessment	
3.1	Understand how to assess within the current early education curriculum framework using a range of assessment techniques.
3.2	Carry out and record observational assessment accurately.
3.3	Identify the needs, interests and stages of development of individual children.
3.4	Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities
3.5	Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents and/or carers
4. Develop effective and informed practice – Continued Professional Development	
4.1	Demonstrate a good command of the English language in spoken and written form
4.2	Explain the importance of continued professional development to improve own skills and early years practice.
4.3	Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge
5. Safeguard and promote the health, safety and welfare of children	
5.1	Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
5.2	Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
5.3	Plan and carry out physical care routines suitable to the age, stage and needs of the child.
5.4	Understand why health and well-being is important for babies and children and promote healthy lifestyles
5.5	Understand how to respond to accidents and emergency situations

5.6	Demonstrate skills and knowledge for the prevention and control of infection <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment • knowledge of common childhood illnesses and immunisation • exclusion periods for infectious diseases
5.7	7 Carry out risk assessment and risk management in line with policies and procedures.
5.8	Understand safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them Types of abuse including: <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual abuse
5.9	Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met.
6 Work in partnership with the key person, colleagues, parents and/or carers or other professionals	
6.1	Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.
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
6.3	Encourage parents and/or carers to take an active role in the child's play, learning and development

Document information

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Change History Record

This section summarises the changes to this document since the last version.

Version	Description of change	Approval	Date of Issue
v1.0	First publication		February 2022