

NCFE

CACHE

Qualification Specification

**NCFE CACHE Level 5 Diploma for the Early
Years Senior Practitioner
QN: 610/4163/4**



Qualification summary

Qualification title	NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner		
Ofqual qualification number (QN)	610/4163/4	Aim reference	61041634
Guided learning hours (GLH)	Total: 936 GLH (includes 300 work/placement hours)	Total qualification time (TQT)	1210
Credit value	121		
Minimum age	19		
Qualification purpose	<p>This qualification is designed to support the development of leadership and management skills in early years and the knowledge and skills relating to early years practice. This qualification is suitable for learners already working in the early years sector in a managerial role, as well as learners that may wish to develop their career or increase their understanding through professional development.</p> <p>It aligns to the early years lead practitioner occupational standard ST0551 and is recognised as a higher technical qualification (HTQ) by the Institute for Apprenticeships and Technical Education (IfATE). It has received a quality mark to signify it has been approved by IfATE and satisfies HTQ approvals criteria for meeting specific employer needs and industry requirements.</p> <p>This qualification also meets the requirements of the Department for Education's (DfE) Early Years Educator (EYE) criteria, allowing the learner, upon completion of the qualification, to count towards the statutory framework for the early years foundation stage (EYFS) staff to child ratio at level 3.</p> <p>Upon successful completion, learners can work as senior early years practitioners within the early years workforce across the private, voluntary and independent sectors, or progress to higher education in a relevant subject area.</p>		
Grading	Achieved/not yet achieved		
How long will it take to complete?	This qualification will take approximately 18 to 24 months to complete.		
Assessment method	All units will be internally assessed and externally quality assured. Units EYE L5 SP 2 and EYE L5 SP 16 must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units, which could include direct observation of practice, professional discussion, work product or a portfolio of evidence.		

	Unless stated otherwise in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
The role of the early years senior practitioner	<p>The early years senior practitioner is a positive role model for the team. Through clear leadership and effective management, the senior practitioner supports and promotes best practice within legislative requirements to enable quality provision. Working collaboratively with colleagues, other professionals and parents/carers, the senior practitioner engages and motivates all involved for improved outcomes for babies and children.</p> <p>The areas covered in this qualification include:</p> <ul style="list-style-type: none"> • quality environments • early years pedagogy • behaviour • care routines • professional development • special educational needs and disability (SEND) • safeguarding • inclusion • development • play for learning • partnership working • the early years foundation stage (EYFS) statutory framework • leading and managing • health, safety and wellbeing • roles and responsibilities
Work/placement experience	<p>To be able to show competence in both knowledge and skills, learners will need to be working in the role of leader, deputy or manager in an appropriate setting, or have the opportunity to carry out responsibilities associated with these roles to be able to study for the Level 5 Diploma for the Early Years Senior Practitioner.</p> <p>The overall GLH for each unit, where applicable, consists of both knowledge-based learning outcomes and skills-based learning outcomes associated with work placement experience, this breakdown has been provided to support with delivery. The total number of mandatory work placement hours is a minimum of 300 hours.</p>
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/4163/4.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Section 1: introduction

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version.

Higher technical qualifications (HTQs)

A HTQ is a prestigious, quality-marked qualification by the Institute for Apprenticeships and Technical Education (IfATE) aimed at meeting employers' needs and increasing learner engagement in level 4 or 5 technical education.

The Level 5 Diploma for the Early Years Senior Practitioner aligns to the early years lead practitioner occupational standard ST0551 and has received the quality mark to signify it has been approved by IfATE and satisfies HTQ approvals criteria. More information on HTQs can be found on IfATE's website: www.instituteforapprenticeships.org

This qualification aims to:

- provide the knowledge, skills and behaviours that are needed to enter occupations across the country
- be understood and recognised as high quality by employers and so have national labour market currency
- give learners confidence that HTQs are recognised by employers and are perceived to be a credible, prestigious, and distinct pathway

Aims and objectives

This qualification aims to:

- support leadership and management skills in early years and the knowledge and skills relating to early years practice
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- gain occupational competence
- develop skills of leadership
- provide meaningful professional development
- introduce opportunities for progression

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for learners seeking to upskill and participate in professional development for progression in both the workforce and study.

It may also be useful to learners studying qualifications in the following area:

- early years education

Learners must be aged 19 or over to study this qualification. We do not set any other entry requirements but colleges or training providers may have their own guidelines.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

Learners may already hold a professional qualification in early years education or enter at the most appropriate study level. Learners should have experience of early years education and be in a position to meet all criteria requirements.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Early Years Educator: GCSE English and Mathematics requirement

The requirement for Level 3 Early Years Educators (EYE) to hold GCSE or Functional Skills in Mathematics at Level 2 has been removed from ratio requirements in the Early Years Workforce. Learners will still need to hold a suitable level 2 English qualification in order to count within the staff to child ratios at level 3. In addition, from January 2024, a manager or a learner that starts in a manager role will also need to hold a suitable level 2 Maths qualification. International qualifications can be checked in liaison with the DfE.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **121 credits from the 18** mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Delivery and guided learning hours (GLH)

The NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner (610/4163/4) has been arranged to combine practical skills supervision as part of the guided learning hours. This appears as a

larger total than the previous qualification (NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner) (603/3907/X)) which kept these two components separate. Please be assured that models of delivery and duration of study programmes that you have followed for the previous qualification can be maintained moving forward. The newly revised DfE Early Years Educator criteria have also contributed to an increase in skills-based competencies and these too attribute to the size of the qualification.

Progression including job roles

Learners who achieve this qualification could progress to the following:

- employment:
 - as a senior early years practitioner within the early years workforce across the private, voluntary and independent sectors
 - early years educator
 - lead practitioner
- higher education
 - childhood studies
 - youth work
 - youth and community studies

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced internal quality assurers (IQAs) to internally quality assure the anticipated number of assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development (CPD)
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher than the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance – found in the members area of www.ncfe.org.uk
- Early Years Educator Assessment Principles and Skills for Care and Development's Assessment Principles – both found within this Qualification Specification

Real work environment (RWE) requirement

This is a knowledge and skills qualification. Experience in the real work environment is required to meet assessment criteria (AC) associated with learning outcomes (LOs) beginning with 'be able to'.

Age ranges covered by the qualification

This qualification covers children between the ages of birth to seven years.

Work/industry placement experience

The learner must be employed in the role of leader, deputy or manager in an appropriate setting to be able to meet the assessment requirements of this qualification.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units, which could include direct observation of practice, professional discussion, work product or a portfolio of evidence.

The assessment consists of two components:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)
- an externally set and internally marked task

This qualification includes both knowledge and skills that meet the Department for Education (DfE) Early Years Educator (EYE) criteria in full.

The assessment methods for the skills-based criteria should include:

- direct observation of learner in work placement/employment (it is essential to include observations)
- professional discussions
- reflective accounts
- expert witness testimonies (must be accompanied by professional discussion to triangulate the evidence)
- work products: for example, policies, reports and records that can be used to underpin or move a professional discussion forward

Skills-based outcomes must be achieved in a real work environment and in accordance with assessment principles, they are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice.

This qualification must be assessed in line with the early years educator qualifications assessment principles.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, learning outcomes (LOs), or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Mapping to the Department for Education (DfE)

It is the role of the DfE to define the content of the qualifications that practitioners must hold to be included in the ratios specified in the early years foundation stage (EYFS) statutory framework. DfE does this by defining criteria that qualifications must meet to enable practitioners to demonstrate their competence.

The qualification criteria lay out the minimum requirements for what an early years educator should know, understand and be able to do to be considered qualified to support babies and children from birth to age five in the EYFS statutory framework.

Appendix B contains mapping to show where the DfE EYE criteria has been mapped within the NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner (610/4163/4).

Additional mapping documents

As part of the qualification being recognised and approved by the Institute for Apprenticeships and Technical Education (IfATE) as a higher technical qualification (HTQ), new mapping documents have been produced. This is to demonstrate where the qualification covers DfE EYE criteria, knowledge, skills and behaviours from the early years lead practitioner occupational standard, digital skills and sustainability skills.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

EYE L5 SP 1 Manage care routines for children (D/651/1400)

Unit summary				
This unit provides the learner with the knowledge, understanding and skills to manage others to support children's care routines.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 5	5 credits	35 GLH (includes 20 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand care needs of children	1.1 Evaluate the role of the early years senior practitioner during care routines. To include: <ul style="list-style-type: none"> • nappy changing • toilet training • washing and bath time • care of skin, teeth and hair • mealtimes appropriate to age/stage • rest and sleep provision
	1.2 Explain safety precautions which minimise the risk of sudden infant death syndrome (SIDS)
	1.3 Analyse benefits of working in partnership with parents/carers in relation to individual physical care routines
2. Be able to use hygienic practice to minimise the spread of infection	2.1 Use hygienic practice in relation to: <ul style="list-style-type: none"> • handwashing • food hygiene • formula feed • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment (PPE) • cleaning and sterilisation processes

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to manage care routines in an early years setting	3.1 Review policies and procedures for the provision of care routines to meet the individual needs of babies and young children in own setting 3.2 Evaluate policies and procedures for the provision of care routines in own setting 3.3 Work in partnership with parents/carers to support best practice in care routines
4. Understand childhood immunisation	4.1 Discuss childhood immunisation 4.2 Outline the immunisation schedule
5. Be able to support children in personal care routines	5.1 Explain, plan, promote and carry out health and wellbeing in settings by implementing strategies to support and encourage children in respectful personal care routines in relation to: <ul style="list-style-type: none"> • potty/toileting/nappy changing • washing • skin, teeth and hair • mealtimes and consuming healthy and balanced meals, snacks and drinks appropriate for their age that also support good oral health • resting and/or sleeping • physical activity through planned and spontaneous activity throughout the day, both indoors and outdoors • personal safety and the safety of others • personal hygiene practices, including oral hygiene

Range
1. Understand care needs of children 1.1 Mealtimes to include: <ul style="list-style-type: none"> • provision • needs and recording of special dietary needs • requirements of individual children, including allergies and intolerance

Delivery and assessment guidance
<p>This unit must be assessed in line with the early years educator (EYE) assessment principles.</p> <p>LOs 2, 3 and 5 must be assessed in a real work environment (RWE) by a vocationally competent assessor.</p> <p>LO1, AC1.1 – mealtimes appropriate to age/stage: there are different stages of weaning, including complementary feeding, and it is important to keep knowledge up to date, including knowledge of food allergies and anaphylaxis.</p> <p>Non-routine physical care</p> <p>From time to time, young children may require individual care and attention outside of normal routine care; for example, when recovering from illness or in relation to individual need.</p>

Delivery and assessment guidance

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

Examples of evidence for the learner portfolio:

- direct observation
- work products: policies and procedures
- records and care planning
- reflective accounts
- professional discussion
- own research

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 1 Manage care routines for children

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Reflect on current practice to evaluate the role of the early years senior practitioner during care routines. To include: <ul style="list-style-type: none"> • nappy changing • toilet training • washing and bath time • care of skin, teeth and hair • mealtimes appropriate to age/stage • rest and sleep provision 	
1.2 Explain safety precautions which minimise the risk of sudden infant death syndrome (SIDS)	
1.3 Use an example to analyse benefits of working in partnership with parents/carers to meet the individual physical care routines of children	
2.1 Use hygienic practice in relation to: <ul style="list-style-type: none"> • handwashing • food hygiene • formula feed • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment (PPE) • cleaning and sterilisation processes 	
3.1 Review policies and procedures for the provision of care routines to meet the individual needs of babies and young children in own setting	
3.2 Evaluate policies and procedures for the provision of care routines in own setting	
3.3 Work in partnership with parents/carers to support best practice in care routines	
4.1 Reflect on the aims of the childhood immunisation programme	
4.2 Outline the immunisation schedule	

Assessment requirements	Evidence record For example, page number and method
<p>5.1 Explain, plan, promote and carry out health and wellbeing in settings by implementing strategies to support and encourage children in respectful personal care routines in relation to:</p> <ul style="list-style-type: none">• potty/toileting/napping changing• washing• skin, teeth and hair• mealtimes and consuming healthy and balanced meals, snacks and drinks appropriate for their age that also support good oral health• resting and/or sleeping• physical activity through planned and spontaneous activity throughout the day, both indoors and outdoors• personal safety and the safety of others• personal hygiene practices, including oral hygiene	

Learner and assessor sign-off: EYE L5 SP 1 Manage care routines for children	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 1 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 1 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 2 Lead practice in promoting wellbeing and resilience in children (F/651/1401)

Unit summary				
The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead practice in support of children's wellbeing and resilience. It includes the promotion of health, self-esteem, curiosity and independence. The unit also includes the evaluation and development of practice.				
Assessment				
This unit is internally assessed through a mandatory assessment task: professional research project, which may be presented as a reflective journal.				
Mandatory	Achieved/not yet achieved	Level 5	10 credits	78 GLH (includes 25 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how different approaches to promoting positive wellbeing and resilience in children impact on practice	1.1 Explain the importance of wellbeing for children
	1.2 Explain the importance of resilience for children
	1.3 Critically analyse different approaches to promoting wellbeing and resilience of children
2. Be able to lead practice in supporting children's wellbeing and resilience	2.1 Lead practice that supports others to engage with children to build their self-esteem , demonstrating an understanding of the needs of individual children experiencing transitions or significant events
	2.2 Interact with babies and children with confidence to positively impact their health and wellbeing and support others to work with children in a manner that is open, trustworthy, respectful and reliable
	2.3 Demonstrate through own practice ways to encourage and support children to express their feelings, views and hopes
	2.4 Explain how to challenge practices that act as barriers to children's wellbeing and resilience

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to lead practice in work with colleagues, parents/carers and others who are supporting children	3.1 Develop strategies to support understanding and involvement with the wellbeing and resilience needs of a child 3.2 Monitor the involvement of others in supporting children's wellbeing and resilience 3.3 Evaluate strategies used to engage others who are supporting a child 3.4 Analyse why health and wellbeing is important for babies and children 3.5 Promote healthy lifestyles, sharing information with parents and carers about: <ul style="list-style-type: none"> • the importance of healthy balanced diets • looking after teeth and oral health • being physically active
4. Be able to work in partnership with the key person, colleagues, parents/carers and other professionals	4.1 Lead practice that supports children to make positive choices about their health needs 4.2 Lead colleagues to work co-operatively with others to meet the needs of babies and children and enable them to progress, working effectively in partnership with others, including parents/carers, to promote and implement appropriate strategies for supporting the progress of babies and children with special educational needs and disabilities (SEND) 4.3 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, learning and development 4.4 Work with others to take action to address concerns identified about the health of children
5. Be able to lead the development of practice with children to promote their wellbeing and resilience	5.1 Develop methods of evaluating own practice in promoting children's wellbeing and resilience 5.2 Develop methods of evaluating organisational practice in promoting children's wellbeing and resilience 5.3 Lead others in developing areas of practice that promote children's wellbeing and resilience so that children are supported to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate

Range
1. Understand how different approaches to promoting positive wellbeing and resilience in children impact on practice
1.1 Wellbeing may include: <ul style="list-style-type: none"> • attachment • relationships • emotional security • resilience • reciprocity

Range
<ul style="list-style-type: none"> • self-esteem • health • diet • exercise • rest and sleep • prompt medical/dental attention when needed • preventive health programmes
<p>2. Be able to lead practice in supporting children's wellbeing and resilience</p>
<p>2.1 Others may include:</p> <ul style="list-style-type: none"> • human resource personnel • workers/practitioners • parents/carers <p>2.1 To build their self-esteem could include:</p> <ul style="list-style-type: none"> • identifying with their own self-image and identity • recognising and valuing their own abilities, talents and achievements • being involved in decisions and having as much control as possible, setting goals and targets that contribute towards building their wellbeing and resilience <p>2.1 Transitions or significant events</p> <p>Prepare and support babies and children through transitions and significant events in their lives, such as:</p> <ul style="list-style-type: none"> • moving school • starting and moving through or between early years settings • birth of a sibling • moving home • family breakdown • living outside of the home • loss of significant people or bereavement • social events that impact their lives, such as COVID-19 • adoption and care, including the significance of adverse childhood experiences and trauma
<p>4. Be able to work in partnership with the key person, colleagues, parents/carers and other professionals</p>
<p>4.1 Health needs may include:</p> <ul style="list-style-type: none"> • physical • mental
<p>4.4 Concerns may include:</p> <ul style="list-style-type: none"> • illness • injury • emotional distress • poor lifestyle choices • changes in behaviour

Delivery and assessment guidance

This unit must be assessed in line with the early years educator (EYE) assessment principles.

LOs 2, 3, 4 and 5 must be assessed in real work environments (RWE) by a vocationally competent assessor.

LO4, AC4.2: working effectively – it is important to be an advocate for the child’s learning and development, parental and/or carer engagement, the home learning environment, and their roles in early learning.

LO4, AC4.3: significant contributions – effective engagement with parents and/or carers is important and working effectively with parents and/or carers may be challenging and is likely to require sustained effort and support. Setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting to ensure babies and children progress well in their learning.

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

Assessment of this unit is through a mandatory assessment task: professional research project.

Required evidence must include:

- completion of a professional research project, which may be presented as a reflective journal (all AC must be met within the professional research project)
- the research project must include an awareness of factors influencing the role of the early years senior practitioner when supporting health and wellbeing in babies and young children
- knowledge and understanding of current theoretical perspectives in relation to health and wellbeing should be critiqued and recommendations made for improvements to own practice
- reflective accounts should be used and evaluated to support AC for this unit
- the project has a set word limit of 3000 words, with a 10% margin

Advocating for children and young people across the world www.unicef.org.uk/what-we-do/un-convention-child-rights/

Read about Shier’s contribution to children’s rights www.harryshier.net/docs/Shier-Student_voice_and_childrens_rights.pdf

Assessment of learning: EYE L5 SP 2 Lead practice in promoting wellbeing and resilience in children

Evidence must meet the assessment requirements as detailed below in the form of a professional research project, which may be presented as a reflective journal.

Assessment requirements	Evidence record For example, page number and method
1.1 Explain the importance of wellbeing for children's holistic development	
1.2 Reflect on the evidence collated for 1.1 to explain the importance of resilience for children's holistic development	
1.3 Use examples from current practice to critically analyse two different approaches to promoting wellbeing and resilience of children	
2.1 Lead practice that supports others to engage with children to build their self-esteem , demonstrating an understanding of the needs of individual children experiencing transition or a significant event	
2.2 Interact with babies and children with confidence to positively impact their health and wellbeing and support others to work with children in a manner that is open, trustworthy, respectful and reliable	
2.3 Demonstrate through own practice ways to encourage and support children to express their feelings, views and hopes	
2.4 Explain how to challenge practices that act as barriers to children's wellbeing and resilience	
3.1 Develop strategies to support understanding and involvement with the wellbeing and resilience needs of a child	
3.2 Monitor the involvement of others in supporting children's wellbeing and resilience	
3.3 Evaluate strategies used to engage others who are supporting a child	
3.4 Analyse why health and wellbeing is important for babies and children	
3.5 Promote healthy lifestyles sharing information with parents and carers about: <ul style="list-style-type: none"> • the importance of healthy balanced diets • looking after teeth and oral health • being physically active 	

Assessment requirements	Evidence record For example, page number and method
4.1 Lead practice that supports children to make positive choices about their health needs	
4.2 Lead colleagues to work co-operatively with others to meet the needs of babies and children and enable them to progress, working effectively in partnership with others, including parents/carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND	
4.3 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, learning and development	
4.4 Work with others to take action to address concerns identified about the health of children	
5.1 Develop methods of evaluating own practice in promoting children's wellbeing and resilience	
5.2 Develop methods of evaluating organisational practice in promoting children's wellbeing and resilience	
5.3 Lead others in developing areas of practice that promote children's wellbeing and resilience so that children are supported to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate	

EYE L5 SP 2 Professional research project guidance to support learner and assessor		
Assessment criteria	Guidance	Assessor comment
<p>1.1 Explain the importance of wellbeing for children</p> <p>1.2 Explain the importance of resilience for children</p>	<p>The introduction explains the importance of wellbeing and resilience for children's holistic development</p>	
<p>1.3 Critically analyse different approaches to promoting wellbeing and resilience of children</p>	<p>The work critically analyses two contemporary theories involving children's wellbeing and resilience and makes clear links to how these can be applied in the context of early years practice</p>	
<p>2.1 Lead practice that supports others to engage with children to build their self-esteem, demonstrating an understanding of the needs of individual children experiencing transition or a significant event</p> <p>2.2 Support others to work with children in a manner that is open, trustworthy, respectful and reliable</p> <p>2.3 Demonstrate through own practice ways to encourage and support children to express their feelings, views and hopes</p> <p>2.4 Explain how to challenge practices that act as barriers to children's wellbeing and resilience</p> <p>3.5 Promote healthy lifestyles</p> <p>4.1 Lead practice that supports children to make positive choices about their health needs</p> <p>4.2 Lead colleagues to work co-operatively with others to meet the needs of babies and children and enable them to progress</p>	<p>Evidence is generated from a range of reflective accounts, including own reflections, and feedback from peers, other professionals and parents/carers, as well as children as appropriate. This section may be presented as a reflective journal</p>	

EYE L5 SP 2 Professional research project guidance to support learner and assessor		
Assessment criteria	Guidance	Assessor comment
4.3 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, learning and development		
<p>3.1 Develop strategies to support understanding and involvement with the wellbeing and resilience needs of a child</p> <p>3.2 Monitor the involvement of others in supporting children's wellbeing and resilience</p> <p>3.3 Evaluate strategies used to engage others who are supporting a child</p> <p>4.4 Work with others to take action to address concerns identified about the health of children</p> <p>5.1 Develop methods of evaluating own practice in promoting children's wellbeing and resilience</p> <p>5.2 Develop methods of evaluating organisational practice in promoting children's wellbeing and resilience</p> <p>5.3 Lead others in developing areas of practice that promote children's wellbeing and resilience</p>	<p>The reflections should be evaluated with others and recommendations made to improve practice</p> <p>The professional research project should inform progress in practice in relation to:</p> <ul style="list-style-type: none"> • monitoring the involvement of others in supporting children's wellbeing and resilience • evaluating strategies implemented in early years settings to engage others when supporting children's wellbeing and resilience 	
3.4 Analyse why health and wellbeing is important for babies and children	Draw conclusion from theoretical perspectives to analyse why health and wellbeing is important for babies and children	

Learner and assessor sign-off: EYE L5 SP 2 Lead practice in promoting wellbeing and resilience in children	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 2 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 2 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 3 Model positive behaviour in the early years (H/651/1402)

Unit summary				
The purpose of this unit is to assess the learner’s knowledge, understanding and skills for leading in the promotion of positive behaviour through role modelling and application of child development knowledge and understanding.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 5	8 credits	60 GLH (includes 15 work/placement hours)

Learning outcomes (Los) The learner will:	Assessment criteria (AC) The learner can:
1. Understand theoretical influence on our understanding of children’s behaviour in the early years	1.1 Analyse theories underpinning behaviour in the early years
2. Be able to apply policy and strategy for behaviour in own setting	2.1 Lead others by example, by modelling and promoting positive behaviours expected of children, being able to explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team
	2.2 Use co-regulation to support children to manage their own behaviour in relation to others when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation
	2.3 Engage with parents/carers and others to appreciate when a child is in need of support
	2.4 Lead intervention strategies for person-centred practice in relation to behaviour
	2.5 Support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries
3. Be able to evaluate policy and procedures for behaviour in the early years	3.1 Work with others to evaluate current approaches to behaviour policy

Range
1. Understand theoretical influence on our understanding of children’s behaviour in the early years
1.1 Behaviour
An appreciation of early brain development and how adverse childhood experiences (ACEs) impact on healthy development.

Delivery and assessment guidance
This unit must be assessed in line with the early years educator (EYE) assessment principles.
Los 2 and 3 must be assessed in a real work environment (RWE) by a vocationally competent assessor and/or by using workplace evidence from the learner’s RWE.

Delivery and assessment guidance

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

Examples of evidence for the learner portfolio:

- direct observation
- work products: policy and procedures
- own research
- reflective accounts
- professional discussion
- feedback
- evidence derived from observation of others
- team meetings
- expert witness testimony (EWT)
- reports, including those from regulators

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 3 Model positive behaviour in the early years

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Reflect on two theories underpinning behaviour in the early years to analyse impact to current practice	
2.1 Lead others by example, by modelling and promoting positive behaviours expected of children, being able to explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team	
2.2 Use co-regulation to support children to manage their own behaviour in relation to others when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation	
2.3 Engage with parents/carers and others to appreciate when a child is in need of support	
2.4 Lead intervention strategies for person-centred practice in relation to behaviour	
2.5 Support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries	
3.1 Work with others to evaluate current approach to behaviour policy	

Learner and assessor sign-off: EYE L5 SP 3 Model positive behaviour in the early years	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 3 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 3 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 4 Lead activities, experiences and educational opportunities to promote children's speech, language and communication (J/651/1403)

Unit summary				
The unit aims to provide a basis for understanding the importance of providing a range of activities, experiences and educational opportunities for speech, language and communication for a child's holistic development.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 5	8 credits	60 GLH (includes 15 work/placement hours)

Learning outcomes (Los) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the developmental needs of babies and children in relation to speech, language and communication	1.1 Explain each of the terms: <ul style="list-style-type: none"> • speech • language • communication • speech, language and communication needs (SLCN)
	1.2 Explain how speech, language and communication skills develop from birth to seven years, acknowledging that some children are at an earlier stage of language development and can experience speech and language difficulties
	1.3 Discuss the role of speech, language and communication for holistic development
	1.4 Describe intervention strategies in response to SLCN
	1.5 Evaluate partnership working for children's SLCN
2. Be able to promote communication and language needs in babies and young children	2.1 Analyse methods used to monitor speech, language and communication development in own setting
	2.2 Review procedures followed in own setting to record children's speech, language and communication stage, including ways to identify delays in communication development, describing appropriate support services for babies and children
	2.3 Evaluate activities, experiences and learning opportunities for speech, language and communication
	2.4 Communicate with all children in ways that will be understood and adapt teaching approaches, as appropriate, to ensure children with speech and language difficulties, special educational needs and disabilities (SEND) or neurodivergent children and those for whom English is an additional language (EAL) are supported to catch up with language development through planned use of pronunciations, words and phrases
3. Be able to provide support for the speech, language and communication	3.1 Engage, motivate and lead team members in activities, experiences and educational programmes to develop, support and promote babies' and children's speech, language and communication

Learning outcomes (Los)	Assessment criteria (AC)
The learner will:	The learner can:
development of the children in own setting	3.2 Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development through day-to-day activities within the setting in order to encourage speech, language and communication development in young children
	3.3 Explain the importance of the environment in supporting speech, language and communication development

Range
1. Understand the developmental needs of babies and children in relation to speech, language and communication
1.2 Speech, language and communication skills: learners must be able to articulate the impact of an effective communication and language curriculum and how this shows positive benefits for babies and children's development, including their spoken language skills, their understanding of language, and their early reading skills, including children from disadvantaged backgrounds.
2. Be able to promote communication and language needs in babies and young children
2.1 Methods may include: <ul style="list-style-type: none"> • adapting own language • scaffolding the child's language • giving children the time and opportunity to communicate • facilitating communication between children • learning through play • working with carers
3. Be able to provide support for the speech, language and communication development of the children in own setting
3.1 Activities, experiences and educational programmes: develop, support and promote babies' and children's speech, language and communication through effective planned adult interactions, such as: <ul style="list-style-type: none"> • reading aloud stories and talking about them to build familiarity and understanding • exploring vocabulary in wider contexts once children know a story well through conversation and sensitive questioning, using a rich range of vocabulary and language structures • supporting awareness of sounds through rhymes and songs

Delivery and assessment guidance
This unit must be assessed in line with the early years educator (EYE) assessment principles.
Los 2 and 3 must be assessed in a real work environment (RWE) by a vocationally competent assessor and/or by using workplace evidence from the learner's RWE.
LO1 AC1.1
Explain
Taken from a leaflet produced by the Communications Consortium 'Explaining Speech, Language and Communication Needs (SLCN)':

Delivery and assessment guidance

'Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively, those who support them may not understand their way of communicating.'

Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live.'

LO1, AC1.3 – speech, language and communication: communication and language are the cornerstone of an early years curriculum, which can provide all children with an equal chance of success.

General guidance for whole unit

Communication is a complex, two-way process, reliant on a wide range of skills, including listening, understanding and means of expression, as well as interaction skills. Consideration of the complexity of this process, and the many factors which can affect it, underpins effective communication in practice.

Additional guidance**Articulation, motor speech or speech production difficulty**

Speech production is the ability to produce sounds. A speech production difficulty occurs when mistakes continue past a certain age. These difficulties can include problems with articulation (making sounds) or motor speech difficulties, which includes dysarthria and dyspraxia.

Intervention

A term used to define the provision of additional support for children with SLCN; over and above what they would otherwise receive in the class or elsewhere.

Lexical representations

How words are represented (and stored) in a model of speech and language processing.

Morphosyntax

The system of the internal structure of words (morphology) and the way in which words are put together to form phrases and sentences (syntax).

Neuromotor principles

These are principles based on an understanding of how the nervous system and muscles work together to support movement.

Delivery and assessment guidance**Semantics**

The study of meaning in language. Semantics is important for understanding language in social contexts, as these are likely to affect meaning, and for understanding varieties of English and effects of style.

Sensory, motor and phonological impairment

This is a difficulty affecting a child's sound system which arises from difficulties with the sensory and motor aspects of speech; for example, with sensing touch, strength, control and range of movement of parts of the body involved in speech.

Speech subsystems

This describes the component parts of speech and includes respiration (breathing), phonation (making sound), resonance (the quality of sound), prosody (for example intonation, rhythm and stress) and articulation: www.thecommunicationtrust.org.uk/projects/what-works/glossary/

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

Examples of evidence for the learner portfolio:

- direct observation
- activity plans
- reflective accounts
- feedback
- professional discussion

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 4 Lead activities, experiences and educational opportunities to promote children's speech, language and communication

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Use an example to explain each of the terms: <ul style="list-style-type: none"> • speech • language • communication • speech, language and communication needs (SLCN) 	
1.2 Explain significant stages in speech, language and communication skills development from birth to seven years, acknowledging that some children are at an earlier stage of language development and can experience speech and language difficulties	
1.3 Use an example to illustrate the role of speech, language and communication for holistic development	
1.4 Describe two intervention strategies in response to SLCN. Examples from own experience may be used	
1.5 Reflect on own practice to evaluate partnership working for children's SLCN	
2.1 Analyse methods used to monitor communication, speech and language development in own setting	
2.2 Review procedures followed in own setting to record children's speech, language and communication stage, including ways to identify delays in communication development and describe appropriate support services for babies and children	
2.3 Evaluate activities, experiences and learning opportunities for speech, language and communication	
2.4 Communicate with all children in ways that will be understood. Adapt teaching approaches, as appropriate, to ensure children with speech and language difficulties, SEND or neurodivergent children and those for whom English is an additional language (EAL) are supported to catch up with language development through planned use of pronunciations, words and phrases	

Assessment requirements	Evidence record For example, page number and method
3.1 Engage, motivate and lead team members in activities, experiences and educational programmes to develop, support and promote babies' and children's speech, language and communication	
3.2 Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development through day-to-day activities within the setting in order to encourage speech, language and communication development in young children	
3.3 Explain the importance of the environment in supporting speech, language and communication development	

Learner and assessor sign-off: EYE L5 SP 4 Lead activities, experiences and educational opportunities to promote children's speech, language and communication	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 4 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 4 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 5 Lead children's early education and development (K/651/1404)

Unit summary				
The aim of this unit is to understand the role of the early years manager in effective early education from birth to five years: planning and assessment within an enabling environment.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 5	8 credits	66 GLH (includes 30 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to lead and manage planning cycles for holistic development in the early years	1.1 Analyse and share with team how children's learning and development within the early years foundation stage (EYFS) statutory framework can be affected by their stage of development and individual circumstances
	1.2 Plan, lead and review purposeful play opportunities and educational programmes with colleagues and other professionals that are carefully planned, sequenced and adapted with regard to children's entitlement to new important and interesting knowledge to meet individual needs, development, interests and circumstances of children within current early education curriculum requirements , play opportunities and educational programmes to include: <ul style="list-style-type: none"> • communication and language (extending vocabulary, language structure and dialogue) • physical development • personal, social and emotional • literacy • mathematics • understanding the world • expressive arts and design
	1.3 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities
	1.4 Encourage parents/carers to take an active role in the child's play, learning and development, appreciating that parent and/or carer engagement is consistently associated with ensuring their child's subsequent academic success
	1.5 Lead staff in the practice of effective strategies and pedagogical approaches with children to develop and extend: <ul style="list-style-type: none"> • speech, language and communication • children's sustained shared thinking • group learning and socialisation • role modelling and supporting children's group learning and socialisation • reading a story with expression and clarity • explaining new concepts with clarity and precision • using strategies for supporting early literacy and mathematics
2. Be able to develop strategies for enabling	2.1 Facilitate experiences for children to ignite a curiosity for exploring literacy and mathematics

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
approaches to early literacy and mathematics through curiosity, exploration and discovery	
3. Be able to use assessment within the early education curriculum	3.1 Assess within the current EYFS statutory framework and non-statutory Development Matters guidance using a range of assessment techniques 3.2 Lead discussions around children’s individual progress and oversee the planning cycle to include evidence of using formative and summative assessments to track progress and plan children’s next steps
4. Be able to apply and lead current theoretical and philosophical approaches to practice	4.1 Evaluate a range of underpinning theories and philosophical approaches to how children learn and develop 4.2 Analyse the impact of theories and philosophical approaches on own practice 4.3 Discuss how theories and philosophical approaches influence pedagogy in own setting

Range
1. Be able to lead and manage planning cycles for holistic development in the early years
1.2 Early education curriculum requirements to include planning cycles and observational records for enabling provision and unique child requirements: <ul style="list-style-type: none"> • communication and language (extending vocabulary, language structure and dialogue) • physical development • personal, social and emotional development • literacy • mathematics • understanding the world • expressive arts and design • planning to meet the individual needs of children in relation to schemas
1.5 Pedagogical approaches to include: <ul style="list-style-type: none"> • play • direct teaching • adult explanations • adult modelling • learning from peers • guided learning
3. Be able to use assessment within the early education curriculum
3.1 Assess to include tracking progress within the EYFS statutory framework for formative and summative purposes and making accurate use of observational records when planning for children’s next steps, to shape learning opportunities that reflect needs, interests and stage of individual children (schemas). Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing what children can and cannot do, and then shaping teaching and learning so that children develop the broad range of skills, knowledge

Range

and attitudes they need as foundations for future progress.

An effective early years educator considers when and why to carry out accurate and proportionate assessment. Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking lots of time away from teaching and supporting children or have a disproportionate impact on workload.

There are different assessment methods and techniques, which inform what we know about children's progress and the planning cycle. These should be based on age and stage of babies' and children's development. There are benefits and limitations of assessment.

The key stages in assessing children's progress, including the progress check at age two, the reception baseline assessment, the EYFS profile and the value these have for:

- the baby or child
- the parents or carers
- curriculum adaptation
- the early years setting and key stakeholders in planning the next steps

4. Be able to apply and lead current theoretical and philosophical approaches to practice

LO4 Theoretical and philosophical approaches

Learners to know that there is a range of evidence-based theories, philosophical approaches and research that underpin early years development. Some approaches are not evidence-based and do not support childhood development.

Delivery and assessment guidance

This unit must be assessed in line with the early years educator (EYE) assessment principles.

LOs 1, 2, 3 and 4 must be assessed in a real work environment (RWE) by a vocationally competent assessor.

LO1, AC1.2 – **planned and sequenced**: a carefully planned and sequenced curriculum recognises that some forms of knowledge are important, useful and interesting. These forms of knowledge help prepare children for future learning and are not learned or discovered without explicit teaching.

Adapted: utilise and resource the learning environment to help babies and children progress against the planned curriculum.

LO1, AC1.4 – make additional provisions to support babies' and children's education and development where they lack this support from parents and/or carers.

Discussions

Should be led or managed and should include discussions with colleagues, parents/carers and the key person to ensure all processes are being followed for effective child-centred practice.

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

Delivery and assessment guidance**Examples of evidence for the learner portfolio:**

- direct observation
- professional discussion
- reflective accounts
- activity plans
- child observations and next steps recommendations
- meetings showing dissemination of good practice
- own research policies and procedures
- ethos and mission statements
- pedagogy within setting
- staff training records

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 5 Lead children's early education and development

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Analyse and share with team how children's learning and development within the EYFS statutory framework can be affected by their stage of development and individual circumstances	
1.2 Plan, lead and review purposeful play opportunities and educational programmes with colleagues and other professionals that are carefully planned, adapted and sequenced with regard to children's entitlement to new important and interesting knowledge to meet individual needs, development, interests and circumstances of children within current early education curriculum requirements , play opportunities and educational programmes to include: <ul style="list-style-type: none"> • communication and language (extending vocabulary, language structure and dialogue) • physical development • personal, social and emotional development • literacy • mathematics • understanding the world • expressive arts and design 	
1.3 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities	
1.4 Encourage parents/carers to take an active role in the child's play, learning and development, appreciating that parent and/or carer engagement is consistently associated with ensuring their child's subsequent academic success	
1.5 Lead staff in effective strategies and pedagogical approaches with children to develop and extend: <ul style="list-style-type: none"> • speech, language and communication • children's sustained shared thinking • group learning and socialisation • role modelling and supporting children's group learning and socialisation • reading a story with expression and clarity • explaining new concepts with clarity and precision • using strategies for supporting early literacy and mathematics 	

Assessment requirements	Evidence record For example, page number and method
2.1 Facilitate experiences for children to ignite a curiosity for exploring literacy and mathematics	
3.1 Assess within the current EYFS statutory framework and non-statutory Development Matters guidance using a range of assessment techniques	
3.2 Lead discussions around children's individual progress and oversee the planning cycle to include evidence of using formative and summative assessments to track progress and plan children's next steps	
4.1 Evaluate a range of underpinning theories and philosophical approaches to how children learn and develop	
4.2 Analyse the impact of theories and philosophical approaches on own practice	
4.3 Discuss how theories and philosophical approaches influence pedagogy in own setting	

Learner and assessor sign-off: EYE L5 SP 5 Lead children's early education and development	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 5 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 5 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 6 Understand holistic child development from birth to seven years (L/651/1405)



Unit summary				
This unit provides knowledge and understanding of how children and young people develop from birth to seven years. The unit also explores actions which should be taken when differences in development are identified, and the potential effects of transitions on young children's development.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 5	6 credits	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the pattern of development that would normally be expected for children from birth to seven years	1.1 Explain the sequence and rate of each aspect of development that would normally be expected in children from birth to seven years, to include: <ul style="list-style-type: none"> • cognitive • speech, language and communication • literacy and numeracy • physical • emotional, including self-regulation • social • neurological and brain development
	1.2 Analyse the difference between sequence of development and rate of development and why the distinction is important
	1.3 Analyse the reasons why children's development may not follow the pattern normally expected, appreciating that children are likely to have different levels of prior experience and knowledge. The curriculum should take account of this prior knowledge and be planned accordingly and pedagogical approaches to teaching may need to be adapted because of this (<u>adaptive pedagogy</u>)
	1.4 Analyse the importance to children's holistic development of: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development; crucial for babies and children to lead healthy and happy lives and fundamental to cognitive development • physical development
2. Understand the factors that impact on children's development	2.1 Analyse how children's development is influenced by a range of personal factors
	2.2 Analyse how children's development is influenced by a range of external factors

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand the benefits of early intervention to support the development of children	3.1 Analyse the importance of early identification of development delay 3.2 Explain the potential risks of late recognition of development delay 3.3 Evaluate partnership working to support all aspects of development in children 3.4 Explain benefits of working with others to plan and provide activities to meet additional needs
4. Understand the potential effects of transitions and significant events on children’s development	4.1 Explain the significance of attachment and the important attachments that shape babies’ and children’s social world, underpinning their personal development 4.2 Explain how different types of transitions can affect children’s development and learning and how this is further impacted by their individual circumstances 4.3 Explain the importance of children having positive relationships through periods of transition and that physical, mental and emotional health and wellbeing are important and can impact on babies’ and children’s development 4.4 Evaluate the effectiveness of positive relationships on children’s holistic development and the significance of providing co-regulation to help children to understand, express and regulate their feelings, appreciating co-regulation as a vital building block towards the ability to self-regulate
5. Understand how assessing, monitoring and recording the development of children informs the use of interventions	5.1 Explain different methods of assessing, recording and monitoring children’s development 5.2 Explain how and in what circumstances different methods are used for assessing, recording and monitoring children’s development in own setting 5.3 Explain how different types of interventions can promote positive outcomes for children where development is not following the pattern normally expected 5.4 Evaluate the importance of accurate documentation regarding the development of children

Range
1. Understand the pattern of development that would normally be expected for children from birth to seven years
1.5 Self-regulation Self-regulation changes according to a child’s age and development. Children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years.
4. Understand the potential effects of transitions on children’s development
4.2 Transitions to include: <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home

Range

- change in family circumstance
- loss of significant people
- moving between settings and carers

4.4 Co-regulation

Co-regulation (the support we provide to children to help them understand, express and regulate their feelings) is a vital building block towards the ability to self-regulate.

Delivery and assessment guidance

This unit must be assessed in line with the early years educator (EYE) assessment principles

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

LO3 – when responding to assessment criteria for LO3, learners must refer to the SEND code of practice and four general areas of need, and how to balance these against a detailed understanding of an individual baby or child's needs:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory needs

Examples of evidence for the learner portfolio:

- child observations
- activity planning
- reflective accounts
- professional discussions
- policy and procedures
- records and documentation for individual children, including tracking, assessment and observational monitoring
- records of meetings with other professionals
- own research

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 6 Understand holistic child development from birth to seven years

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
<p>1.1 Explain the sequence and rate of each significant stage of typical development in children from birth to seven years to include:</p> <ul style="list-style-type: none"> • cognitive • speech, language and communication • literacy and numeracy • physical • emotional, including self-regulation • social • neurological and brain development 	
<p>1.2 Analyse the difference between sequence of development and rate of development and why the distinction is important</p>	
<p>1.3 Use an example to analyse reasons why child development may not follow the pattern normally expected, appreciating that children are likely to have different levels of prior experience and knowledge. The curriculum should take account of this prior knowledge and be planned accordingly and pedagogical approaches to teaching may need to be adapted because of this (adaptive pedagogy)</p>	
<p>1.4 Reflect on children's development in the following areas and analyse the significance to children's holistic development</p> <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development crucial for babies and children to lead healthy and happy lives and fundamental to cognitive development • physical development 	
<p>2.1 Use two examples to analyse how children's development is influenced by a range of personal factors</p>	
<p>2.2 Use two examples to analyse how children's development is influenced by a range of external factors</p>	
<p>3.1 Analyse the importance of early identification of development delay for a child's future outcomes</p>	

Assessment requirements	Evidence record For example, page number and method
3.2 Explain the potential risks of late recognition of development delay	
3.3 Reflect on own practice to evaluate partnership working to support all aspects of development in children	
3.4 Explain benefits of working with others to plan and provide activities to meet additional needs	
4.1 Explain the significance of attachment for positive outcomes and the important attachments that shape babies' and children's social world, underpinning their personal development	
4.2 Explain how different types of transitions can affect children's development and learning and how this is further impacted by their individual circumstances. A minimum of three examples must be used	
4.3 Explain the importance of children having positive relationships through periods of transition and that physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development	
4.4 Reflect on own practice to evaluate the effectiveness of positive relationships on children's holistic development and the significance of providing co-regulation to help children to understand, express and regulate their feelings, appreciating co-regulation as a vital building block towards the ability to self-regulate	
5.1 Explain two different methods of assessing, recording and monitoring children's development	
5.2 Explain how and in what circumstances different methods are used for assessing, recording and monitoring children's development in own setting	
5.3 Explain how different types of interventions can promote positive outcomes for children where development is not following the pattern normally expected. A minimum of two types of intervention should be referred to	
5.4 Evaluate the importance of accurate documentation regarding the development of children	

Learner and assessor sign-off: EYE L5 SP 6 Understand holistic child development from birth to seven years	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 6 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 6 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 7 Developing children's emergent literacy skills (M/651/1406)

Unit summary				
This unit provides the learner with the knowledge, understanding and skills to develop children's emergent literacy by providing a language-rich environment.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 3	5 credits	40 GLH (includes 15 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the language and communication needs of children	1.1 Identify the stages of language and communication development from birth to seven years
	1.2 Describe factors which affect language and communication needs
	1.3 Explain how working with others supports children's emergent literacy from birth to seven years
2. Be able to support children's language and communication needs	2.1 Develop a language-rich environment for children
	2.2 Interact with children to meet individual language and communication needs
3. Understand strategies which support emergent literacy	3.1 Explain strategies to support the development of emergent literacy in relation to the early years foundation stage (EYFS) statutory framework
	3.2 Explain the use of sounds and blending in the teaching of reading
	3.3 Describe how the early years senior practitioner provides opportunities for sustained shared thinking to support children's emergent literacy
4. Be able to use strategies to plan and lead activities which support emergent literacy	4.1 Use strategies to plan activities which encourage: <ul style="list-style-type: none"> • speaking and listening • reading • sustained shared thinking • writing • digital literacy
	4.2 Lead an activity to support and extend emergent literacy
	4.3 Evaluate benefits to children's holistic learning and development when supporting emergent literacy
5. Be able to review how planned activities support emergent literacy	5.1 Evaluate how planned activities support emergent literacy in relation to the EYFS statutory framework
	5.2 Analyse own role in relation to planned activities
	5.3 Make recommendations for meeting children's individual literacy needs
6. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development	6.1 Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development

Range

1. Understand the language and communication needs of children

1.2 Factors to include:

- biological; for example, cognitive ability
- environmental; for example, opportunity, experience and aspiration
- emotional trauma

Delivery and assessment guidance

This unit must be assessed in line with the early years educator (EYE) assessment principles.

LOs 2, 4, 5 and 6 must be assessed in a real work environment (RWE) by a vocationally competent assessor.

Others

Others refers to all those involved in the care and education of the child.

Strategies

Approaches which can be applied to supporting and extending emergent literacy.

Sounds and blending

Refer to the relevant early years foundation stage (EYFS) statutory framework (early learning goals) for specific guidance.

Sustained shared thinking

Supporting children to problem solve and to apply new learning to the development of literacy.

Lead

To manage the opportunity from planning stage to evaluation.

Encourages

The early years practitioner encourages the parents/carers to take an active role in their child's play, development and learning in many ways. The personal discussions that take place (to share their child's progress, strategies and ways of learning to support children so that a consistent approach is maintained) can really make a difference to how children learn and develop.

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

Delivery and assessment guidance**Examples of evidence for the learner portfolio:**

- activity planning
- child observations
- team meetings
- curriculum planning
- training events
- staff appraisal records
- direct observation
- professional discussion
- reflective accounts
- work products

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 7 Developing children's emergent literacy skills

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Identify the stages of language and communication development from birth to seven years	
1.2 Describe factors which affect language and communication needs. At least one personal factor and one external factor must be included	
1.3 Reflect on own practice to explain how working with others supports children's emergent literacy from birth to seven years	
2.1 Develop a language-rich environment for children	
2.2 Interact with children to meet individual language and communication needs	
3.1 Explain strategies used in own setting to support the development of emergent literacy in relation to the EYFS statutory framework	
3.2 Explain the use of sounds and blending in the teaching of reading	
3.3 Describe two ways the early years senior practitioner provides opportunities for sustained shared thinking to support children's emergent literacy	
4.1 Use strategies to plan activities which encourage: <ul style="list-style-type: none"> • speaking and listening • reading • sustained shared thinking • writing • digital literacy 	
4.2 Lead an activity to support and extend emergent literacy	
4.3 Evaluate benefits to children's holistic learning and development when supporting emergent literacy	
5.1 Evaluate how planned activities support emergent literacy in relation to the EYFS statutory framework	
5.2 Analyse own role in relation to planned activities	

Assessment requirements	Evidence record For example, page number and method
5.3 Make recommendations for meeting children's individual literacy needs	
6.1 Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development	

Learner and assessor sign-off: EYE L5 SP 7 Developing children's emergent literacy skills	
Learner name:	<p data-bbox="802 750 1396 817">Learner declaration of authenticity of unit: EYE L5 SP 7</p> <p data-bbox="802 851 1417 918">I declare that the work presented for this unit is entirely my own work.</p> <p data-bbox="802 985 1045 1019">Learner signature:</p> <p data-bbox="802 1086 877 1120">Date:</p>
PIN:	
Centre number:	
ULN:	
Assessor name:	<p data-bbox="802 1332 1428 1400">Assessor sign-off of completed unit: EYE L5 SP 7</p> <p data-bbox="802 1433 1428 1534">I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit.</p> <p data-bbox="802 1601 1061 1635">Assessor signature:</p> <p data-bbox="802 1702 877 1736">Date:</p>
<p data-bbox="129 1825 1417 1859">For e-portfolio a signature is not required, providing the learner has a personalised and secure login.</p>	

EYE L5 SP 8 Developing children's emergent mathematical skills (R/651/1407)

Unit summary				
This unit provides the learner with the knowledge, understanding and skills to facilitate children's emergent mathematical development.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 3	6 credits	49 GLH (includes 15 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how mathematics relates to children's everyday lives	1.1 Describe how mathematics is evident in children's everyday lives
	1.2 Analyse factors which affect children's learning of mathematical concepts
2. Understand how working with others supports children's emergent mathematical development	2.1 Explain how working with others supports children's emergent mathematical development
3. Understand how to create an environment which supports children's emergent mathematical development	3.1 Describe how to create an environment which supports children's emergent mathematical development in relation to the EYFS statutory framework for children from birth to seven years
4. Understand the role of the early years senior practitioner in relation to supporting children's emergent mathematical development	4.1 Describe reasons for scaffolding children's mathematical development
	4.2 Analyse reasons for valuing individual interests when supporting children's emergent mathematical development
	4.3 Describe how the early years senior practitioner provides opportunities for sustained shared thinking to support children's emergent mathematical development
5. Understand how opportunities support children's emergent mathematical development	5.1 Explain strategies to support the development of emergent mathematical development in relation to the EYFS statutory framework for children from birth to seven years
	5.2 Describe opportunities which support children's understanding of: <ul style="list-style-type: none"> • number • shape, size and pattern • weight, volume and capacity • space and time • matching and sorting • data representation • problem solving
6. Be able to implement activities to support children's emergent	6.1 Plan an activity to support children's emergent mathematical development
	6.2 Lead an activity to support children's emergent mathematical

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
mathematical development	development
7. Be able to review how planned activities support children's emergent mathematical development	7.1 Evaluate how planned activities support children's emergent mathematical development in relation to the EYFS statutory framework 7.2 Analyse own role in relation to planned activities which support children's emergent mathematical development 7.3 Make recommendations for meeting children's emergent mathematical needs
8. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development	8.1 Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development

Range
1. Understand the language and communication needs of children
1.2 Factors to include: <ul style="list-style-type: none"> • biological; for example, cognitive ability • environmental; for example, opportunity, experience and aspiration

Delivery and assessment guidance
<p>This unit must be assessed in line with the early years educator (EYE) assessment principles.</p> <p>LOs 6, 7 and 8 must be assessed in a real work environment (RWE) by a vocationally competent assessor.</p> <p>Others</p> <p>It is always important to work in close partnership with parents and carers. It is also essential to appreciate the contributions of professionals involved in partnership working in the early years.</p> <p>Scaffolding</p> <p>Set opportunities which are relevant, meaningful and purposeful for the children with varying adult intervention.</p> <p>Sustained shared thinking</p> <p>Supporting children to problem-solve and to apply new learning to their mathematical development.</p> <p>Strategies</p> <p>Recognised approaches which can be applied to mathematical learning.</p>

Delivery and assessment guidance**Lead**

To manage the opportunity from planning stage to evaluation.

Encourages

The early years practitioner encourages the parents/carers to take an active role in their child's play, development and learning in many ways. The personal discussions that take place (to share their child's progress, strategies and ways of learning to support children so that a consistent approach is maintained) can really make a difference to how children learn and develop.

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

Examples of evidence for the learner portfolio:

- activity planning
- child observations
- team meetings
- curriculum planning
- training events
- staff appraisal records
- direct observation
- professional discussion
- reflective accounts
- work products

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 8 Developing children's emergent mathematical skills

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Describe how mathematics is evident in children's everyday lives	
1.2 Analyse one personal factor and one environmental factor which affect children's learning of mathematical concepts	
2.1 Reflect on own practice to explain how working with others supports children's emergent mathematical development	
3.1 Describe how to create an environment which supports children's emergent mathematical development in relation to mathematical requirements within the EYFS and key stage 1 for children from birth to seven years	
4.1 Describe how and why early years senior practitioners scaffold children's mathematical development	
4.2 Analyse reasons for valuing individual interests when supporting children's emergent mathematical development	
4.3 Describe how the early years senior practitioner provides opportunities for sustained shared thinking to support children's emergent mathematical development	
5.1 Explain four strategies used to support the development of emergent mathematical development in relation to mathematical requirements within the EYFS and key stage 1 for children from birth to seven years	

Assessment requirements	Evidence record For example, page number and method
<p>5.2 Describe opportunities in own setting which support children's understanding of:</p> <ul style="list-style-type: none"> • number • shape, size and pattern • weight, volume and capacity • space and time • matching and sorting • data representation • problem solving <p>A minimum of one opportunity must be described for each identified mathematical concept</p>	
6.1 Plan an activity to support children's emergent mathematical development	
6.2 Lead an activity to support children's emergent mathematical development	
7.1 Evaluate how planned activities support children's emergent mathematical development in relation to the EYFS statutory framework	
7.2 Analyse own role in relation to planned activities which support children's emergent mathematical development	
7.3 Make recommendations for meeting children's emergent mathematical needs	
8.1 Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development	

Learner and assessor sign-off: EYE L5 SP 8 Developing children's emergent mathematical skills	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 8 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 8 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 9 Develop and implement policies and procedures to support the safeguarding of children (T/651/1408)

Unit summary				
This unit is designed to prepare learners to develop and implement policies and procedures for safeguarding children.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 5	7 credits	55 GLH (includes 20 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the impact of current legislation that underpins safeguarding and child protection	1.1 Outline the current legislation that underpins safeguarding and child protection
	1.2 Evaluate how national and local guidelines, policies and procedures for safeguarding and protection from abuse affect day-to-day work with children
	1.3 Explain how the processes used by own setting comply with legislation that covers data protection, information handling and sharing
2. Be able to support the review of policies and procedures for safeguarding and child protection	2.1 Investigate why inquiries and child safeguarding practice reviews are required and how the sharing of findings affects practice
	2.2 Identify the policies and procedures required in the early years setting for safeguarding and protecting children
	2.3 Discuss own responsibilities in relation to safeguarding , child protection and promoting the welfare of children, providing appropriate supervision of others in relation to safeguarding and security
	2.4 Develop the process for reviewing safeguarding and child protection policies and procedures
	2.5 Evaluate the impact of a child-centred approach to safeguarding and protection on policies and procedures
	2.6 Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding and protecting children
3. Be able to implement policies and procedures for safeguarding and protecting children	3.1 Support the implementation of policies and procedures for safeguarding and protecting children, recognising when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them
	3.2 Mentor and support team to develop the skills to safeguard and protect children
4. Be able to lead practice in supporting children's wellbeing and resilience in the context of safeguarding	4.1 Justify how promoting wellbeing and resilience supports the safeguarding of children
	4.2 Review how children or young people's resilience and wellbeing are supported in own setting with reference to: <ul style="list-style-type: none"> • health and safety • confidentiality of information • promoting the welfare of babies and children

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.3 Support others to understand the importance of wellbeing and resilience in the context of safeguarding

Range
2. Be able to support the review of policies and procedures for safeguarding and child protection
<p>2.3 Safeguarding to include:</p> <ul style="list-style-type: none"> • child protection • duty of care • confidentiality of information • reporting: <ul style="list-style-type: none"> ○ whistleblowing ○ protecting and promoting the welfare of children ○ safeguarding ○ confidentiality ○ information sharing ○ use of technology ○ referring development concerns ○ protecting practitioners (for example, media and online presence) ○ staff health and safety, including mental health and wellbeing support
3. Be able to implement policies and procedures for safeguarding and protecting children
<p>3.1 Learners must be able to know how to respond and take appropriate action to accidents and emergency situations, implementing procedures including:</p> <ul style="list-style-type: none"> • a baby or young child requiring urgent medical or dental attention • a non-medical incident or emergency • identifying risks and hazards • receiving, storing, recording, administering and the safe disposal of medicines

Delivery and assessment guidance
<p>This unit must be assessed in line with the early years educator (EYE) assessment principles.</p> <p>LOs 2, 3 and 4 must be assessed in a real work environment (RWE) by a vocationally competent assessor.</p> <p>LO1, AC1.1</p> <p>Understand policies and procedures for safeguarding, including child protection and recognising when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse to include, but not limited to:</p> <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • online • sexual abuse

Delivery and assessment guidance

[UK Council for Internet Safety](#) on Monday 4 February 2019:

www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations

The Department for Digital, Culture, Media and Sport (DCMS) has tweeted about the guidance: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

Examples of evidence for the learner portfolio:

- policy and procedures
- induction processes
- records for individual children
- team meetings
- meetings with other professionals, such as Team Around the Child (TAC)
- reflective accounts
- training records
- roles and responsibilities:
 - job description/specification
- professional discussion

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 9 Develop and implement policies and procedures to support the safeguarding of children

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Summarise current legislation that underpins safeguarding and child protection	
1.2 Evaluate how national and local guidelines, and policies and procedures for safeguarding and protection from abuse affect day-to-day work with children	
1.3 Explain how the processes used by own setting comply with legislation that covers data protection, information handling and sharing	
2.1 Investigate why inquiries and child safeguarding practice reviews are required and how sharing of findings affects practice	
2.2 Identify the policies and procedures required in the early years setting for safeguarding and protecting children	
2.3 Discuss own responsibilities in relation to safeguarding , child protection and promoting the welfare of children, providing appropriate supervision of others in relation to safeguarding and security	
2.4 Develop the process for reviewing safeguarding and child protection policies and procedures	
2.5 Evaluate the impact of a child-centred approach to safeguarding and protection on policies and procedures	
2.6 Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding and protecting children	
3.1 Support the implementation of policies and procedures for safeguarding and protecting children, recognising when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them	
3.2 Mentor and support team to develop the skills to safeguard and protect children	
4.1 Justify how promoting wellbeing and resilience supports the safeguarding of children	

Assessment requirements	Evidence record For example, page number and method
4.2 Review how children or young people's resilience and wellbeing are supported in own setting with reference to: <ul style="list-style-type: none"> • health and safety • confidentiality of information • promoting the welfare of babies and children 	
4.3 Support others to understand the importance of wellbeing and resilience in the context of safeguarding	

Learner and assessor sign-off: EYE L5 SP 9 Develop and implement policies and procedures to support the safeguarding of children	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 9 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 9 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 10 Develop health and safety and risk management policies, procedures and practices in early years settings (Y/651/1409)

Unit summary				
The purpose of this unit is to assess the learner's knowledge, understanding and skills required for health and safety and risk management, including the development of policies, procedures and practices in the early years.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 5	6 credits	50 GLH (includes 15 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to early years settings	1.1 Explain the legislative framework, statutory and non-statutory guidance for health, safety, security, confidentiality of information, safeguarding and promoting the welfare of children, including security systems, as an important part of keeping babies and children safe
	1.2 Analyse how policies, procedures and practices in own setting keep children safe and well, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information
2. Be able to implement and monitor compliance with health, safety and risk management requirements in early years settings	2.1 Demonstrate compliance with health, safety and risk management procedures
	2.2 Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work
	2.3 Explain the actions to take in response to poor practice, illegal activity or employer cover up in adherence to Ofsted's whistleblowing policy to meet statutory requirements in an early years setting
	2.4 Complete records and reports on health, safety and risk management issues, evidencing a good command of written English and in accordance with legislative and organisational requirements
3. Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in early years settings	3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others
	3.2 Work with individuals and others to assess potential risks and hazards
	3.3 Work with individuals and others to manage responsibilities in relation to health and safety, security, and the importance of these for: <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information-sharing • use of technology

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	<ul style="list-style-type: none"> • referring development concerns • protecting practitioners; for example, media and online presence • staff health and safety, including mental health and wellbeing support <p>3.4 Monitor procedures for control and prevention of infection to include:</p> <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment (PPE)
4. Be able to promote a culture where needs and risks are balanced with health and safety practices in early years settings	<p>4.1 Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking</p> <p>4.2 Evaluate own practice in promoting a balanced approach to risk management</p> <p>4.3 Analyse how helping others to understand the balance between risk and rights improves practice</p>
5. Be able to improve health, safety and risk management policies, procedures and practices in early years settings	<p>5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others</p> <p>5.2 Evaluate the health, safety and risk management policies, procedures and practices within the early years setting</p> <p>5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the early years setting</p> <p>5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the early years setting, in line with any updates informing employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance</p>
6. Be able to track health concerns in own setting	<p>6.1 Identify common childhood illnesses and associated exclusion periods for infectious diseases</p> <p>6.2 Monitor the health of children in own setting, including medication requirements</p>

Range
2. Be able to implement and monitor compliance with health, safety and risk management requirements in early years settings
<p>2.1 Procedures to include:</p> <ul style="list-style-type: none"> • accidents, including near misses and emergency situations, including coherent reporting and recording • carrying out risk assessments and risk management in line with employer, local and national requirements • policies and procedures • policy requirements in line with health, safety, security, confidentiality of information, daily registers and promoting the welfare of children • medication requirements

Range
<ul style="list-style-type: none">• special dietary needs• planning• observation and assessment• supervision of babies and children during mealtimes, recognising this as a high-risk environment for babies and children in regard to choking and the signs of choking, appreciating that choking can be completely silent, therefore children should be supervised closely when eating• use of, and assist others in the use of equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements and recognise the dangers of not doing so• sleep safety and the potential dangers
<p>2.2 Others may include:</p> <ul style="list-style-type: none">• workers/practitioners• parents/carers• significant others• visitors to the work setting• inspectors/regulators

Delivery and assessment guidance

This unit must be assessed in line with the early years educator (EYE) assessment principles.

LOs 2, 3, 4, 5 and 6 must be assessed in a real work environment (RWE) by a vocationally competent assessor.

LO1, AC1.2 – policies, procedures and practices: an effective early years educator knows about employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation and subsequent updates to policies and procedures.

LO3, AC3.3 – whistleblowing: be confident in supporting or challenging the practice of colleagues.

LO6, AC6.1 – childhood illnesses: it is important to know what the signs and symptoms are which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention.

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

Examples of evidence for the learner portfolio:

- direct observation
- policy and procedures
- induction processes
- records for individual children
- team meetings
- risk assessments
- reflective accounts
- training records
- roles and responsibilities:
 - job description/specification
- professional discussion

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 10 Develop health and safety and risk management policies, procedures and practices in early years settings

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Summarise the legislative framework statutory and non-statutory guidance, for health, safety, security, confidentiality of information, safeguarding and promoting the welfare of children, including security systems, as an important part of keeping babies and children safe	
1.2 Analyse how the policies, procedures and practices in own setting keep children safe and well, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information	
2.1 Demonstrate compliance with health, safety and risk management procedures	
2.2 Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work	
2.3 Explain the actions to take when health, safety and risk management procedures and practices are not being complied with in adherence with Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements	
2.4 Complete records and reports on health, safety and risk management issues, evidencing a good command of written English and according to legislative and organisational requirements	
3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others	
3.2 Work with individuals and others to assess potential risks and hazards	
3.3 Work with individuals and others to manage responsibilities in relation to health and safety, security, and the importance of these for: <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding 	

Assessment requirements	Evidence record For example, page number and method
<ul style="list-style-type: none"> • confidentiality • information-sharing • use of technology • referring development concerns • protecting practitioners; for example, media and online presence • staff health and safety, including mental health and wellbeing support 	
<p>3.4 Monitor procedures for control and prevention of infection to include:</p> <ul style="list-style-type: none"> • handwashing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment (PPE) 	
<p>4.1 Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking</p>	
<p>4.2 Evaluate own practice in promoting a balanced approach to risk management</p>	
<p>4.3 Analyse how helping others to understand the balance between risk and rights improves practice</p>	
<p>5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others</p>	
<p>5.2 Evaluate the health, safety and risk management policies, procedures and practices within the early years setting</p>	
<p>5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the early years setting</p>	
<p>5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the early years settings in line with any updates informing employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance</p>	
<p>6.1 Identify common childhood illnesses and associated exclusion periods for infectious diseases</p>	
<p>6.2 Monitor the health of children in own setting to include medication requirements</p>	

Learner and assessor sign-off: EYE L5 SP 10 Develop health and safety and risk management policies, procedures and practices in early years settings	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 10 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 10 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 11 Champion equality, diversity and inclusion (F/651/1410)

Unit summary				
The purpose of this unit is to assess the learner's knowledge, understanding and skills required for a whole-systems approach to equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 5	6 credits	49 GLH (includes 15 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand diversity, equality and inclusion in own area of responsibility	1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility, recognising that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010
	1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility, appreciating how different cultural backgrounds and family circumstances can impact babies and children's learning and development
	1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility
2. Be able to champion diversity, equality and inclusion	2.1 Promote equality, diversity and inclusion in policy and practice, respecting and promoting diversity and inclusion, cultural differences and family circumstances
	2.2 Challenge discrimination and exclusion in policy and practice
	2.3 Provide others with information about: <ul style="list-style-type: none"> • the effects of discrimination • the impact of inclusion • the value of diversity
	2.4 Support others to challenge discrimination and exclusion
3. Understand how to develop systems and processes that promote diversity, equality and inclusion	3.1 Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion
	3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility
	3.3 Propose improvements to address gaps or shortfalls in systems and processes
4. Be able to manage the risks presented when balancing individual rights and professional duty of care	4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care
	4.2 Explain the principle of informed choice
	4.3 Explain how issues of individual capacity may affect informed choice
	4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility

Range
2. Be able to champion diversity, equality and inclusion
2.1 Promote equality, diversity and inclusion
<p>Communicate with all children in ways that will be understood. Adapt teaching approaches, as appropriate, to ensure children with speech and language difficulties and those for whom English is an additional language (EAL) are supported to catch up.</p> <p>Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development.</p>
2.2 Challenge discrimination to include: avoiding stereotypes; for example, those based on gender, culture, or race and explaining how they can cause damage (how they might encourage prejudice).

Delivery and assessment guidance
<p>This unit must be assessed in line with the Skills for Care and Development assessment principles.</p> <p>LOs 2 and 4 must be assessed in a real work environment (RWE) by a vocationally competent assessor.</p> <p>All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.</p> <p>Examples of evidence for the learner portfolio:</p> <ul style="list-style-type: none"> • direct observation • policy and procedures • induction processes • records for individual children • team meetings • reflective accounts • training records • roles and responsibilities: <ul style="list-style-type: none"> ○ job description/specification • professional discussion <p>Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.</p>

Assessment of learning: EYE L5 SP 11 Champion equality, diversity and inclusion

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Explain one model of practice that has influenced equality, diversity and inclusion in own setting, recognising that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010	
1.2 Reflect on own experience to analyse the potential effects of barriers to equality and inclusion in own area of responsibility, appreciating how different cultural backgrounds and family circumstances can impact babies and children's learning and development	
1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility	
2.1 Promote equality, diversity and inclusion in policy and practice, respecting and promoting diversity and inclusion, cultural differences and family circumstances	
2.2 Challenge discrimination and exclusion in policy and practice	
2.3 Provide others with information about: <ul style="list-style-type: none"> • the effects of discrimination • the impact of inclusion • the value of diversity 	
2.4 Support others to challenge discrimination and exclusion	
3.1 Reflect on own practice to analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion	
3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility	
3.3 Propose improvements to address gaps or shortfalls in systems and processes	
4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care	

4.2 Explain the principle of informed choice	
4.3 Explain how issues of individual capacity may affect informed choice	
4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility	

Learner and assessor sign-off: EYE L5 SP 11 Champion equality, diversity and inclusion	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 11 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 11 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 12 Supporting children with special educational needs and disability in an early years setting (H/651/1411)

Unit summary				
The aim of this unit is to consider the role of the special educational needs coordinator (SENCo) for effective inclusion of children with special educational needs and disabilities (SEND) in early years settings.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 4	9 credits	68 GLH (includes 15 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand statutory requirements and national guidance for inclusive practice in early years settings	1.1 Outline legislation and national frameworks relevant to the role of the SENCo to include: <ul style="list-style-type: none"> legislation and code of practice local authority 'offer' in England, and the implications for early years settings integrated plans for education, health and care in England (EHCP) SEND pathfinder information England
	1.2 Describe early years settings' obligations in relation to the allocation and appropriate use of: <ul style="list-style-type: none"> disability access fund (DAF) early years pupil premium (EYPP)
2. Understand provision related to children's additional needs	2.1 Evaluate education and care provision in early years settings for children's additional needs in relation to transition and significant life events
	2.2 Summarise the needs of 'looked after children' in relation to transition
	2.3 Identify sources of training for early years staff in relation to additional need
	2.4 Describe the needs of children for whom English is an additional language (EAL)
3. Understand the role and responsibilities of the SENCo in early years settings	3.1 Analyse strategies used to identify SEND in early years settings, recognising that difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND
	3.2 Evaluate partnership working in the SENCo role to include: <ul style="list-style-type: none"> early intervention and the graduated approach sharing information with staff and other professionals for consistency mentoring, coaching and leadership of staff
	3.3 Explain the role of different professionals who may be involved with a child who has SEND in an early years setting
4. Understand factors which may affect	4.1 Discuss pressures that families may face when caring for children with SEND

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
families caring for children with SEND	4.2 Evaluate the role of the SENCo in supporting families to care for children with SEND 4.3 Explain the responsibilities of the SENCo in the role of advocate for the child, parents or carers
5. Be able to reflect on own setting's policies and procedures to support children with SEND	5.1 Evaluate current policies and procedures in line with statutory requirements and national guidance of the SEND code of practice, making recommendations for improved ways of working that value and respect the individual developmental needs and stages of babies and children with SEND, in order to effectively identify, help and work appropriately with others to provide children and babies with any additional support they may need through a graduated approach 5.2 Use specialist aids, resources and equipment available to support babies and children with SEND 5.3 Explain ways children are given opportunities to express their views in a developmentally appropriate way 5.4 Carry out a child's care plan effectively, engaging parents and carers, including initial assessment, implementation, and ongoing review

Delivery and assessment guidance

This unit must be assessed in line with the early years educator (EYE) assessment principles.

LO5 must be assessed in a real work environment (RWE) by a vocationally competent assessor.

LO1, AC1.1 – learners must be aware that all children and young people are entitled to a quality education, one that is appropriate to their needs and promotes high standards and the fulfilment of potential.

LO3, AC3.1 – identify SEND: learners must recognise that a delay in a baby or a child's learning and development does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby or child's knowledge and understanding.

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

Examples of evidence for the learner portfolio:

- direct observation
- policy and procedures informed by SEND Code of Practice (graduated approach)
- induction processes
- records for individual children, including education, health and care plans (EHCPs)
- team meetings
- reflective accounts

Delivery and assessment guidance

- training records
- roles and responsibilities:
 - job description/specification
- professional discussion

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 12 Supporting children with special educational needs and disability in an early years setting

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
<p>1.1 Summarise legislation and national frameworks relevant to the role of the SENCo to include:</p> <ul style="list-style-type: none"> • legislation and code of practice • local authority 'offer' in England, and the implications for early years settings • integrated plans for EHCP • SEND pathfinder information England 	
<p>1.2 Describe early years settings' obligations in relation to the allocation and appropriate use of:</p> <ul style="list-style-type: none"> • DAF • EYPP 	
<p>2.1 Evaluate education and care provision in early years settings for children's additional needs in relation to transition and significant life events</p>	
<p>2.2 Summarise the needs of 'looked after children' in relation to transition</p>	
<p>2.3 Identify three sources of training for early years staff in relation to additional need</p>	
<p>2.4 Describe the needs of children for whom English is an additional language (EAL), making reference to statutory guidance</p>	
<p>3.1 Reflect on own experience to analyse strategies used to identify SEND in early years settings, recognising that difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND</p>	
<p>3.2 Evaluate partnership working in the SENCo role in own setting to include:</p> <ul style="list-style-type: none"> • early intervention and the graduated approach • sharing information with staff and other professionals for consistency • mentoring, coaching and leadership of staff 	
<p>3.3 Explain the role of three different professionals who may be involved with a child who has SEND in an early years setting</p>	

Assessment requirements	Evidence record For example, page number and method
4.1 Use an example to discuss pressures that families may face when caring for children with SEND	
4.2 Evaluate the role of the SENCo in supporting families to care for children with SEND. An example from own experience may be used	
4.3 Explain the responsibilities of the SENCo in the role of advocate for the child, parents or carers. An example may be used	
5.1 Evaluate current policies and procedures in line with statutory requirements and national guidance of the SEND Code of Practice, making recommendations for improved ways of working that value and respect the individual developmental needs and stages of babies and children with SEND in order to effectively identify, help and work appropriately with others to provide children and babies with any additional support they may need through a graduated approach	
5.2 Use specialist aids, resources and equipment available to support babies and children with SEND (simulation permitted)	
5.3 Explain ways children are given opportunities to express their views in a developmentally appropriate way	
5.4 Carry out a child's care plan effectively, engaging parents and carers, including initial assessment, implementation, and ongoing review	

Learner and assessor sign-off: EYE L5 SP 12 Supporting children with special educational needs and disability in an early years setting	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 12 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 12 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 13 Work in partnership in early years settings (J/651/1412)

Unit summary				
The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead, implement and promote effective partnership working.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 4	6 credits	45 GLH (includes 15 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand partnership working	1.1 Summarise features of effective partnership working
	1.2 Evaluate partnership working in relation to working with: <ul style="list-style-type: none"> • colleagues • professionals • others
	1.3 Analyse how partnership working delivers better outcomes for children
	1.4 Explain how to overcome barriers to partnership working
2. Be able to establish, lead and maintain working relationships with colleagues	2.1 Explain own role and responsibilities to establish partnership working with colleagues
	2.2 Develop and agree common objectives collaboratively for improved outcomes
	2.3 Evaluate own working relationship with colleagues
	2.4 Deal constructively with any conflict or complaint that may arise with colleagues
3. Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals
	3.2 Lead by example when following procedures for effective, co-operative working relationships with other professionals and communicate effectively with key persons, colleagues, other professionals and agencies to meet the needs of babies and children and enable them to progress
	3.3 Evaluate procedures collaboratively for working with other professionals
4. Be able to work in partnership with others	4.1 Analyse the importance of working in partnership with others
	4.2 Explain procedures for effective working relationships with others
	4.3 Agree common objectives when working with others
	4.4 Evaluate procedures for working with others

Range**1. Understand partnership working****1.2 Professionals** may include:

- workers from other agencies or organisations – there are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including local authorities and other relevant agencies and bodies and these all have different roles and responsibilities
- advocates
- independent visitors

1.2 Others may include:

- individuals
- children and young people
- families
- carers
- friends of the individual
- advocates

Delivery and assessment guidance

This unit must be assessed in line with the early years educator (EYE) assessment principles.

LOs 2, 3 and 4 must be assessed in a real work environment (RWE) by a vocationally competent assessor.

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

Examples of evidence for the learner portfolio:

- records
- work products: policy and procedures
- individual children's records
- induction processes
- reflective accounts
- professional discussions
- expert witness testimony (EWT)/feedback

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 13 Work in partnership in early years settings

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Summarise four key features of effective partnership working	
1.2 Use an example to evaluate partnership working in relation to working with: <ul style="list-style-type: none"> • colleagues • professionals • others 	
1.3 Analyse how partnership working delivers better outcomes for children	
1.4 Use an example of partnership working to explain how barriers can be overcome	
2.1 Explain own role and responsibilities to establish partnership working with colleagues	
2.2 Develop and agree common objectives collaboratively for improved outcomes	
2.3 Evaluate own working relationship with colleagues	
2.4 Deal constructively with any conflict or complaint that may arise with colleagues	
3.1 Explain own role and responsibilities in working with other professionals	
3.2 Lead by example when following procedures for effective co-operative working relationships with other professionals and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress	
3.3 Evaluate procedures collaboratively for working with other professionals	
4.1 Analyse the importance of working in partnership with others	
4.2 Explain procedures for effective working relationships with others	

Assessment requirements	Evidence record For example, page number and method
4.3 Agree common objectives when working with others	
4.4 Evaluate procedures for working with others	

Learner and assessor sign-off: EYE L5 SP 13 Work in partnership in early years settings	
Learner name:	<p>Learner declaration of authenticity of unit: EYE L5 SP 13</p> <p>I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature:</p> <p>Date:</p>
PIN:	
Centre number:	
ULN:	
Assessor name:	<p>Assessor sign-off of completed unit: EYE L5 SP 13</p> <p>I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit.</p> <p>Assessor signature:</p> <p>Date:</p>
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 14 Lead and manage a team within an early years setting (K/651/1413)

Unit summary				
The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage a team within an early years setting.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 6	8 credits	61 GLH (includes 15 work/placement hours)

Learning outcomes (Los) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the features of effective team performance within an early years setting	1.1 Explain the features of effective team performance
	1.2 Identify the challenges experienced by developing teams
	1.3 Identify the challenges experienced by established teams
	1.4 Explain how challenges to effective team performance can be overcome
	1.5 Analyse how different management styles may influence outcomes of team performance
	1.6 Analyse methods of developing and maintaining: <ul style="list-style-type: none"> • trust • accountability
	1.7 Compare methods of addressing conflict within a team
2. Be able to support a positive culture within the team in an early years setting	2.1 Identify the components of a positive culture within own team
	2.2 Demonstrate how own practice supports a positive culture in the team
	2.3 Use systems and processes to support a positive culture in the team
	2.4 Encourage creative and innovative ways of working within the team
3. Be able to support a shared vision within the team	3.1 Identify the factors that influence the vision and strategic direction of the team
	3.2 Communicate the vision and strategic direction to team members
	3.3 Work with others to promote a shared vision within the team
	3.4 Evaluate how the vision and strategic direction of the team influences team practice
4. Be able to develop a plan with team members to meet agreed objectives	4.1 Identify team objectives
	4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives
	4.3 Facilitate team members to actively participate in the planning process
	4.4 Encourage sharing of skills and knowledge between team members
	4.5 Agree roles and responsibilities with team members
5. Be able to support individual team	5.1 Set personal work objectives with team members based on agreed objectives

Learning outcomes (Los) The learner will:	Assessment criteria (AC) The learner can:
members to work towards agreed objectives	5.2 Work with team members to identify opportunities for development and growth
	5.3 Provide advice and support to team members to make the most of identified development opportunities, fostering a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career
	5.4 Use a solution-focused approach to support team members to address identified challenges
6. Be able to manage team performance in an early years setting	6.1 Monitor and evaluate progress towards agreed objectives
	6.2 Provide feedback on performance to: <ul style="list-style-type: none"> • the individual • the team
	6.3 Provide recognition when individual and team objectives have been achieved
	6.4 Explain how team members are managed when performance does not meet requirements

Range

5. Be able to support individual team members to work towards agreed objectives

5.4 Solution-focused approach

Models and approaches in relation to organisational change.

Delivery and assessment guidance

This unit must be assessed in line with the early years educator (EYE) assessment principles.

LOs 2, 3, 4, 5 and 6 must be assessed in a real work environment (RWE) by a vocationally competent assessor.

LO2, AC2.1 – positive culture: there are expected behaviours in a professional and early years setting. Explain how our own and others' behaviour can impact on babies and children and the importance of role modelling positive behaviours.

LO5, AC5.2 – opportunities for development and growth: learners must know that a level 3 early years educator may be expected to supervise staff or lead a setting.

LO6, AC6.2 – feedback: seek out feedback from others to identify and support career development goals; for example, through mentoring and/or supervised observations.

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

Examples of evidence for the learner portfolio:

- reflective accounts

Delivery and assessment guidance

- professional discussions
- records and work products
- training
- staff appraisal records
- feedback
- policies and procedures

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 14 Lead and manage a team within an early years setting

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Explain five features of effective team performance	
1.2 Identify three key challenges experienced by developing teams	
1.3 Identify three key challenges experienced by established teams	
1.4 Explain how challenges to effective team performance can be overcome. An example can be used to support the response	
1.5 Reflect on own experience to analyse how different management styles may influence outcomes of team performance	
1.6 Analyse a minimum of two methods of developing and maintaining: <ul style="list-style-type: none"> • trust • accountability 	
1.7 Compare methods of addressing conflict within a team. Examples from own experience may be reflected upon in the response	
2.1 Identify the components of a positive culture within own team	
2.2 Demonstrate how own practice supports a positive culture in the team	
2.3 Use systems and processes to support a positive culture in the team	
2.4 Encourage creative and innovative ways of working within the team	
3.1 Identify the factors that influence the vision and strategic direction of the team	
3.2 Communicate the vision and strategic direction to team members	
3.3 Work with others to promote a shared vision within the team	
3.4 Evaluate how the vision and strategic direction of the team influences team practice	

Assessment requirements	Evidence record For example, page number and method
4.1 Identify team objectives	
4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives	
4.3 Facilitate team members to actively participate in the planning process	
4.4 Encourage sharing of skills and knowledge between team members	
4.5 Agree roles and responsibilities with team members	
5.1 Set personal work objectives with team members based on agreed objectives	
5.2 Work with team members to identify opportunities for development and growth	
5.3 Provide advice and support to team members to make the most of identified development opportunities, fostering a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career	
5.4 Use a solution-focused approach to support team members to address identified challenges	
6.1 Monitor and evaluate progress towards agreed objectives	
6.2 Provide feedback on performance to: <ul style="list-style-type: none"> • the individual • the team 	
6.3 Provide recognition when individual and team objectives have been achieved	
6.4 Explain how team members are managed when performance does not meet requirements	

Learner and assessor sign-off: EYE L5 SP 14 Lead and manage a team within an early years setting	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 14 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 14 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 15 Develop, maintain and use records and reports (L/651/1414)

Unit summary				
The purpose of this unit is to develop knowledge, understanding and skills in developing, maintaining and using records and reports.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 4	5 credits	38 GLH (includes 15 work/placement hours)

Learning outcomes (Los) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legal and organisational requirements for recording information and providing reports	1.1 Specify own responsibilities and those of others when recording information and producing reports
	1.2 Explain the legal requirements and agreed ways of working for the security and confidentiality of information
2. Be able to prepare professional records and reports that meet legal requirements and agreed ways of working	2.1 Support individuals to participate in the preparation of reports
	2.2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them
	2.3 Maintain accurate, complete, retrievable and up-to-date records
	2.4 Ensure that records and reports comply with legal and organisational requirements
	2.5 Explain how to balance the tension between confidentiality and openness in records and reports
	2.6 Use information communication technology (ICT) systems for the collection and storage of information
	2.7 Use ICT that supports information exchange within and across disciplines and organisations
3. Be able to use records and reports to inform judgements and decisions	3.1 Clarify the accuracy of records and reports with individuals and others
	3.2 Respond to feedback from those who receive records and reports
	3.3 Demonstrate the use of facts and evidence-based opinions within records and reports
	3.4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions

Range
1. Understand the legal and organisational requirements for recording information and providing reports
1.2 Agreed ways of working – policies and procedures where they exist.
2. Be able to prepare professional records and reports that meet legal requirements and agreed ways of working
2.1 Individuals – an individual is someone requiring care or support.
3. Be able to use records and reports to inform judgements and decisions
3.1 Others may include: <ul style="list-style-type: none"> • team members and colleagues • other professionals

Delivery and assessment guidance
<p>This unit must be assessed in line with the Skills for Care and Development assessment principles.</p> <p>LOs 2 and 3 must be assessed in a real work environment (RWE) by a vocationally competent assessor.</p> <p>All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.</p> <p>Examples of evidence for the learner portfolio:</p> <ul style="list-style-type: none"> • policies and procedures • reflective accounts • work products • direct observation • professional discussion • induction processes <p>Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.</p>

Assessment of learning: EYE L5 SP 15 Develop, maintain and use records and reports

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Reflect on job roles to specify own responsibilities and those of others when recording information and producing reports	
1.2 Explain the legal requirements and agreed ways of working for the security and confidentiality of information	
2.1 Support individuals to participate in the preparation of reports	
2.2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them	
2.3 Maintain accurate, complete, retrievable and up-to-date records	
2.4 Ensure that records and reports comply with legal and organisational requirements	
2.5 Explain how to balance the tension between confidentiality and openness in records and reports	
2.6 Use information communication technology (ICT) systems for the collection and storage of information	
2.7 Use ICT that supports information exchange within and across disciplines and organisations	
3.1 Clarify the accuracy of records and reports with individuals and others	
3.2 Respond to feedback from those who receive records and reports	
3.3 Demonstrate the use of facts and evidence-based opinions within records and reports	
3.4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions	

Learner and assessor sign-off: EYE L5 SP 15 Develop, maintain and use records and reports	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 15 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 15 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 16 Quality provision in early years settings (M/651/1415)

Unit summary				
The purpose of this unit is to recognise the requirements and principles of the early years foundation stage (EYFS) statutory framework.				
Assessment				
This unit is internally assessed through a mandatory assessment task: action research project.				
Mandatory	Achieved/not yet achieved	Level 6	6 credits	49 GLH (includes 25 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to manage early years provision in line with statutory requirements	1.1 Summarise statutory requirements and guidance followed in early years, including recruitment and staff qualifications for the workforce, including regulatory requirements
	1.2 Reflect on influences on early years pedagogy in own setting
	1.3 Evaluate policies and procedures for monitoring: <ul style="list-style-type: none"> • learning and development • intervention and action planning • safeguarding and welfare • budgeting and physical resource • leading preparation for inspection
2. Be able to lead environments within the work setting that support and extend children's development and learning in their early years	2.1 Prepare an area/areas within the work setting, explaining how the area supports and extends children's learning and development
	2.2 Monitor how children use the prepared area/areas and evaluate how effective it has been in: <ul style="list-style-type: none"> • extending children's learning and development • encouraging high expectations of their achievement
	2.3 Work with others to evaluate how the environment meets the needs of individual children and make recommendations for change
	2.4 Support others to participate in and reflect upon action research to improve outcomes for babies and children
3. Understand how to work in partnership with parents/carers	3.1 Review approaches to active participation for parents/carers and explain ways that barriers can be overcome

Range
1. Be able to manage early years provision in line with statutory requirements
1.2 Influences on early years pedagogy:
<ul style="list-style-type: none"> • positive learning environments • child-centred approaches • influences of diverse approaches
2. Be able to lead environments within the work setting that support and extend children's development and learning in their early years
2.3 Others to include:
<ul style="list-style-type: none"> • parents/carers • children • colleagues • other professionals as appropriate

Delivery and assessment guidance
<p>This unit must be assessed in line with the early years educator (EYE) assessment principles.</p> <p>LO1, AC1.1 – regulatory requirements: Ofsted is responsible for the regulation and inspection of early years provision. It carries out inspections and reports on the quality and standards of provision. Learners must be able to work effectively and confidently with Ofsted, including having confidence in using Ofsted's early years inspection framework.</p> <p>All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.</p> <p>Assessment of this unit is through a mandatory assessment task: action research project.</p> <p>Required evidence for the learner portfolio:</p> <ul style="list-style-type: none"> • all assessment criteria must be met through a small-scale action research project showing evidence of planning and implementation of change • the action research must explore a range of influences on pedagogical approaches within early years • critically compare two pedagogical approaches for early years practice • evaluate own practice through collaborative engagement with staff, parents/carers and other professionals • outline theoretical perspectives relevant to the learning and development of babies and young children • make recommendations for improved practice in own setting and how these principles may be transferred to other types of early years settings • this action research project has a 3000-word limit with a 10% margin

Assessment of learning: EYE L5 SP 16 Quality provision in early years settings

Evidence must meet the assessment requirements as detailed below in the form of a small-scale action research project showing evidence of planning and implementation of change.

Assessment requirements	Evidence record For example, page number and method
1.1 Summarise statutory requirements and guidance followed in the early years, including recruitment and staff qualifications for the workforce, including regulatory requirements	
1.2 Reflect on influences on early years pedagogy in own setting	
1.3 Evaluate policies and procedures for monitoring: <ul style="list-style-type: none"> • learning and development • intervention and action planning • safeguarding and welfare • budgeting and physical resource • leading preparation for inspection 	
2.1 Prepare an area/areas within the work setting, explaining how the area supports and extends children's learning and development	
2.2 Monitor how children use the prepared area/areas and evaluate how effective it has been in: <ul style="list-style-type: none"> • extending children's learning and development • encouraging high expectations of their achievement 	
2.3 Work with others to evaluate how the environment meets the needs of individual children and make recommendations for change	
2.4 Support others to participate in and reflect upon action research to improve outcomes for babies and children	
3.1 Review approaches to active participation for parents/carers with others in own setting and explain ways in which barriers can be overcome for improved practice	

EYE L5 SP 16 Action research project guidance to support learner and assessor		
Assessment criteria	Guidance	Assessor comment
<p>1.1 Summarise statutory requirements and guidance followed in the early years, including recruitment and staff qualifications for the workforce</p> <p>1.2 Reflect on influences to early years pedagogy in own setting</p>	<p>The introduction outlines the content of the project:</p> <ul style="list-style-type: none"> • statutory requirements for the EYFS and how this impacts upon practice • what action research is and how action research will be used to evaluate pedagogical approaches impacting own practice 	
<p>1.3 Evaluate policies and procedures for monitoring:</p> <ul style="list-style-type: none"> • learning and development • intervention and action planning • safeguarding and welfare • budgeting and physical resource • leading preparation for inspection 	<p>The main body of the action research must evaluate policies and procedures for monitoring:</p> <ul style="list-style-type: none"> • learning and development • intervention and action planning • safeguarding and welfare • budgeting and physical resource • leading preparation for inspection 	
<p>2.1 Prepare an area/areas within the work setting, explaining how the area supports and extends children's learning and development</p> <p>2.2 Monitor how children use the prepared area/areas and evaluate how effective it has been in:</p> <ul style="list-style-type: none"> • extending children's learning and development • encouraging high expectations of their achievement 	<p>Reflective accounts, including own reflections and peer observations, can be used to generate evidence</p>	

EYE L5 SP 16 Action research project guidance to support learner and assessor		
Assessment criteria	Guidance	Assessor comment
<p>2.3 Work with others to evaluate how the environment meets the needs of individual children and make recommendations for change</p> <p>3.1 Review approaches to active participation for parents/carers with others in own setting and explain ways in which barriers can be overcome for improved practice</p>	<p>The action research must generate evidence through interviews, feedback and work products (team minutes, strategies and agreed approaches)</p>	
<p>2.4 Support others to participate in and reflect upon action research to improve outcomes for babies and children</p>	<p>The research project must generate evidence to report on agreed approaches and draw conclusions from implemented changes in the setting</p>	

Learner and assessor sign-off: EYE L5 SP 16 Quality provision in early years settings	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 16 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 16 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 17 Promote professional development (R/651/1416)

Unit summary				
The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 4	5 credits	43 GLH (includes 10 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand principles of professional development	1.1 Explain the importance of continually improving knowledge and practice
	1.2 Analyse potential barriers to professional development
	1.3 Compare the use of different sources and systems of support for professional development
	1.4 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date
2. Be able to prioritise goals and targets for own professional development	2.1 Evaluate own knowledge and performance against standards and benchmarks
	2.2 Prioritise development goals and targets to meet expected standards
3. Be able to prepare a professional development plan	3.1 Select learning opportunities to meet development objectives and reflect personal learning style
	3.2 Produce a plan for own professional development, using an appropriate source of support
	3.3 Establish a process to evaluate the effectiveness of the plan
4. Be able to improve performance through reflective practice	4.1 Compare models of reflective practice
	4.2 Explain the importance of reflective practice for improving performance
	4.3 Use reflective practice and feedback from others to improve performance
	4.4 Evaluate how practice has been improved through: <ul style="list-style-type: none"> • reflection on best practice • reflection on failures and mistakes • supervision

Range
1. Understand principles of professional development
1.3 Sources and systems of support may include: <ul style="list-style-type: none"> • formal support • informal support • supervision • appraisal • mentoring • within the organisation

Range
<ul style="list-style-type: none"> beyond the organisation
<p>1.4 Opportunities may include:</p> <p>Improving own skills in line with an interest or hobby that complements working in the early years, such as English, mathematics, music, history or modern languages.</p>
<p>2. Be able to prioritise goals and targets for own professional development</p>
<p>2.1 Standards and benchmarks may include:</p> <ul style="list-style-type: none"> codes of practice regulations minimum/essential standards National Occupational Standards
<p>4. Be able to improve performance through reflective practice</p>
<p>4.4 Reflection:</p> <p>This includes an awareness of theoretical models for reflection, such as reflection on and in practice (Schon).</p>

Delivery and assessment guidance
<p>This unit must be assessed in line with Skills for Care and Development assessment principles.</p> <p>LOs 2, 3 and 4 must be assessed in a real work environment (RWE) by a vocationally competent assessor.</p> <p>LO1, AC1.1 – continually improving knowledge and practice: by engaging in reflective practice and evidence-based, continuous professional development, learners can improve own skills, practice, and subject knowledge, increase career opportunities and help children’s academic outcomes, especially in areas of disadvantage.</p> <p>LO4, AC4.4 – supervision is an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of babies and children.</p> <p>All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.</p> <p>Examples of evidence for the learner portfolio:</p> <ul style="list-style-type: none"> staff appraisal processes and procedures staff records own appraisal documentation policy and procedure induction feedback reflective accounts professional discussion

Delivery and assessment guidance

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 17 Promote professional development

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Explain the importance of continually improving knowledge and practice	
1.2 Analyse potential barriers to professional development	
1.3 Compare two different sources and systems of support for professional development	
1.4 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date	
2.1 Evaluate own knowledge and performance against standards and benchmarks	
2.2 Prioritise development goals and targets to meet expected standards	
3.1 Select learning opportunities to meet development objectives and reflect personal learning style	
3.2 Produce a plan for own professional development, using an appropriate source of support	
3.3 Establish a process to evaluate the effectiveness of the plan	
4.1 Compare models of reflective practice	
4.2 Explain the importance of reflective practice to improve performance	
4.3 Use reflective practice and feedback from others to improve performance	
4.4 Evaluate how practice has been improved through: <ul style="list-style-type: none"> • reflection on best practice • reflection on failures and mistakes • supervision 	

Learner and assessor sign-off: EYE L5 SP 17 Promote professional development	
Learner name:	Learner declaration of authenticity of unit: EYE L5 SP 17 I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
PIN:	
Centre number:	
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYE L5 SP 17 I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit. Assessor signature: Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYE L5 SP 18 Review own knowledge of learning and development for early years practice (T/651/1417)

Unit summary				
To prepare the learner to work with children in supporting their learning and development within the relevant early years foundation stage (EYFS) statutory framework, utilising current knowledge and understanding.				
Assessment				
This unit is internally assessed using an externally set and internally marked assessment of learning.				
Mandatory	Achieved/not yet achieved	Level 5	7 credits	50 GLH (includes 10 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to meet the requirements of the areas of learning and development in the relevant EYFS statutory framework	1.1 Use examples from practice to explain each of the areas of learning and development and how these are interdependent
	1.2 Use examples from practice to explain how children's individual progress is monitored, including reporting procedures
2. Be able to plan work with children and support children's participation in planning	2.1 Use different sources to plan work for an individual child or group of children to respond to the needs and interests of the child, to support intended learning, including: <ul style="list-style-type: none"> giving encouragement introducing the child to new interests applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking
	2.2 Engage effectively with children to encourage their participation and involvement in planning their own learning and development activities
	2.3 Lead others in the planning cycle for children's learning and development
3. Be able to promote children's learning and development according to the requirements of the relevant EYFS statutory framework	3.1 Explain how practitioners promote children's learning within the relevant EYFS statutory framework
	3.2 Evaluate activities and experiences that encourage learning and development in each area of the relevant EYFS statutory framework through a range of play, indoors and outdoors
4. Be able to engage with children in activities and	4.1 Work alongside children, engaging with them in order to support their learning and development

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
experiences that support their learning and development	4.2 Explain the importance of engaging with a child to support sustained shared thinking
	4.3 Use language that is accurate and appropriate in order to support and extend children's learning when undertaking activities
5. Be able to review own practice in supporting the learning and development of children in their early years	5.1 Reflect on own practice in supporting learning and development of children in their early years in relation to current development, including neurological development
	5.2 Demonstrate how to use reflection to make changes in own practice

Range
2. Be able to plan work with children and support children's participation in planning
2.1 Different sources; for example:
<ul style="list-style-type: none"> • children's interests and preferences • observations and assessments • mothers, fathers and carers • colleagues in setting • professionals, such as health visitors
3. Be able to promote children's learning and development according to the requirements of the relevant early years framework
3.1 How practitioners promote children's learning; for example:
<ul style="list-style-type: none"> • effective organisation and management • sensitive intervention • following child's interest and stage of development • supporting and facilitating • modelling • coaching • providing balance of child-initiated and adult-initiated play and activity
4. Be able to engage with children in activities and experiences that support their learning and development
4.3 Language; for example:
<ul style="list-style-type: none"> • mathematical language that enhances learning of mathematical concepts • open questions designed to promote and extend children's: <ul style="list-style-type: none"> ○ thinking and communication ○ curiosity • problem solving and investigation • modelling use of language that is accurate and grammatically correct • using language in ways that extend children's vocabulary

Delivery and assessment guidance
This unit must be assessed in line with the early years educator (EYE) assessment principles.
LOs 1, 2, 3, 4 and 5 must be assessed in a real work environment (RWE) by a qualified occupationally competent assessor, simulation is not permitted.

Delivery and assessment guidance**Early years foundation stage (EYFS)**

This refers to the frameworks for early years provision used within the relevant UK Home Nation.

Each of the areas of learning and development

As required by the frameworks within the relevant UK Home Nation.

All units will be internally assessed using an externally set and internally marked assessment of learning, except for units EYE L5 SP 2 and EYE L5 SP 16 which must be assessed using an externally set and internally marked assessment task. A range of methods can be applied to other units.

Examples of evidence for the learner portfolio:

- direct observation
- planning documentation
- curriculum plans
- individual records, including observation, monitoring and tracking
- team meetings
- inspection outcomes
- evaluation documentation
- feedback
- reflective accounts
- professional discussion
- work products
- training

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Assessment of learning: EYE L5 SP 18 Review own knowledge of learning and development for early years practice

Evidence must meet the assessment requirements as detailed below.

Assessment requirements	Evidence record For example, page number and method
1.1 Use examples from practice to explain each of the areas of learning and development and how these are interdependent	
1.2 Use examples from practice to explain how children's individual progress is monitored, including reporting procedures	
2.1 Use different sources to plan work for an individual child or group of children to respond to the needs and interests of the child, to support intended learning, including: <ul style="list-style-type: none"> • giving encouragement • introducing the child to new interests • applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking 	
2.2 Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities	
2.3 Lead others in the planning cycle for children's learning and development	
3.1 Explain how practitioners promote children's learning within the relevant EYFS statutory framework	
3.2 Evaluate activities and experiences that encourage learning and development in each area of the relevant early years framework through a range of play, indoors and outdoors	
4.1 Work alongside children, engaging with them in order to support their learning and development	
4.2 Explain the importance of engaging with a child to support sustained shared thinking	
4.3 Use language that is accurate and appropriate in order to support and extend children's learning when undertaking activities	
5.1 Reflect on own practice in supporting learning and development of children in their early years in relation to current development, including neurological development	

5.2 Demonstrate how to use reflection to make changes in own practice	
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Learner and assessor sign-off: EYE L5 SP 18 Review own knowledge of learning and development for early years practice	
Learner name:	<p>Learner declaration of authenticity of unit: EYE L5 SP 18</p> <p>I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature:</p> <p>Date:</p>
PIN:	
Centre number:	
ULN:	
Assessor name:	<p>Assessor sign-off of completed unit: EYE L5 SP 18</p> <p>I confirm that the learner has met the requirements for all assessment criteria (AC), demonstrating knowledge and skills for this unit.</p> <p>Assessor signature:</p> <p>Date:</p>
<p>For e-portfolio a signature is not required, providing the learner has a personalised and secure login.</p>	

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer (EQA) with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's (SSC's) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony (EWT)*: <ul style="list-style-type: none"> when directed by the SSC or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
J	Reflection on own practice in real work environment (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

** **Simulation**: a learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Skills for Care and Development assessment principles

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Assessment principles for early years educator (EYE) qualifications

Assessing knowledge, skills and competence

Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

Practical skills competence

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

1. Introduction

1.1 These principles and approaches to unit/qualification assessments are for those qualifications that have been approved by the Department for Education (DfE). The information is intended to support the quality assurance processes of those that offer early years educator (EYE) qualifications in the sector. It should also be read alongside individual unit assessment requirements where appropriate.

1.2. These principles will ensure a consistent approach to those elements of assessment that require further interpretation and definition, and support sector confidence.

2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment (RWE).

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also section 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way which does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

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 replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a RWE.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Remote technology

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult 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 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.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner **MUST** be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWT.

3. Internal quality assurance

3.1. Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it is not a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they are assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS, DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their EQA in the first instance.

4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based assessment criteria
- role of the assessor for skills/competence-based assessment criteria
- role of the IQA

4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance, **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development (CPD) relevant to the sector for which they are attesting competence
- they have no conflict of interest in the outcome of the evidence

Section 3: explanation of terms

This table explains how the terms used at **level 5** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Act (as a role model)	Serve as a model in a particular behavioural or social role for another person to emulate.
Adapt (approaches)	Modify, adjust, make suitable for purpose.
Adhere to	Follow, keep, maintain, respect, abide by, give support to (for example, adhere to a strict code of practice).
Analyse	Break down the subject or complex situations into separate parts and examine each part in detail, identify the main issues and show how the main ideas are related to practice and why they are important (reference to current research or theory may support the analysis).
Apply (standards)	Explain how existing knowledge, practices and standards can be linked to new or different situations.
Ascertain	Find out for certain.
Assess	Estimate and make a judgement.
Compare	Examine the subjects in detail looking at similarities and differences.
Compare and contrast	Examine the subjects in detail, looking at similarities and differences and distinguish between (identify) striking differences.
Critically review	Revise, debate and judge the merit of.
Clarify	Explain the information in a clear, concise way showing depth and understanding.
Critically analyse	This is a development of 'analyse' that explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Critically evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement.
Collaborate (L7)	Work jointly with.
Describe	Provide an extended range of detailed information about the topic or item in a logical way.
Develop	Identify, build and extend a topic, plan or idea.
Distinguish between	Discuss identified differences between more than one item, product, object or activity.

Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic.
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons).
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement; apply current research or theories to support the evaluation when applicable.
Establish (L5 and L6)	Set up on a permanent basis; get generally accepted; place beyond dispute.
Empower	Equip or supply with an ability; enable or permit.
Enable	Supply with the means, knowledge, or opportunity; make able.
Facilitate (L6)	Make easier; assist the progress of.
Formulate (L5, L6 and L7)	Draw together; set forth in a logical way; express in systematic terms or concepts.
Give constructive feedback	Provide commentary that serves to improve or advance; be helpful.
Identify	Ascertain the origin, nature, or definitive characteristics of.
Implement (L5 and L6)	Put into practical effect; carry out.
Investigate	Detailed examination or study; enquire systematically.
Intervene effectively	Change an outcome.
Initiate	Originate/start a process.
Justify	Give a comprehensive explanation of the reasons for actions and/or decisions.
Monitor	Maintain regular surveillance.
Mentor	Serve as a trusted counsellor or teacher to another person; help others succeed.
Negotiate	Discuss with a view to finding an agreed settlement.
Resolve	Solve; settle; explain.
Research (L5 and L6)	A detailed study of a subject to discover new information or reach a new understanding.
Review	Revisit and judge the merit of.

Recognise	Acknowledge the validity of.
Represent views of	Act as an advocate; speak, plead or argue in favour of.
Review and revise	Revisit, judge the merit of and make recommendations for change.
Reflect on	Consult with oneself, recognising implications of current practice with a view to changing future practice.
Recommend	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
Summarise	Select the main ideas, arguments or facts and present in a precise, concise way.
Signpost	Point the way; indicate.
Support	Strengthen, support or encourage; corroborate; give greater credibility to.
Set objectives (L6)	Identify the outcomes required.
Secure	Make safe; obtain (information or evidence).
Triangulate (L7)	Identify 3 aspects to ensure validity.
Work in partnership	Work in association with 2 or more individuals (this may include stakeholders, service users and/or carers).

Section 4: support

Support materials

The following support material is available to assist with the delivery of this qualification and is available on the NCFE website:

- Qualification Factsheet

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Safeguarding guidance

To support early years settings, the UK Council for Internet Safety (UKCIS) Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online.

To access the documents please visit: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations

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Appendix A: units

The units within this qualification cross over into the various pathways available and therefore do not follow the standard unit numbering of Unit 01, Unit 02, for example.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
EYE L5 SP 1	D/651/1400	Manage care routines for children	5	5	35 GLH (includes 20 work/placement hours)
EYE L5 SP 2	F/651/1401	Lead practice in promoting the wellbeing and resilience in children	5	10	78 GLH (includes 25 work/placement hours)
EYE L5 SP 3	H/651/1402	Model positive behaviour in the early years	5	8	60 GLH (includes 15 work/placement hours)
EYE L5 SP 4	J/651/1403	Lead activities, experiences and educational opportunities to promote children's speech, language and communication	5	8	60 GLH (includes 15 work/placement hours)
EYE L5 SP 5	K/651/1404	Lead children's early education and development	5	8	66 GLH (includes 30 work/placement hours)
 EYE L5 SP 6	L/651/1405	Understand holistic child development from birth to seven years	5	6	40 GLH
EYE L5 SP 7	M/651/1406	Developing children's emergent literacy skills	3	5	40 GLH (includes 15 work/placement hours)

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
EYE L5 SP 8	R/651/1407	Developing children's emergent mathematical skills	3	6	49 GLH (includes 15 work/placement hours)
EYE L5 SP 9	T/651/1408	Develop and implement policies and procedures to support the safeguarding of children	5	7	55 GLH (includes 20 work/placement hours)
EYE L5 SP 10	Y/651/1409	Develop health and safety and risk management policies, procedures and practices in early years settings	5	6	50 GLH (includes 15 work/placement hours)
EYE L5 SP 11	F/651/1410	Champion equality, diversity and inclusion	5	6	49 GLH (includes 15 work/placement hours)
EYE L5 SP 12	H/651/1411	Supporting children with special educational needs and disability in an early years setting	4	9	68 GLH (includes 15 work/placement hours)
EYE L5 SP 13	J/651/1412	Work in partnership in early years settings	4	6	45 GLH (includes 15 work/placement hours)
EYE L5 SP 14	K/651/1413	Lead and manage a team within an early years setting	6	8	61 GLH (includes 15 work/placement hours)
EYE L5 SP 15	L/651/1414	Develop, maintain and use records and reports	4	5	38 GLH (includes 15 work/placement hours)
EYE L5 SP 16	M/651/1415	Quality provision in early years settings	6	6	49 GLH (includes 25 work/placement hours)
EYE L5 SP 17	R/651/1416	Promote professional development	4	5	43 GLH (includes 10 work/placement hours)
EYE L5 SP 18	T/651/1417	Review own knowledge of learning and development for early years practice	5	7	50 GLH (includes 10 work/placement hours)

Appendix B: mapping to the Department for Education (DfE) Early Years Educator (EYE) qualification criteria

It is the role of the DfE to define the content of qualifications that practitioners must hold to be included in the ratios specified in the [early years foundation stage \(EYFS\) statutory framework](#).

DfE does this by defining criteria that qualifications must meet to enable practitioners to demonstrate their competence.

The qualification criteria lay out the minimum requirements for what an early years educator should know, understand and be able to do to be considered qualified to support babies and children from birth to age five in the EYFS statutory framework. The following table shows how this qualification maps to the EYE criteria from 1 September 2024.

* Where multiple learning outcomes (LOs)/assessment criteria (AC) are cited as evidence, those emboldened fully meet the stated EYE criteria, all other LOs/ACs cited are supplementary evidence towards that EYE criteria).

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1	Plan and provide effective early years education that enables children to progress and prepares them for school		
A	Child development: what to expect and when		
	Educators will learn that:		
1.1	All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010.	EYE L5 SP 11	LO1, AC1.1
1.2	An effective early years educator knows the expected patterns of babies' and children's development from birth to five years old, and has an understanding of further development from five to seven years.	EYE L5 SP 6	LO1, AC1.1

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1.3	An effective early years educator understands babies' and children's development patterns, including: <ul style="list-style-type: none"> • cognitive • speech, language and communication development • physical • emotional • neurological and brain development 	EYE L5 SP 6	LO1, AC1.1
1.4	Self-regulation changes according to a child's age and development. Children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years. Co-regulation (the support we provide to children to help them understand, express and regulate their feelings) is a vital building block towards the ability to self-regulate.	EYE L5 SP 6	LO1, AC1.1 LO4, AC4.1, AC4.2, AC4.3, AC4.4
1.5	There is a range of evidence-based theories, philosophical approaches and research that underpin early years development. Some approaches are not evidence-based and do not support childhood development.	EYE L5 SP 5	LO4, AC4.1
		EYE L5 SP 16	Embedded in all LOs and ACs
1.6	Personal, social and emotional development (PSED) is crucial for babies and children to lead healthy and happy lives and is fundamental to their cognitive development. The important attachments that shape their social world underpin babies' and children's personal development.	EYE L5 SP 6	LO1, AC1.1, AC1.2, AC1.3, AC1.4 LO4, AC4.1
1.7	The ways babies' and children's learning and development can be affected by their individual circumstances and significant events in their lives.	EYE L5 SP 6	LO4, AC4.1, AC4.2 , AC4.3, AC4.4
		EYE L5 SP 12	Embedded in all LOs and ACs
1.8	Different cultural backgrounds and family circumstances can impact babies and children's learning and development.	EYE L5 SP 11	Embedded in all LOs and ACs specifically AC1.2
1.9	Physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.	EYE L5 SP 6	LO4, AC4.1, AC4.3

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	Educators will learn how to:		
1a (a)	Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND.	EYE L5 SP 11	LO2, AC2.1 , AC2.2, AC2.3
1a (b)	Identify, help and work appropriately with others to provide children and babies with any additional support they may need.	EYE L5 SP 12	LO5, AC5.1 , AC5.2
1a (c)	Apply evidence-based theories and philosophical approaches in practice, and as appropriate, based on a clear understanding of cognitive science.	EYE L5 SP 5	LO4, AC4.1, AC4.2 , AC4.3
1a (d)	Support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate.	EYE L5 SP 2	LO5, AC5.1, AC5.2, AC5.3
1a (e)	Use co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation.	EYE L5 SP 2	LO5, AC5.1, AC5.2, AC5.3
		EYE L5 SP 3	LO2, AC2.2
1a (f)	Support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries.	EYE L5 SP 3	LO2, AC2.1, AC2.2, AC2.5
1a (g)	Avoid stereotypes – for example, those based on gender, culture, or race and explain how they can cause damage (how they might encourage prejudice).	EYE L5 SP 11	LO2, AC2.1, AC2.2
1a (h)	Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development.	EYE L5 SP 11	LO2, AC2.1 , AC2.3
1a (i)	Interact with babies and children with confidence to positively impact their health and wellbeing.	EYE L5 SP 2	LO2, AC2.1, AC2.2 , AC2.3, AC2.4

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1a (j)	Prepare and support babies and children through transitions and significant events in their lives, such as: <ul style="list-style-type: none"> • moving school • starting and moving through or between early years settings • birth of a sibling • moving home • family breakdown • living outside of the home • loss of significant people or bereavement • social events that impact their lives, such as COVID-19 • adoption and care; and including the significance of adverse childhood experiences and trauma 	EYE L5 SP 2	LO2, AC2.1
1a (k)	Promote health and wellbeing in settings by implementing strategies to encourage babies and children to: <ul style="list-style-type: none"> • consume healthy and balanced meals, snacks and drinks appropriate for their age that support good oral health • be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors • be aware of personal safety and the safety of others • develop personal hygiene practices, including oral hygiene 	EYE L5 SP 1	LO5, AC5.1
B	Curriculum: what we want children to learn		
	Educators will learn that:		
1.10	The early years foundation stage sets out the early education curriculum requirements from birth to age five. These are: <ul style="list-style-type: none"> • communication and language 	EYE L5 SP 5	LO1, AC1.2
		EYE L5 SP 12	Embedded in all LOs and ACs

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	<ul style="list-style-type: none"> • physical development • personal, social and emotional development • literacy • mathematics • understanding the world • expressive arts and design 		
1.11	The content of the curriculum is planned for all children. The carefully planned and sequenced curriculum recognises that some forms of knowledge are important, useful and interesting. These forms of knowledge help prepare children for future learning and are not learned or discovered without explicit teaching.	EYE L5 SP 5	LO1, AC1.2 LO3, AC3.2
		EYE L5 SP 12	LO1, AC1.1 LO2, AC2.1, AC2.2, AC2.3, AC2.4 LO3 AC3.2 LO5 AC5.1, AC5.2
		EYE L5 SP 18	Embedded in all LOs and ACs
1.12	Children are likely to have different levels of prior experience and knowledge. The curriculum should take account of this prior knowledge and be planned accordingly. Pedagogical approaches to teaching may need to be adapted because of this.	EYE L5 SP 5	LO1, AC1.2, AC1.3
		EYE L5 SP 6	LO1, AC1.3
		EYE L5 SP 18	Embedded in all LOs and ACs
1.13	Communication and language is the cornerstone of an early years curriculum, which can provide all children with an equal chance of success.	EYE L5 SP 4	Embedded in all LOs and ACs, specifically AC1.3
		EYE L5 SP 5	LO1, AC1.5
1.14	The impact of an effective communication and language curriculum shows positive benefits for babies and children’s development, including their spoken language skills, their understanding of language, and their	EYE L5 SP 4	Embedded in all LOs and ACs, specifically AC1.2
		EYE L5 SP 5	LO1, AC1.5

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	early reading skills, including for children from disadvantaged backgrounds.		
1.15	Some children are at an earlier stage of language development and can experience speech and language difficulties.	EYE L5 SP 4	LO1, AC1.2
1.16	There are ways to communicate with all children, appropriate for their stages of development. This may include those who have speech or language differences, such as some SEND or neurodivergent children, and those for whom English is an additional language (EAL).	EYE L5 SP 4	LO1, AC1.2 LO2, AC2.1, AC2.2, AC2.3, AC2.4 LO3, AC3.1, AC3.2, AC3.3
Educators will learn how to:			
1b (a)	Plan an educational programme, reflecting the child's: <ul style="list-style-type: none"> • stage of development • individual interests, needs and circumstances • entitlement to new, important and interesting knowledge 	EYE L5 SP 5	LO1, AC1.1, AC1.2 , AC1.3, AC1.4, AC1.5
1b (b)	Use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance.	EYE L5 SP 5	LO3, AC3.1 , AC3.2
1b (c)	Choose, plan and sequence what all children need to learn.	EYE L5 SP 5	LO1, AC1.1, AC1.2 , AC1.3, AC1.4, AC1.5
1b (d)	Develop, support and promote babies' and children's speech, language, and communication through effective planned adult interactions, such as: <ul style="list-style-type: none"> • reading aloud stories and talking about them to build familiarity and understanding • exploring vocabulary in wider contexts once children know a story well through conversation and sensitive questioning, using a rich range of vocabulary and language structures 	EYE L5 SP 4	Embedded in all LOs and ACs, specifically AC3.1
		EYE L5 SP 5	LO1, AC1.5

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	<ul style="list-style-type: none"> supporting awareness of sounds through rhymes and songs 		
1b (e)	Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development.	EYE L5 SP 4	LO3, AC3.2
1b (f)	Help children to catch up with language development through planned use of pronunciations, words and phrases.	EYE L5 SP 4	LO2, AC2.4
1b (g)	Identify delays in communication development and describe appropriate support services for babies and children.	EYE L5 SP 4	LO2, AC2.1, AC2.2 , AC2.3, AC2.4 LO3 AC3.1, AC3.2, AC3.3
C	Pedagogy: helping children to learn		
	Educators will learn that:		
1.17	<p>There are different pedagogical approaches and what these are, such as:</p> <ul style="list-style-type: none"> play direct teaching adult explanations adult modelling learning from peers guided learning 	EYE L5 SP 5	LO1, AC1.3, AC1.5
1.18	An effective early years educator makes adaptations to their teaching (adaptive pedagogy): these changes promote learning for all.	EYE L5 SP 5	LO1, AC1.1, AC1.3 LO3, AC3.2
		EYE L5 SP 6	LO3, AC1.3

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
1.19	The learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum.	EYE L5 SP 18	LO2, AC2.1 LO3, AC3.2
Educators will learn how to:			
1c (a)	Select and combine the best pedagogical approaches, based on the curriculum and children’s prior knowledge, considering an appropriate balance of adult and child-led activities, for example: <ul style="list-style-type: none"> • role modelling and supporting children’s group learning and socialisation • reading a story with expression and clarity • explaining new concepts with clarity and precision • using strategies for supporting early literacy and mathematics 	EYE L5 SP 5	LO1, AC1.5 LO2, AC2.1
1c (b)	Adapt teaching to suit babies’ and children’s different starting points, experience and knowledge, ensuring that it goes beyond their existing interests and gives them the best chance of success now and later	EYE L5 SP 5	LO1, AC1.2
1c (c)	Utilise and resource the learning environment to help babies and children progress against the planned curriculum.	EYE L5 SP 5	LO1, AC1.2
1c (d)	Respond to the needs and interests of the child, to support intended learning, including: <ul style="list-style-type: none"> • giving encouragement • introducing the child to new interests • applying strategies to develop and extend children’s development, learning and thinking, including sustained shared thinking 	EYE L5 SP 5	LO1, AC1.5
		EYE L5 SP 18	LO2, AC2.1
1c (e)	Communicate with all children in ways that will be understood. Adapt teaching approaches as appropriate to ensure children with speech and	EYE L5 SP 4	LO2, AC2.1, AC2.2, AC2.3, AC2.4

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	language difficulties and those with whom English as an additional language (EAL) are supported to catch up.		
D	Assessment: checking children's learning and development		
	Educators will learn that:		
1.20	Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan and provide activities and support.	EYE L5 SP 5 EYE L5 SP 18	LO3, AC3.1, AC3.2 Embedded in all LOs and ACs, specifically LO2, AC2.1
1.21	Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing what children can and cannot do, and then shaping teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress.	EYE L5 SP 5 EYE L5 SP 18	LO3, AC3.1 Embedded in all LOs and ACs
1.22	An effective early years educator considers when and why to carry out accurate and proportionate assessment. Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking lots of time away from teaching and supporting children or have a disproportionate impact on workload.	EYE L5 SP 5 EYE L5 SP 18	LO3, AC3.1 Embedded in all LOs and ACs
1.23	There are different assessment methods and techniques, which inform what we know about children's progress and the planning cycle. These should be based on age and stage of babies' and children's development. There are benefits and limitations of assessment.	EYE L5 SP 5 EYE L5 SP 6 EYE L5 SP 18	LO3, AC3.1 LO3, AC3.1, AC3.2, AC3.3 Embedded in all LOs and ACs
1.24	The key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment, the early years foundation stage profile and the value these have for:	EYE L5 SP 5 EYE L5 SP 18	LO3, AC3.1 Embedded in all LOs and ACs

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	<ul style="list-style-type: none"> • the baby or child • the parents or carers • curriculum adaptation • the early years setting and key stakeholders in planning the next steps 		
	Educators will learn how to:		
1d (a)	Carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the early years foundation stage statutory framework and setting's requirements.	EYE L5 SP 5	LO3, AC3.1, AC3.2
1d (b)	Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents or carers.	EYE L5 SP 5	LO3, AC3.1, AC3.2
1d (c)	Work with colleagues to identify efficient approaches to assessment.	EYE L5 SP 5	LO3, AC3.1, AC3.2
1d (d)	Use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed and support the child's development.	EYE L5 SP 5	LO3, AC3.1, AC3.2
2	Supporting children with special educational needs and disability (SEND).		
	Educators will learn that:		
2.1	All children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.	EYE L5 SP 12	LO1, AC1.1 LO5, AC5.1
2.2	There are 4 general areas of need, and how to balance these against a detailed understanding of an individual baby or child's needs: <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health 	EYE L5 SP 3	LO2, AC2.3
		EYE L5 SP 6	LO3, AC3.1 , AC3.2, AC3.3
		EYE L5 SP 12	Embedded in all LOs and ACs

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	<ul style="list-style-type: none"> physical and sensory needs 		
2.3	There are appropriate strategies for supporting a baby or child with SEND.	EYE L5 SP 6	LO3, AC3.1, AC3.2, AC3.3
		EYE L5 SP 12	Embedded in all LOs and ACs, specifically LO5, AC5.2
2.4	A delay in a baby or a child’s learning and development does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby or child’s knowledge and understanding.	EYE L5 SP 6	LO3, AC3.1, AC3.2, AC3.3
		EYE L5 SP 12	LO3, AC3.1 , AC3.2, AC3.3
2.5	Difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND.	EYE L5 SP 6	LO3, AC3.1, AC3.2, AC3.3
		EYE L5 SP 12	AC3.1
2.6	There are specialist aids, resources, and equipment available to support babies and children with SEND.	EYE L5 SP 6	LO3, AC3.1, AC3.2, AC3.3
		EYE L5 SP 12	Embedded in all LOs and ACs, specifically LO5, AC5.2
Educators will learn how to:			
2a	Explain and apply the early years foundation stage statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach.	EYE L5 SP 12	LO5, AC5.1 , AC5.3
2b	Work effectively in partnership with others, including parents and carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND.	EYE L5 SP 2	LO4, AC4.1, AC4.2 , AC4.3
		EYE L5 SP 12	LO5, AC5.1, AC5.3
2c	Promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND.	EYE L5 SP 2	LO4, AC4.1, AC4.2, AC4.3
		EYE L5 SP 12	LO5, AC5.1 , AC5.2
2d	Effectively carry out a child’s care plan alongside parents and carers, including the initial assessment, implementation and ongoing review.	EYE L5 SP 12	LO5, AC5.4

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
2e	Use specialist aids, resources and equipment available to support babies and children with SEND.	EYE L5 SP 12	LO5, AC5.2
3	Safeguarding		
	Educators will learn that:		
3.1	Safeguarding and security systems are an important part of keeping babies and children safe.	EYE L5 SP 9	LO2, AC2.3
		EYE L5 SP 10	LO1, AC1.2 LO2, AC2.1 LO3, AC3.3
3.2	An effective early years educator understands their own role and responsibilities, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.	EYE L5 SP 9	LO1, AC1.1 LO2, AC2.3
		EYE L5 SP 10	LO1, AC1.1, AC1.2 LO2, AC2.1 LO3, AC3.3
3.3	An effective early years educator knows about employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation.	EYE L5 SP 10	LO1, ACs 1.1, AC1.2
3.4	An effective early years educator knows the signs of harm and the different types of abuse and what these are, including but not limited to: <ul style="list-style-type: none"> • neglect • physical • emotional • online • domestic 	EYE L5 SP 9	LO1, AC1.1

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
	<ul style="list-style-type: none"> sexual abuse 		
	Educators will learn how to:		
3a	Recognise when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them.	EYE L5 SP 9	LO3, AC3.1 , AC3.2
		EYE L5 SP 10	LO2, AC2.1, AC2.2, AC2.3
3b	Carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.	EYE L5 SP 9	LO2, AC2.1, AC2.2, AC2.3 , AC2.4, AC2.5, AC2.6 LO3, AC3.1, AC3.2
		EYE L5 SP 10	LO2, AC1.2 , AC2.1, AC2.2, AC2.3
3c	Find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.	EYE L5 SP 9	LO2, AC2.1, AC2.2, AC2.3, AC2.4, AC2.5, AC2.6 LO3, AC3.1, AC3.2
		EYE L5 SP 10	LO2, AC2.1, AC2.2, AC2.3 LO5, AC5.4
3d	Follow Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements.	EYE L5 SP 9	LO2, AC2.1, AC2.2, AC2.3, AC2.4, AC2.5, AC2.6 LO3, AC3.1, AC3.2
		EYE L5 SP 10	LO2, AC2.1, AC2.2, AC2.3
4	Health, wellbeing and safety		
	Educators will learn that:		
4.1	There are legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.	EYE L5 SP 5	LO1, AC1.2
		EYE L5 SP 10	LO1, AC1.1 LO2, AC2.1, AC2.4

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
4.2	It is important to know what the signs and symptoms are which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention.	EYE L5 SP 10	LO2, AC2.1 LO6, AC6.1
4.3	It is important to prevent and control infection.	EYE L5 SP 10	LO2, AC2.1 LO3, AC3.4
4.4	There are different stages of weaning and it is important to keep knowledge up-to-date, including knowledge of food allergies and anaphylaxis.	EYE L5 SP 1	LO1, AC1.1
4.5	Mealtimes can be a high-risk environment for babies and children in regard to choking, the signs of choking, that choking can be completely silent, therefore children should be supervised closely when eating.	EYE L5 SP 10	LO2, AC2.1
4.6	It is important to ensure equipment, furniture and materials are used safely and the dangers for not doing so.	EYE L5 SP 10	LO2, AC2.1
4.7	It is important for babies and children to have a healthy, balanced and nutritious diet, to be physically active and to have good oral health.	EYE L5 SP 1	LO5, AC5.1
		EYE L5 SP 10	LO2, AC2.1
Educators will learn how to:			
4a	Identify and act upon own responsibilities in relation to: <ul style="list-style-type: none"> health and safety confidentiality of information promoting the welfare of babies and children 	EYE L5 SP 1	Embedded in all LOs and ACs
		EYE L5 SP 9	LO4, AC4.2
		EYE L5 SP 10	LO1, AC1.1, AC1.2
4b	Carry out risk assessments and risk management in line with: <ul style="list-style-type: none"> employer, local and national requirements policies and procedures 	EYE L5 SP 1	Embedded in all LOs and ACs
		EYE L5 SP 10	LO2, AC2.1

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
4c	Respond and take appropriate action to accidents and emergency situations, including: <ul style="list-style-type: none"> • a baby or young child requiring urgent medical or dental attention • a non-medical incident or emergency • identifying risks and hazards • receiving, storing, recording, administering and the safe disposal of medicines 	EYE L5 SP 1	Embedded in all LOs and ACs
		EYE L5 SP 9	LO3, AC3.1
4d	Implement effective strategies for preventing and controlling infection, including: <ul style="list-style-type: none"> • handwashing • 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 	EYE L5 SP 1	Embedded in all LOs and ACs, specifically AC4.1, AC4.2
		EYE L5 SP 10	LO3, AC3.4 LO6, AC6.1, AC6.2
4e	Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include: <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety and security • accidents and near misses • daily registers 	EYE L5 SP 6	LO5, AC5.1-5.4
		EYE L5 SP 10	LO2, AC2.1 LO3, AC3.1 LO6, AC6.1, AC6.2

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
4f	Use equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements, with regard for sleep safety. Assist others in the safe use of: <ul style="list-style-type: none"> • equipment • furniture • materials 	EYE L5 SP 10	LO2, AC2.1 LO3, AC3.4 LO6, AC6.1, AC6.2
4g	Share information with parents and carers about: <ul style="list-style-type: none"> • the importance of healthy balanced diets • looking after teeth and oral health • being physically active 	EYE L5 SP 2	LO3, AC3.5
4h	Explain, plan, and 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 and complementary feeding) • nappy-changing procedures • potty and toilet training • care of skin, teeth and hair • rest and sleep provision 	EYE L5 SP 1	Embedded in all LOs and ACs, specifically AC1.1, AC5.1
4i	Use current dietary guidance for early years and be able to explain why it is important for babies and children to have a healthy, balanced diet and be physically active.	EYE L5 SP 1	LO5, AC5.1
		EYE L5 SP 10	LO3, AC3.4 LO6, AC6.1, AC6.2
4j	Find and apply the most up-to-date advice on weaning provided by the NHS.	EYE L5 SP 1	LO5, AC1.1, AC5.1

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
4k	Prepare food that is suitable for the age and development of babies and children, referring to the most up to date guidance.	EYE L5 SP 1	LO1, AC1.1 , AC5.1
4l	Supervise children effectively when eating	EYE L5 SP 10	LO2, AC2.1 LO3, AC3.4
5	Work in partnership with the key person, colleagues, parents, carers or other professionals and agencies		
	Educators will learn that:		
5.1	It is important to develop and maintain good relationships and partnerships in an early years setting to ensure the needs of all children are met.	EYE L5 SP 2	LO4, AC4.2
		EYE L5 SP 5	LO1, AC1.2
		EYE L5 SP 6	LO3, AC3.3
5.2	Parent and carer engagement is consistently associated with ensuring their child's subsequent academic success.	EYE L5 SP 2	LO4, AC4.2
		EYE L5 SP 5	LO1, AC1.2, AC1.4
		EYE L5 SP 6	LO3, AC3.3
5.3	Effective engagement with parents and carers is important and that working effectively with parents and carers may be challenging and is likely to require sustained effort and support.	EYE L5 SP 2	LO4, AC4.3
		EYE L5 SP 5	LO1, AC1.2
		EYE L5 SP 6	LO3, AC3.3
5.4	Setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting to ensure babies and children progress well in their learning.	EYE L5 SP 2	LO4, AC4.3
		EYE L5 SP 5	LO1, AC1.2
		EYE L5 SP 6	LO3, AC3.3

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
5.5	It is important to be an advocate for the child's learning and development, parental and/or carer engagement, the home learning environment, and their roles in early learning.	EYE L5 SP 2	LO4, AC4.2
		EYE L5 SP 5	LO1, AC1.2
		EYE L5 SP 6	LO3, AC3.3
5.6	There are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including local authorities and other relevant agencies and bodies. These all have different roles and responsibilities.	EYE L5 SP 2	LO4, AC4.2
		EYE L5 SP 5	LO1, AC1.2
		EYE L5 SP 6	LO3, AC3.3
		EYE L5 SP 13	LO1, AC1.2
5.7	Ofsted is responsible for the regulation and inspection of early years provision. It carries out inspections and reports on the quality and standards of provision.	EYE L5 SP 2	LO4, AC4.2
		EYE L5 SP 5	LO1, AC1.2
		EYE L5 SP 6	LO3, AC3.3
		EYE L5 SP 16	LO1, AC1.1
	Educators will learn how to:		
5a	Work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress.	EYE L5 SP 2	LO4, AC4.3
		EYE L5 SP 6	LO3, AC3.3
		EYE L5 SP 13	LO3, AC3.2
5b	Work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development.	EYE L5 SP 2	LO4, AC4.3
		EYE L5 SP 6	LO3, AC3.3
5c	Encourage parents and/or carers to take an active role in their baby's or child's care, play, and learning and development.	EYE L5 SP 2	LO4, AC4.3
		EYE L5 SP 5	LO1, AC1.4
		EYE L5 SP 6	LO3, AC3.3

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
5d	Explain the roles and responsibilities of other agencies and professionals that work with and support the setting and children, both statutory and non-statutory, and be familiar with statutory and non-statutory guidance to support this.	EYE L5 SP 2	LO4, AC4.3
		EYE L5 SP 6	LO3, AC3.3
		EYE L5 SP 13	LO1, AC1.2
5e	Make additional provisions to support babies' and children's education and development where they lack this support from parents and carers.	EYE L5 SP 2	LO4, AC4.3
		EYE L5 SP 5	LO5, AC1.4
		EYE L5 SP 6	LO3, AC3.3
5f	Work effectively and confidently with Ofsted, including having confidence in using Ofsted's early years inspection framework.	EYE L5 SP 2	LO4, AC4.3
		EYE L5 SP 6	LO3, AC3.3
		EYE L5 SP 16	LO1, AC1.1
6	Own role, practice and development		
	Educators will learn that:		
6.1	There are expected behaviours in a professional and early years setting.	EYE L5 SP 2	LO4, AC4.2
		EYE L5 SP 3	LO2, AC2.1, AC2.3
		EYE L5 SP 5	LO1, AC1.2
		EYE L5 SP 6	LO3, AC3.3
		EYE L5 SP 14	LO2, AC2.1
6.2	A level 3 early years educator may be expected to supervise staff or lead a setting.	EYE L5 SP 14	LO5, AC5.2
6.3	Supervision is an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of babies and children.	EYE L5 SP 14	LO5, AC5.3
		EYE L5 SP 17	LO4, AC4.4

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
6.4	<p>There are procedures that must be adhered to in the work setting and the importance of these for:</p> <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example media and online presence • staff health and safety, including mental health and wellbeing support 	EYE L5 SP 10	LO3, AC3.3
6.5	Engaging in reflective practice and evidence-based, continuing professional development can improve own skills, practice, and subject knowledge, increase career opportunities and help children's academic outcomes, especially in areas of disadvantage.	EYE L5 SP 17	LO1, AC1.1 , AC1.2, AC1.3, AC1.4
6.6	Respecting and promoting diversity and inclusion, cultural differences and family circumstances is an important part of the role.	EYE L5 SP 11	LO2, AC2.1
	Educators will learn how to:		
6a	Use and model good communication skills, including a good command of the English language in spoken and written form (for example, when working with children, emails, in meetings and discussions).	EYE L5 SP 5	LO3, AC3.2
		EYE L5 SP 10	LO2, AC2.4

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
6b	Foster a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career.	EYE L5 SP 5	LO3, AC3.2
		EYE L5 SP 14	LO5, AC5.3
6c	Follow procedures in the work setting, including where appropriate updating and developing policies and procedures, for: <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information-sharing • use of technology • referring development concerns • protecting practitioners (for example, media and online presence) • staff health and safety, including mental health and wellbeing support 	EYE L5 SP 5	LO3, AC3.2
		EYE L5 SP 9	LO2, AC2.3
		EYE L5 SP 10	LO3, AC3.3, AC3.4
6d	Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.	EYE L5 SP 3	LO2, AC2.1 , AC2.2
6e	Seek out feedback from others to identify and support career development goals, for example through mentoring and/or supervised observations.	EYE L5 SP 14	LO6, AC6.2
6f	Explain how our own and others' behaviour can impact on babies and children and the importance of role modelling positive behaviours.	EYE L5 SP 14	LO2, AC2.1

DfE EYE criteria number	EYE criteria	Qualification unit that maps to EYE criteria	Qualification content that maps to EYE criteria*
6g	Be confident in supporting or challenging the practice of colleagues.	EYE L5 SP 10	LO2, AC2.3

Appendix C: mapping to the early years lead practitioner occupational standard

Mapping of the Level 5 Diploma for the Early Years Senior Practitioner qualification to the knowledge, skills and behaviours within the early years lead practitioner occupational standard ST0551.

Knowledge	Mapping to units
<p>K1: Ethical and rights-based approaches to support the child, listening to the child's authentic voice within their social and cultural context enabling advocacy for the child and their individual journey, developing high quality childcare environments that are continuously evaluated.</p>	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 4: Lead activities, experiences and educational opportunities to promote children's speech, language and communication</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 11: Champion Equality, diversity and inclusion</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 13: Work in partnership in early years settings</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
<p>K2: How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future.</p>	<p>EYE L5 SP 2: Lead practice in promoting the wellbeing and resilience in children</p> <p>EYE L5 SP 3: Model positive behaviour in the early years</p>

Knowledge	Mapping to units
	<p>EYE L5 SP 4: Lead activities. Experiences and educational opportunities to promote children’s speech, language and communication</p> <p>EYE L5 SP 5: Lead children’s early education and development</p> <p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p> <p>EYE L5 SP 7: developing children’s emergent literacy skills</p> <p>EYE L5 SP 8: Developing children’s emergent mathematical skills</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p>
<p>K3: Factors that have an impact upon health, wellbeing and early learning that can affect children from conception to 8 years.</p>	<p>EYE L5 SP 1: Manage care routines for children</p> <p>EYE L5 SP 2: Lead practice in promoting the wellbeing and resilience in children</p> <p>EYE L5 SP 3: Model positive behaviour in the early years</p> <p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p> <p>EYE L5 SP 9: Develop and implement policies and procedures to support the safeguarding of children</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>

Knowledge	Mapping to units
<p>K4: Current and contemporary schools of thought to enable respectful and nurturing personal care.</p>	<p>EYE L5 SP 1: Manage care routines for children</p> <p>EYE L5 SP 2: Lead practice in promoting the wellbeing and resilience in children</p> <p>EYE L5 SP 3: Model positive behaviour in the early years</p> <p>EYE L5 SP 10: Develop health and safety and risk management policies, procedures and practices in early years settings</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
<p>K5: Local and national child protection and safeguarding policies and procedures in practice, identifying when a child is at risk, and how to challenge in order to protect them. This includes understanding the role of the designated lead for safeguarding and assimilating findings of serious case reviews (safeguarding practice reviews).</p>	<p>EYE L5 SP 1: Manage care routines for children</p> <p>EYE L5 SP 3: Model positive behaviour in the early years</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p> <p>EYE L5 SP 9: Develop and implement policies and procedures to support the safeguarding of children</p> <p>EYE L5 SP 10: Develop health and safety and risk management policies, procedures and practices in early years settings</p>
<p>K6: Theories of self-regulation, resilience and wellbeing and the impact of adverse early childhood experiences.</p>	<p>EYE L5 SP 2: Lead practice in promoting the wellbeing and resilience in children</p> <p>EYE L5 SP 3: Model positive behaviour in early years</p>

Knowledge	Mapping to units
	EYE L5 SP 9: Develop and implement policies and procedures to support the safeguarding of children
<p>K7: Current and emerging theories of attachment and how these relate to promoting relationships effectively, such as the key person approach.</p>	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 5: Lead children’s early education and development</p> <p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p>
<p>K8: The importance of the social-cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation.</p>	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 5: Lead children’s early education and development</p> <p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p> <p>EYE L5 SP 13: Work in partnership in early years settings</p> <p>EYE L5 SP 16: Quality provision in early years settings</p> <p><i>Additional guidance produced to consider additional learning/knowledge around the importance of the social cultural context on the learning and development of the child.</i></p> <p><i>This guidance can be found at the end of this mapping table.</i></p>

Knowledge	Mapping to units
<p>K9: The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.</p>	<p>EYE L5 SP 4: Lead activities, experiences and educational opportunities to promote children's speech, language and communication</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p><i>Additional guidance produced to consider the theoretical perspectives of play and its impact on a child's learning and development.</i></p> <p><i>This guidance can be found at the end of this mapping table.</i></p>
<p>K10: How to stimulate children's creativity and curiosity and why and how this enables enquiry-based active learning.</p>	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 3: Model positive behaviour in the early years</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p> <p>EYE L5 SP 7: Developing children's emergent literacy skills</p> <p>EYE L5 SP 8: Developing children's emergent mathematical skills</p> <p>EYE L5 SP 16: Quality provision in early years settings</p> <p>EYE L5 SP 18: Review own knowledge of learning and development for early years practice</p>

Knowledge	Mapping to units
<p>K11: A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.</p>	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 3: Model positive behaviour in the early years</p> <p>EYE L5 SP 5: Lead children’s early education and development</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
<p>K12: Current and contemporary approaches in the development of emergent literacy and numeracy skills, such as synthetic phonics.</p>	<p>EYE L5 SP 5: Lead children’s early education and development</p> <p>EYE L5 SP 7: Developing children’s emergent literacy skills</p>
<p>K13: How planning cycles inform and improve practice and the principles of individual needs-based assessment for effective early intervention for all children responsive to typical and atypical needs and development.</p>	<p>EYE L5 SP 1: Manage care routines for children</p> <p>EYE L5 SP 5: Lead children’s early education and development</p> <p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p>
<p>K14: Potential effects of transitions and schools of thought on how to successfully support children and their families.</p>	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 5: Lead children’s early education and development</p> <p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p> <p>EYE L5 SP 7: Developing children’s emergent literacy skills</p>

Knowledge	Mapping to units
	<p>EYE L5 SP 8: Developing children's emergent mathematical skills</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
<p>K15: The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.</p>	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 7 Developing children's emergent literacy skills</p> <p>EYE L5 SP 8 Developing children's emergent mathematical skills</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
<p>K16: How to promote inclusion, equality and diversity in the sector and why it is essential.</p>	<p>EYE L5 SP 11: Champion equality, diversity and inclusion</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 14: Lead and manage a team within an early years setting</p>
<p>K17: Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.</p>	<p>EYE L5 SP 2: Lead practice in promoting the wellbeing and resilience in children</p> <p>EYE L5 SP 5: Lead children's early education and development</p>

Knowledge	Mapping to units
	<p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 14: Lead and manage a team within an early years setting</p>
<p>K18: Principles of reflection in influencing early years practice with a commitment to lifelong learning, including continual professional development and action research.</p>	<p>EYE L5 SP 1: Manage care routines for children</p> <p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 3: Model positive behaviour in the early years</p> <p>EYE L5 SP 4: Lead activities, experiences and educational opportunities to promote children’s speech, language and communication</p> <p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p> <p>EYE L5 SP 8: Developing children’s emergent mathematical skills</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 16: Quality provision in early years settings</p> <p>EYE L5 SP 17: Promote professional development</p> <p>EYE L5 SP 11: Champion equality, diversity and inclusion</p>

Knowledge	Mapping to units
<p>K19: How to maintain accurate and coherent records and reports for the purpose of sharing information and communicate effectively in both oral and written English.</p>	<p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p> <p>EYE L5 SP 10: Develop health and safety and risk management policies, procedures and practices in early years settings</p> <p>EYE L5 SP 15: Develop, maintain and use records and reports</p>
<p>K20: The current and relevant policy, statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts.</p>	<p>EYE L5 SP 9: Develop and implement policies and procedures to support the safeguarding of children</p> <p>EYE L5 SP 10: Develop health and safety and risk management policies, procedures and practices in early years settings</p> <p>EYE L5 SP 11: Champion equality, diversity and inclusion</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
<p>K21: Strategies to effect collaborative approaches to working with parents, professional bodies and multi-agencies.</p>	<p>EYE L5 SP 1: Manage care routines for children</p> <p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 3: Model positive behaviour in the early years</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 13: Work in partnership in early years settings</p>

Skills	Mapping to unit/s
<p>S1: Analyse and articulate how all children’s individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances, taking into account all factors contributing to typical and atypical development.</p>	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 3: Model positive behaviour in the early years</p> <p>EYE L5 SP 5: Lead children’s early education and development</p> <p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p> <p>EYE L5 SP 9: Develop and implement policies and procedures to support the safeguarding of children</p> <p>EYE L5 SP 10: Develop health and safety and risk management policies, procedures and practices in early years settings</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p>
<p>S2: Promote equality of opportunity and anti-discriminatory practice.</p>	<p>EYE L5 SP 3: Model positive behaviour in the early years</p> <p>EYE L5 SP 11: Champion equality, diversity and inclusion</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p>
<p>S3: Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.</p>	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 5: Lead children’s early education and development</p>

Skills	Mapping to unit/s
	<p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
<p>S4: Ensure plans fully reflect the individual development needs and circumstances of children and actively participate in the provision of consistent care, responding quickly to the needs of the individual child.</p>	<p>EYE L5 SP 1: Manage care routines for children</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
<p>S5: Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.</p>	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
<p>S6: Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.</p>	<p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 11: Champion equality, diversity and inclusion</p>
<p>S7: Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.</p>	<p>EYE L5 SP 4: Lead activities, experiences and educational opportunities to promote children's speech, language and communication</p> <p>EYE L5 SP 5: Lead children's early education and development</p>

Skills	Mapping to unit/s
	<p>EYE L5 SP 7: Developing children's emergent literacy skills</p> <p>EYE L5 SP 8 Developing children's emergent mathematical skills</p>
<p>S8: Support and promote children's speech, language and communication development and determining and adapting appropriate responses and interventions.</p>	<p>EYE L5 SP 4: Lead activities, experiences and educational opportunities to promote children's speech language and communication</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 7: Developing children emergent literacy skills</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p>
<p>S9: Support children to engage in a range of learning contexts such as individual, small groups and larger groups as appropriate for their play and support confidence within social experiences.</p>	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>

Skills	Mapping to unit/s
<p>S10: Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children.</p>	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 10: Develop health and safety and risk management policies, procedures and practices in early years settings</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 14: Lead and manage a team within an early years setting</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
<p>S11: Advocate for the child, cultivating professional partnerships with parents/carers and other professionals, presenting their understanding of the child's journey within multidisciplinary teams to holistically support the child's individual needs.</p>	<p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 13: Work in partnership in early years settings</p> <p>EYE L5 SP 15: Develop, maintain and use records and reports</p>
<p>S12: Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.</p>	<p>EYE L5 SP 10: Develop health and safety and risk management policies, procedures and practices in early years settings</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 13: Work in partnership in early years settings</p>
<p>S13: Make use of formative and summative assessment, tracking children's progress to plan for future learning possibilities, including early interventions based on individual developmental needs.</p>	<p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 6: Understand holistic child development from birth to seven years</p>

Skills	Mapping to unit/s
	EYE L5 SP 7: Developing children's emergent literacy skills EYE L5 SP 8: Developing children's emergent mathematical skills
S14: Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities.	EYE L5 SP 5: Lead children's early education and development EYE L5 SP 12: Supporting children with special educational needs and disability in early years settings EYE L5 SP 14: Lead and manage a team within an early years setting
S15: Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice.	EYE L5 SP 5: Lead children's early education and development EYE L5 SP 13: Work in partnership in early years settings EYE L5 SP 16: Quality provision in early years settings
S16: Use reflection to develop themselves both professionally and personally to enhance their practice.	EYE L5 SP 17: Promote professional development
S17: Plan, carry out and guide appropriate physical care routines for individual children.	EYE L5 SP 1: Manage care routines for children EYE L5 SP 10: Develop health and safety and risk management policies, procedures and practices in early years settings
S18: Promote, model and support children and families to develop a healthy approach to making choices relating to personal care, including eating, sleeping and physical activity.	EYE L5 SP 1: Manage care routines for children EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children EYE L5 SP 3: Model positive behaviour in the early years
S19: Develop, model and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting.	EYE L5 SP 2: Lead practice in promoting the wellbeing and resilience in children

Skills	Mapping to unit/s
	<p>EYE L5 SP 3: Model positive behaviour in the early years</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 11: Champion equality, diversity and inclusion</p>
<p>S20: Identify and act upon own responsibilities in relation to health and safety, prevention and control of infection, carrying out risk assessments and risk management processes in line with policies and procedures.</p>	<p>EYE L5 SP 1: Manage care routines for children</p> <p>EYE L5 SP 10: Develop health and safety and risk management policies, procedures and practices in early years settings</p>
<p>S21: Ensure the security and confidentiality of data, records and information in line with current legislation.</p>	<p>EYE L5 SP 9: Develop and implement policies and procedures to support the safeguarding of children</p> <p>EYE L5 SP 15: Develop, maintain and use records and reports</p>
<p>S22: Be a leaderful practitioner to support, mentor, coach, train and guide colleagues in a range of settings, providing inspiration and motivation to engage others to develop their practice.</p>	<p>EYE L5 SP 4: Lead activities, experiences and educational opportunities to promote children's speech language and communication</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 11: Champion equality, diversity and inclusion</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 13: Work in partnership in early years settings</p> <p>EYE L5 SP 14: Lead and manage a team within an early years setting</p>

Skills	Mapping to unit/s
<p>S23: Be confident to identify, action and competently challenge issues and undertake difficult conversations where appropriate.</p>	<p>EYE L5 SP 11: Champion equality, diversity and inclusion</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in early years settings</p> <p>EYE L5 SP 13: Working in partnership</p> <p>EYE L5 SP 14: Lead and manage a team within an early years setting</p>
<p>S24: Advocate for children through their child-centred approach, listening to the voice of the child; ensuring children's rights, views and wishes are heard, respected and acted upon at all times. Offer appropriate support and influence decisions in the best interests of the child.</p>	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 9: Develop and implement policies and procedures to support the safeguarding of children</p> <p>EYE L5 SP 11: Champion equality, diversity and inclusion</p> <p>EYE L5 SP 12: Supporting children with special educational needs and disability in an early years setting</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
<p>S25: Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.</p>	<p>EYE L5 SP 9: Develop and implement policies and procedures to support the safeguarding of children</p> <p>EYE L5 SP 10: Develop health and safety and risk management policies, procedures and practices in early years settings</p>
<p>S26: Explore and understand, challenge and question; knowing when to act to safeguard and protect children.</p>	<p>EYE L5 SP 9: Develop and implement policies and procedures to support the safeguarding of children</p>

Behaviours	Mapping to unit/s
B1: Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.	EYE L5 SP 11: Champion equality, diversity and inclusion
B2: Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 3: Model positive behaviour in the early years</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 14: Lead and manage a team within an early years setting</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
B3: Person-centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.	<p>EYE L5 SP 1: Manage care routines for children</p> <p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 11: Champion equality, diversity and inclusion</p> <p>EYE L5 SP 13: Work in partnership in early years settings</p>
B4: Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children.	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 5: Lead children's early education and development</p>

Behaviours	Mapping to unit/s
B5: Positive and proactive member of the team, being assertive and exercising diplomacy.	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 13: Work in partnership in early years settings</p> <p>EYE L5 SP 14: Lead and manage a team within an early years setting</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
B6: Reflective practitioner.	<p>EYE L5 SP 17 Promote professional development</p> <p>EYE L5 SP 18: Review own knowledge of learning and development for early years practice</p>
B7: Creative and imaginative, demonstrating curiosity and inquisitiveness in order to be resourceful in all areas, including play and problem solving.	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 5: Lead children's early education and development</p> <p>EYE L5 SP 16: Quality provision in early years settings</p>
B8: Flexible and adaptable; responding to children's spontaneous activities.	<p>EYE L5 SP 2: Lead practice in promoting wellbeing and resilience in children</p> <p>EYE L5 SP 5: Lead children's early education and development</p>
B9: Receptive and open to challenge and constructive criticism.	<p>EYE L5 SP 14: Lead and manage a team within an early years setting</p> <p>EYE L5 SP 17: Promote professional development</p>

K8: The importance of the social-cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation.

Whilst K8 is traced across several units of the Level 5 Diploma for the Early Years Senior Practitioner in particular, EYE L5 SP 5, EYE L5 SP 6, EYE L5 SP 13 and EYE L5 SP 16, further guidance is presented here to fully embrace this knowledge standard.

During delivery of the diploma learners must appreciate the significance of the holistic development of the child's social-cultural context and how this can influence aspiration, motivation, choice and opportunity.

Learners/apprentices must be able to analyse the importance of the home environment for holistic development and wellbeing, with reference to:

- impact from family regarding aspirations
- expectations
- modelling
- religion, opportunity/choice (socio-economic)
- health, individual coping strategies; for example, impact of a situation upon family resilience/network of support available and recognise the impact of home circumstances on a child's disposition

Learners/apprentices may find case studies, scenarios, and reflections useful to engage with this learning aspect. The role of the senior early years practitioner should be further acknowledged with regards to role and responsibilities, including:

- pedagogical strategies and approaches in the setting for child-centred awareness
- partnership working
- colleague support
- strategies for family support

Centres may request case studies and scenarios from NCFE to support teaching and delivery for their learners/apprentices.

K9: The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.

Whilst K9 is traced across several units of the Level 5 Diploma for the Early Years Senior Practitioner in particular, EYE L5 SP 4 and EYE L5 SP 5, further guidance is presented here to fully embrace this knowledge standard.

During delivery of the diploma learners must appreciate the significance of holistic development, of the importance of play and the links to theory, including the impact on a child's learning and development.

Learners/apprentices must be able to consider the importance of theoretical perspectives of play, and their influence on current practice. Reference can be made to the following theorists in line with this:

- Goldschmied's theory of heuristic play, and the use of natural materials within the play environment
- Hutt's three broad categories of play including epistemic, ludic and games with rules
- Janet Moyles' spiral theory

- Tina Bruce's 12 Features of play
- Piaget, Bruner and Vygotsky's theories of play
- Freud's psychoanalysis of play

Learners/apprentices may find researching and presenting back to their peers useful to engage with this learning aspect, with an element of self-reflection and whether these theories are relevant in their current practice. The senior practitioner may also outline theory in relation to how play can positively influence holistic development and how this can be evaluated within the setting. Where a presentation cannot be carried out, a useful booklet or display could be used to show understanding of the varying theories. There is also opportunity to use the theories to support the setting's ethos, allowing the whole team to reflect on play opportunities and the vision for future practice.

Centres may request case studies and scenarios from NCFE to support teaching and delivery for their learners/apprentice