

NCFE

CACHE

Be able to

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

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Section 1: introduction

This guidance was created to support assessors and learners in identifying how the skills learning outcomes (LOs), 'be able to' assessment criteria (AC), can be evidenced within the Level 5 Diploma for the Early Years Senior Practitioner (610/4163/4).

This document will:

- provide an overview of each unit
- identify the AC that will be assessed as skills/competencies in relation to the learner's own practical experience
- suggest assessment methods which can be applied to each AC
- enable planning for next steps and tracking in relation to assessment

To ensure that you are using the most up-to-date version of this Be able to document please check the version number and date in the page footer against that of the Be able to document on the NCFE website.

Rules of use

This document **must** be used alongside the Qualification Specification to ensure all AC are appropriately met.

Supporting placement staff

This document may help to support placement staff by:

- listing all the skills/competencies the learner must achieve in order to evidence AC
- identifying the opportunities for expert witness testimony (EWT) – whilst there is no mandatory requirement for a professional development record to achieve the units, this document could be used as an opportunity for reflection with the learner

Further guidance

Your external quality assurer (EQA) will be able to support you with the use of this document.

We have provided this guidance in Microsoft Word format to enable you to use the content more flexibly within your own course materials.

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Section 2: mandatory units**EYE L5 SP 1 Manage care routines for children (D/651/1400)**

This unit provides the learner with the knowledge, understanding and skills to manage others to support children's care routines.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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"> • hand washing • food hygiene • formula feed • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment (PPE) • cleaning and sterilisation processes 	<ul style="list-style-type: none"> • direct observation • expert witness testimony (EWT) • reflective account • simulation 		
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	<ul style="list-style-type: none"> • work product • reflective account 		
	3.2 Evaluate policies and procedures for the provision of care routines in own setting	<ul style="list-style-type: none"> • work product • reflective account 		
	3.3 Work in partnership with parents/carers to support best practice in care routines	<ul style="list-style-type: none"> • reflective account • professional 		

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
<p>5. Be able to support children in personal care routines</p>	<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/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 	<ul style="list-style-type: none"> • direct observation • reflective account • expert witness testimony • professional discussion 		

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

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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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	<ul style="list-style-type: none"> • direct observation • reflective account • professional discussion 		
	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	<ul style="list-style-type: none"> • direct observation • reflective account • professional discussion 		
	2.3 Demonstrate through own practice ways to encourage and support children to express their feelings, views and hopes	<ul style="list-style-type: none"> • direct observation • professional discussion 		
	2.4 Explain how to challenge practices that act as barriers to children’s wellbeing and resilience	<ul style="list-style-type: none"> • professional discussion 		
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	<ul style="list-style-type: none"> • reflective account • work product • professional discussion 		
	3.2 Monitor the involvement of others in supporting children’s wellbeing and resilience	<ul style="list-style-type: none"> • work product • reflective account • professional discussion 		
	3.3 Evaluate strategies used to engage others who are supporting a child	<ul style="list-style-type: none"> • reflective account • work product • professional discussion 		

	3.4 Analyse why health and wellbeing is important for babies and children	<ul style="list-style-type: none"> • reflective account • professional discussion 		
	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 	<ul style="list-style-type: none"> • direct observation • professional discussion 		
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	<ul style="list-style-type: none"> • direct observation • reflective account 		
	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)	<ul style="list-style-type: none"> • direct observation • reflection account 		
	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	<ul style="list-style-type: none"> • professional discussion • expert witness testimony • work product 		
	4.4 Work with others to take action to address concerns identified about the health of children	<ul style="list-style-type: none"> • work product • reflective account • professional discussion 		
5. Be able to lead the development of practice with children	5.1 Develop methods of evaluating own practice in promoting children's wellbeing and resilience	<ul style="list-style-type: none"> • work product • reflective account • professional discussion 		

to promote their wellbeing and resilience	5.2 Develop methods of evaluating organisational practice in promoting children's wellbeing and resilience	<ul style="list-style-type: none"> • work product • reflective account • professional discussion 		
	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	<ul style="list-style-type: none"> • direct observation • expert witness testimony • professional discussion 		

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

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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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	<ul style="list-style-type: none"> • direct observation 		
	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	<ul style="list-style-type: none"> • direct observation • professional discussion 		
	2.3 Engage with parents/carers and others to appreciate when a child is in need of support	<ul style="list-style-type: none"> • reflective account • professional discussion 		
	2.4 Lead intervention strategies for person-centred practice in relation to behaviour	<ul style="list-style-type: none"> • direct observation • reflective account • professional discussion • expert witness testimony 		
	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	<ul style="list-style-type: none"> • direct observation • reflective account • professional discussion • expert witness testimony 		

<p>3. Be able to evaluate policy and procedures for behaviour in the early years</p>	<p>3.1 Work with others to evaluate current approaches to behaviour policy</p>	<ul style="list-style-type: none"> • work product • reflective account • professional discussion • expert witness testimony 		
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EYE L5 SP 4 Lead activities, experiences and educational opportunities to promote children's speech, language and communication (J/651/1403)

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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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	<ul style="list-style-type: none"> professional discussion reflective account 		
	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	<ul style="list-style-type: none"> reflective account work product professional discussion 		
	2.3 Evaluate activities, experiences and learning opportunities for speech, language and communication	<ul style="list-style-type: none"> reflective account work product professional discussion 		
	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	<ul style="list-style-type: none"> direct observation professional discussion reflective account 		
3. Be able to provide support for the speech, language	3.1 Engage, motivate and lead team members in activities, experiences and educational programmes to develop,	<ul style="list-style-type: none"> direct observation professional discussion 		

and communication development of the children in own setting	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	<ul style="list-style-type: none"> • direct observation • professional discussion 		
	3.3 Explain the importance of the environment in supporting speech, language and communication development	<ul style="list-style-type: none"> • professional discussion 		

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

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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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	<ul style="list-style-type: none"> • reflective account • professional discussion • work product • expert witness testimony 		
	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 	<ul style="list-style-type: none"> • direct observation • work product • reflective account • expert witness testimony 		

	<p>1.3 Encourage children’s participation, ensuring a balance between adult-led and child-initiated activities</p>	<ul style="list-style-type: none"> • direct observation 		
	<p>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</p>	<ul style="list-style-type: none"> • direct observation • professional discussion • work product • reflective account • expert witness testimony 		
	<p>1.5 Lead staff in the practice of effective strategies and pedagogical approaches with children to develop and extend:</p> <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 	<ul style="list-style-type: none"> • direct observation • professional discussion • work product • reflective account • expert witness testimony 		
<p>2. Be able to develop strategies for enabling approaches to early literacy and mathematics through curiosity, exploration and discovery</p>	<p>2.1 Facilitate experiences for children to ignite a curiosity for exploring literacy and mathematics</p>	<ul style="list-style-type: none"> • reflective account • work product • professional discussion 		

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	<ul style="list-style-type: none"> • work product • reflective account • professional discussion 		
	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	<ul style="list-style-type: none"> • work product • professional discussion • reflective account 		
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	<ul style="list-style-type: none"> • written account • professional discussion 		
	4.2 Analyse the impact of theories and philosophical approaches on own practice	<ul style="list-style-type: none"> • written account • professional discussion • reflective account 		
	4.3 Discuss how theories and philosophical approaches influence pedagogy in own setting	<ul style="list-style-type: none"> • professional discussion 		

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

This unit provides the learner with the knowledge, understanding and skills to develop children's emergent literacy by providing a language-rich environment.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
2. Be able to support children's language and communication needs	2.1 Develop a language-rich environment for children	<ul style="list-style-type: none"> • direct observation • professional discussion 		
	2.2 Interact with children to meet individual language and communication needs	<ul style="list-style-type: none"> • direct observation 		
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 	<ul style="list-style-type: none"> • direct observation • professional discussion 		
	4.2 Lead an activity to support and extend emergent literacy	<ul style="list-style-type: none"> • direct observation • reflective account • work product 		
	4.3 Evaluate benefits to children's holistic learning and development when supporting emergent literacy	<ul style="list-style-type: none"> • reflective account • professional discussion 		
5. Be able to review how planned activities support emergent literacy	5.1 Evaluate how planned activities support emergent literacy in relation to EYFS statutory framework	<ul style="list-style-type: none"> • reflective account • professional discussion 		
	5.2 Analyse own role in relation to planned activities	<ul style="list-style-type: none"> • reflective account • professional discussion 		
	5.3 Make recommendations for meeting children's individual literacy needs	<ul style="list-style-type: none"> • work product • professional discussion • direct observation • reflective account 		

<p>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</p>	<p>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</p>	<ul style="list-style-type: none"> • professional discussion • reflective account • expert witness testimony 		
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EYE L5 SP 8 Developing children’s emergent mathematical skills (R/651/1407)

This unit provides the learner with the knowledge, understanding and skills to facilitate children’s emergent mathematical development.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
6. Be able to implement activities to support children’s emergent mathematical development	6.1 Plan an activity to support children’s emergent mathematical development	<ul style="list-style-type: none"> work product 		
	6.2 Lead an activity to support children’s emergent mathematical development	<ul style="list-style-type: none"> direct observation work product reflective account expert witness testimony 		
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 EYFS statutory framework	<ul style="list-style-type: none"> professional discussion work product reflective account 		
	7.2 Analyse own role in relation to planned activities which support children’s emergent mathematical development	<ul style="list-style-type: none"> reflective account professional discussion 		
	7.3 Make recommendations for meeting children’s emergent mathematical needs	<ul style="list-style-type: none"> work product professional discussion reflective account 		
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	<ul style="list-style-type: none"> professional discussion reflective account expert witness testimony 		

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

This unit is designed to prepare learners to develop and implement policies and procedures for safeguarding children.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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	<ul style="list-style-type: none"> • reflective account • work product • professional discussion 		
	2.2 Identify the policies and procedures required in the early years setting for safeguarding and protecting children	<ul style="list-style-type: none"> • professional discussion • work product 		
	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	<ul style="list-style-type: none"> • professional discussion 		
	2.4 Develop the process for reviewing safeguarding and child protection policies and procedures	<ul style="list-style-type: none"> • work product • reflective account • professional discussion 		
	2.5 Evaluate the impact of a child-centred approach to safeguarding and protection on policies and procedures	<ul style="list-style-type: none"> • professional discussion • reflective account 		
	2.6 Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding and protecting children	<ul style="list-style-type: none"> • work product • reflective account • professional discussion • expert witness testimony 		
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	<ul style="list-style-type: none"> • professional discussion • work product 		

	3.2 Mentor and support team to develop the skills to safeguard and protect children	<ul style="list-style-type: none"> • work product • professional discussion 		
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	<ul style="list-style-type: none"> • professional discussion 		
	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 	<ul style="list-style-type: none"> • professional discussion • reflective account 		
	4.3 Support others to understand the importance of wellbeing and resilience in the context of safeguarding	<ul style="list-style-type: none"> • professional discussion • reflective account • work product • expert witness testimony 		

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

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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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	<ul style="list-style-type: none"> • direct observation 		
	2.2 Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work	<ul style="list-style-type: none"> • direct observation • reflective account • professional discussion 		
	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	<ul style="list-style-type: none"> • professional discussion • work product 		
	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	<ul style="list-style-type: none"> • work product 		
3. Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and	3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others	<ul style="list-style-type: none"> • work product • reflective account • expert witness testimony • professional discussion 		
	3.2 Work with individuals and others to assess potential risks and hazards	<ul style="list-style-type: none"> • professional discussion • reflective account • work product 		

others in early years settings	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 • referring development concerns • protecting practitioners, for example media and online presence • staff health and safety, including mental health and wellbeing support 	<ul style="list-style-type: none"> • professional discussion • reflective account • work product 		
	3.4 Monitor procedures for control and prevention of infection to include: <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment (PPE) 	<ul style="list-style-type: none"> • work product • professional discussion 		
4. Be able to promote a culture where needs and risks are balanced with health and safety practices in early years settings	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	<ul style="list-style-type: none"> • reflective account • professional discussion 		
	4.2 Evaluate own practice in promoting a balanced approach to risk management	<ul style="list-style-type: none"> • reflective account • professional discussion 		
	4.3 Analyse how helping others to understand the balance between risk and rights improves practice	<ul style="list-style-type: none"> • professional discussion • reflective account 		

5. Be able to improve health, safety and risk management policies, procedures and practices in early years settings	5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others	<ul style="list-style-type: none"> expert witness testimony 		
	5.2 Evaluate the health, safety and risk management policies, procedures and practices within the early years setting	<ul style="list-style-type: none"> work product reflective account professional discussion 		
	5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the early years setting	<ul style="list-style-type: none"> work product reflective account professional discussion 		
	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	<ul style="list-style-type: none"> work product reflective account professional discussion 		
6. Be able to track health concerns in own setting	6.1 Identify common childhood illnesses and associated exclusion periods for infectious diseases	<ul style="list-style-type: none"> professional discussion work product 		
	6.2 Monitor the health of children in own setting, including medication requirements	<ul style="list-style-type: none"> work product professional discussion 		

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

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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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	<ul style="list-style-type: none"> • direct observation 		
	2.2 Challenge discrimination and exclusion in policy and practice	<ul style="list-style-type: none"> • professional discussion 		
	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 	<ul style="list-style-type: none"> • professional discussion • reflective account 		
	2.4 Support others to challenge discrimination and exclusion	<ul style="list-style-type: none"> • professional discussion • reflective account • expert witness testimony 		
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	<ul style="list-style-type: none"> • professional discussion • reflective account 		
	4.2 Explain the principle of informed choice	<ul style="list-style-type: none"> • professional discussion 		
	4.3 Explain how issues of individual capacity may affect informed choice	<ul style="list-style-type: none"> • professional discussion 		
	4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility	<ul style="list-style-type: none"> • professional discussion • reflective account 		

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

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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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	<ul style="list-style-type: none"> • work product • reflective account • professional discussion 		
	5.2 Use specialist aids, resources and equipment available to support babies and children with SEND	<ul style="list-style-type: none"> • professional discussion 		
	5.3 Explain ways children are given opportunities to express their views in a developmentally appropriate way	<ul style="list-style-type: none"> • professional discussion 		
	5.4 Carry out a child's care plan effectively, engaging parents and carers, including initial assessment, implementation, and ongoing review	<ul style="list-style-type: none"> • direct observation • reflective account • work product 		

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

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead, implement and promote effective partnership working.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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	<ul style="list-style-type: none"> professional discussion 		
	2.2 Develop and agree common objectives collaboratively for improved outcomes	<ul style="list-style-type: none"> work product reflective account professional discussion 		
	2.3 Evaluate own working relationship with colleagues	<ul style="list-style-type: none"> professional discussion reflective account 		
	2.4 Deal constructively with any conflict or complaint that may arise with colleagues	<ul style="list-style-type: none"> work product reflective account professional discussion 		
3. Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals	<ul style="list-style-type: none"> professional discussion 		
	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	<ul style="list-style-type: none"> direct observation reflective account 		
	3.3 Evaluate procedures collaboratively for working with other professionals	<ul style="list-style-type: none"> work product reflective account 		

4. Be able to work in partnership with others	4.1 Analyse the importance of working in partnership with others	<ul style="list-style-type: none"> • professional discussion • reflective account 		
	4.2 Explain procedures for effective working relationships with others	<ul style="list-style-type: none"> • professional discussion 		
	4.3 Agree common objectives when working with others	<ul style="list-style-type: none"> • work product • reflective account • expert witness testimony • professional discussion 		
	4.4 Evaluate procedures for working with others	<ul style="list-style-type: none"> • Reflective account • Professional discussion 		

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

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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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	<ul style="list-style-type: none"> professional discussion 		
	2.2 Demonstrate how own practice supports a positive culture in the team	<ul style="list-style-type: none"> direct observation 		
	2.3 Use systems and processes to support a positive culture in the team	<ul style="list-style-type: none"> direct observation reflective account work product 		
	2.4 Encourage creative and innovative ways of working within the team	<ul style="list-style-type: none"> reflective account professional discussion 		
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	<ul style="list-style-type: none"> professional discussion reflective account 		
	3.2 Communicate the vision and strategic direction to team members	<ul style="list-style-type: none"> work product reflective account 		
	3.3 Work with others to promote a shared vision within the team	<ul style="list-style-type: none"> work product reflective account expert witness testimony 		
	3.4 Evaluate how the vision and strategic direction of the team influences team practice	<ul style="list-style-type: none"> reflective account professional discussion 		
4. Be able to develop a plan with team members to meet agreed objectives	4.1 Identify team objectives	<ul style="list-style-type: none"> work product professional discussion 		
	4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives	<ul style="list-style-type: none"> professional discussion reflective account 		

	4.3 Facilitate team members to actively participate in the planning process	<ul style="list-style-type: none"> • reflective account • professional discussion • expert witness testimony 		
	4.4 Encourage sharing of skills and knowledge between team members	<ul style="list-style-type: none"> • direct observation • reflective account • professional discussion • expert witness testimony 		
	4.5 Agree roles and responsibilities with team members	<ul style="list-style-type: none"> • reflective account • professional discussion 		
5. Be able to support individual team members to work towards agreed objectives	5.1 Set personal work objectives with team members based on agreed objectives	<ul style="list-style-type: none"> • work product 		
	5.2 Work with team members to identify opportunities for development and growth	<ul style="list-style-type: none"> • work product • reflective account • expert witness testimony • professional discussion 		
	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	<ul style="list-style-type: none"> • reflective account • expert witness testimony • professional discussion 		
	5.4 Use a solution-focused approach to support team members to address identified challenges	<ul style="list-style-type: none"> • professional discussion • reflective account 		
6. Be able to manage team performance in an early years setting	6.1 Monitor and evaluate progress towards agreed objectives	<ul style="list-style-type: none"> • work product • reflective account • professional discussion 		
	6.2 Provide feedback on performance to: <ul style="list-style-type: none"> • the individual • the team 	<ul style="list-style-type: none"> • work product 		

	6.3 Provide recognition when individual and team objectives have been achieved	<ul style="list-style-type: none"> • work product 		
	6.4 Explain how team members are managed when performance does not meet requirements	<ul style="list-style-type: none"> • professional discussion 		

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

The purpose of this unit is to develop knowledge, understanding and skills in developing, maintaining and using records and reports.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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	<ul style="list-style-type: none"> reflective account professional discussion 		
	2.2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them	<ul style="list-style-type: none"> work product 		
	2.3 Maintain accurate, complete, retrievable and up-to-date records	<ul style="list-style-type: none"> work product 		
	2.4 Ensure that records and reports comply with legal and organisational requirements	<ul style="list-style-type: none"> work product professional discussion 		
	2.5 Explain how to balance the tension between confidentiality and openness in records and reports	<ul style="list-style-type: none"> professional discussion 		
	2.6 Use information communication technology (ICT) systems for the collection and storage of information	<ul style="list-style-type: none"> work product 		
	2.7 Use ICT that supports information exchange within and across disciplines and organisations	<ul style="list-style-type: none"> work product professional discussion 		
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	<ul style="list-style-type: none"> professional discussion 		
	3.2 Respond to feedback from those who receive records and reports	<ul style="list-style-type: none"> reflective account professional discussion 		
	3.3 Demonstrate the use of facts and evidence-based opinions within records and reports	<ul style="list-style-type: none"> work product professional discussion 		

	<p>3.4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions</p>	<ul style="list-style-type: none"> • reflective account • professional discussion 		
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EYE L5 SP 16 Quality provision in early years settings (M/651/1415)

The purpose of this unit is to recognise the requirements and principles of the EYFS statutory framework.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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	<ul style="list-style-type: none"> • reflective account • professional discussion 		
	1.2 Reflect on influences on early years pedagogy in own setting	<ul style="list-style-type: none"> • reflective account • professional discussion 		
	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 	<ul style="list-style-type: none"> • reflective account • professional discussion 		
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	<ul style="list-style-type: none"> • direct observation 		
	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 	<ul style="list-style-type: none"> • reflective account • work product • professional discussion 		
	2.3 Work with others to evaluate how the environment meets the needs of	<ul style="list-style-type: none"> • reflective account • professional discussion • expert witness testimony 		

	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	<ul style="list-style-type: none"> • work product • reflective account • professional discussion • expert witness testimony 		

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

The purpose of this unit is to assess the learner's knowledge, understanding and skills in promoting the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
2. Be able to prioritise goals and targets for own professional development	2.1 Evaluate own knowledge and performance against standards and benchmarks	<ul style="list-style-type: none"> reflective account professional discussion 		
	2.2 Prioritise development goals and targets to meet expected standards	<ul style="list-style-type: none"> work product professional discussion 		
3. Be able to prepare a professional development plan	3.1 Select learning opportunities to meet development objectives and reflect personal learning style	<ul style="list-style-type: none"> work product reflective account 		
	3.2 Produce a plan for own professional development, using an appropriate source of support	<ul style="list-style-type: none"> work product 		
	3.3 Establish a process to evaluate the effectiveness of the plan	<ul style="list-style-type: none"> professional development 		
4. Be able to improve performance through reflective practice	4.1 Compare models of reflective practice	<ul style="list-style-type: none"> reflective account professional development 		
	4.2 Explain the importance of reflective practice for improving performance	<ul style="list-style-type: none"> professional discussion 		
	4.3 Use reflective practice and feedback from others to improve performance	<ul style="list-style-type: none"> work product expert witness testimony reflective account professional discussion 		
	4.4 Evaluate how practice has been improved through: <ul style="list-style-type: none"> reflection on best practice reflection on failures and mistakes 	<ul style="list-style-type: none"> professional discussion reflective account 		

	<ul style="list-style-type: none">• supervision			
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EYE L5 SP 18 Review own knowledge of learning and development for early years practice (T/651/1417)

To prepare the learner to work with children in supporting their learning and development within the relevant EYFS statutory framework, utilising current knowledge and understanding.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
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	<ul style="list-style-type: none"> professional discussion 		
	1.2 Use examples from practice to explain how children's individual progress is monitored, including reporting procedures	<ul style="list-style-type: none"> professional discussion 		
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 	<ul style="list-style-type: none"> reflective account work product professional discussion 		
	2.2 Engage effectively with children to encourage their participation and involvement in planning their own learning and development activities	<ul style="list-style-type: none"> direct observation 		
	2.3 Lead others in the planning cycle for children's learning and development	<ul style="list-style-type: none"> reflective account professional discussion 		

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	<ul style="list-style-type: none"> • professional discussion 		
	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	<ul style="list-style-type: none"> • professional discussion • reflective account • work product 		
4. Be able to engage with children in activities and experiences that support their learning and development	4.1 Work alongside children, engaging with them in order to support their learning and development	<ul style="list-style-type: none"> • direct observation 		
	4.2 Explain the importance of engaging with a child to support sustained shared thinking	<ul style="list-style-type: none"> • professional discussion 		
	4.3 Use language that is accurate and appropriate in order to support and extend children’s learning when undertaking activities	<ul style="list-style-type: none"> • direct observation 		
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	<ul style="list-style-type: none"> • reflective account 		
	5.2 Demonstrate how to use reflection to make changes in own practice	<ul style="list-style-type: none"> • reflective account • professional discussion 		

Section 3: assessment and quality assurance information

Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and 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 us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes (LOs) associated with each unit.

Direct observation is a requirement of evidence generation contributing to the achievement of skills-based assessment criteria (AC).

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