

**Early Years Educator Assessment RAG rating against DfE EYE Criteria**

<b>Awarding Organisation</b>		<b>Qualification Title</b>	Level 3 EYE qualifications
<b>Qualification features</b>	Early Years Educator Criteria Licence to Practice	<b>Level</b>	3

<b>Early Years Educator Criteria</b> <b>(Each criteria must be met in full by each individual student)</b>	<b>Key</b>
	Grey-Knowledge only
	Green-Suitable alternative
	Amber-Alternative to be used with caution where assessor is unable to access for direct observation and is relying on EWT. These criteria must be observed.
	Red-Assessor Direct Observation only (not applicable for this document)
<b>1. Support and promote children’s early education and development</b>	
1.1 Understand the expected patterns of <b>children’s development</b> from birth to 5 years, and have an understanding of further development from age 5 to 7. <b>Children’s development</b> patterns to include: <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• literacy and numeracy</li> <li>• physical</li> </ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.

<ul style="list-style-type: none"> <li>• emotional</li> <li>• social</li> <li>• neurological and brain development</li> </ul>	
<p>1.2 Understand the significance of attachment and how to promote it effectively.</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>
<p>1.3 Understand a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>
<p>1.4 Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances.</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>
<p>1.5 Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>
<p>1.6 Understand the importance to children’s holistic development of:</p> <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> </ul>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>
<p>1.7 Understand systematic synthetic phonics in the teaching of reading, and a range of</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>

strategies for developing early literacy and mathematics.	
<p>1.8 Understand the potential effects of, and how to prepare and support children through, <b>transitions and significant events</b> in their lives.</p> <p><b>Transitions and significant events</b> include:</p> <ul style="list-style-type: none"> <li>• moving to school</li> <li>• starting and moving through day care</li> <li>• birth of a sibling</li> <li>• moving home</li> <li>• living outside of the home</li> <li>• family breakdown</li> <li>• loss of significant people</li> <li>• moving between settings and carers</li> </ul>	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.
1.9 Understand the current early education curriculum requirements.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.
1.10 Promote equality of opportunity and anti-discriminatory practice.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
<b>2. Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school</b>	
<p>2.1 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.</p> <p>To include</p>	

<ul style="list-style-type: none"> <li>• Communication and language (extending vocabulary, language structure, and dialogue, for example)</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the world</li> <li>• Expressive arts and design</li> </ul>	<p>Alternative: Child observations form the basis of activity planning. Activity planning can be undertaken in the classroom environment at the Centre. Leading purposeful experiences could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>
<p>2.2 Ensure plans fully reflect the stage of development, individual needs and circumstances of children.</p>	<p>Alternative: Evidence must be sourced to child observation. This criterion may be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection</p>
<p>2.3 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>
<p>2.4 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>
<p>2.5 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p> <p>To ensure students are exposed to a range of strategies scenarios/case studies can be used to broaden awareness of strategies used to develop and extend children's learning and thinking, including opportunities to foster sustained shared thinking</p>
<p>2.6 Support and promote children's speech, language and communication development.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>

	Student understanding may be broadened through case studies, as well as a reflective account and professional discussion to ensure clear understanding.
2.7 Support children's group learning and socialisation.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.  Student understanding may be broadened through case studies, as well as a reflective account from the learner and professional discussion to ensure clear understanding
2.8 Model and promote positive behaviours expected of children.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
2.9 Support children to manage their own behaviour in relation to others.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
2.10 Understand when a child is in need of additional support.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.
2.11 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
<b>3. Make accurate and productive use of assessment</b>	
3.1 Understand how to assess within the current early education curriculum framework using a range of assessment techniques.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.
3.2 Carry out and record observational assessment accurately.	This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
3.3 Identify the needs, interests and stages of development of individual children.	This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.

3.4 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.	This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
3.4 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. .
<b>4. Develop effective and informed practice</b>	
4.1 Demonstrate a good command of the English language in spoken and written form.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.
4.2 Explain the importance of continued professional development to improve own skills and early years practice.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.
4.3 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).	Alternative: Can be evidenced via Personal Development Plans, reflective accounts and professional discussion.
<b>5. Safeguard and promote the health, safety and welfare of children</b>	
5.1 Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.
5.2 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. Learner understanding could be broadened through exposure to the range of criteria through scenarios/case studies to ensure the criteria are fully met.

<p>5.3 Plan and carry out physical care routines suitable to the age, stage and needs of the child.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>
<p>5.4 Understand why health and well-being is important for babies and children and promote healthy lifestyles.</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>
<p>5.5 Understand how to respond to accidents and emergency situations.</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>
<p>5.6 Demonstrate skills and knowledge for the prevention and control of infection.  <b>Prevention and control of infection</b> including:</p> <ul style="list-style-type: none"> <li>• hand washing,</li> <li>• food hygiene,</li> <li>• dealing with spillages safely,</li> <li>• safe disposal of waste,</li> <li>• using correct personal protective equipment</li> <li>• knowledge of common childhood illnesses and immunisation</li> <li>• exclusion periods for infectious diseases</li> </ul>	<p><b>Achieved through a combination of methods as applicable.</b>  This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p> <ul style="list-style-type: none"> <li>• hand washing,</li> <li>• food hygiene,</li> <li>• dealing with spillages safely,</li> <li>• safe disposal of waste,</li> <li>• using correct personal protective equipment</li> </ul> <p><b>Can be evidenced in students assessed work. Criteria must be clearly identified on the learner's tasks, and /or professional discussion:</b></p> <ul style="list-style-type: none"> <li>• knowledge of common childhood illnesses and immunisation</li> <li>• exclusion periods for infectious diseases</li> </ul>
<p>5.7 Carry out risk assessment and risk management in line with policies and procedures.</p>	<p>Alternative: Based on the learner's engagement with risk assessment in an early years setting, this outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion, potentially using a work product.</p>
<p>5.8 Understand safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of <b>abuse</b>, and know how to act to protect them.  Types of <b>abuse</b> including:</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>

<ul style="list-style-type: none"> <li>• domestic,</li> <li>• neglect,</li> <li>• physical,</li> <li>• emotional</li> <li>• sexual abuse</li> </ul>	
<p>5.9 Maintain <b>accurate and coherent records and reports</b> and share information, only when appropriate, to ensure the needs of all children are met.</p> <p><b>Records and reports</b> include:</p> <ul style="list-style-type: none"> <li>• Medication</li> <li>• special dietary needs</li> <li>• planning</li> <li>• observation and assessment</li> <li>• health, safety and security, accidents</li> <li>• daily registers</li> </ul>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>
<p><b>6. Work in partnership with the key person, colleagues, parents and/or carers or other professionals</b></p>	
<p>6.1 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>
<p>6.2 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.</p>	<p>Alternative: This may be achieved by case study/scenario.</p>
<p>6.3 Encourage parents and/or carers to take an active role in the child's play, learning and development.</p>	<p>Alternative: This may be achieved by case study/scenario.</p>



### QUALIFICATIONS APPROVED FOR PRACTICE AT LEVEL 3

<https://www.gov.uk/government/publications/eyfs-staffchild-ratios-dfe-approved-qualifications>

The Qualifications listed below, have been assessed by DfE as meeting all of the Early Years Educator criteria. They therefore allow those who have successfully achieved them to practice in the level 3 ratios.

To note: Some qualifications have a higher overall qualification level than level three but they are approved for level 3 ratio purposes only.

T Levels in Early Years Education and Childcare will be taught from September 2020.

T Levels will meet the Early Years Educator criteria and allow those who have successfully achieved them to practice in the level 3 ratios and is shown on line 23 below.

Awarding Body	Level	Title	Qualification Number	Additional information
BIIAB	3	BIIAB Level 3 Diploma in Children's Learning and Development (Early Years Educator)	601/7786/X	Qualification certificate may also show (QCF) or (VRQ) in titling
NCFE	3	NCFE CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator)	601/2147/6	Qualification certificate may previously state CACHE. Qualification certificate may also show (QCF) or (VRQ) in titling.
NCFE	3	NCFE CACHE Level 3 Diploma for the Early Years Workforce ((Early Years Educator)	601/2629/2	Qualification certificate may previously state CACHE. Qualification certificate may also show (QCF) or (VRQ) in titling
NCFE	3	NCFE CACHE Level 3 Diploma in Childcare and Education (Early Years Educator)	601/4000/8	Qualification certificate may previously state CACHE. Qualification certificate may also show (QCF) or (VRQ) in titling

NCFE	3	NCFE CACHE Level 3 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)	601/4573/0	Qualification certificate may previously state CACHE
NCFE	3	NCFE CACHE Level 3 Diploma in Holistic Baby and Child Care (Early Years Educator)	601/5636/3	Qualification certificate may previously state CACHE. Qualification certificate may also show (QCF) or (VRQ) in titling.
City & Guilds	3	City and Guilds Level 3 Diploma For the Early Years Practitioner (Early Years Educator)	601/3118/4	Qualification certificate may also show (QCF) or (VRQ) in titling.
City & Guilds	3	City and Guilds Level 3 Advanced Technical Diploma for the Early Years Practitioner (Early Years Educator) (540)	601/3117/2	None
City & Guilds	3	City and Guilds Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080)	601/7440/7	None
FutureQuals	3	FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)	601/3816/6	Qualification certificate may also show (QCF) or (VRQ) in titling.
Focus Awards Limited	3	Focus Awards Level 3 Diploma for the Children's Workforce (Early Years Educator) (RQF)	601/8715/3	None
Ican Qualifications Limited	3	ICQ Level 3 Diploma in Children's Learning and Development (Early Years Educator) (RQF)	601/7898/X	Qualification certificate may also show (QCF) or (VRQ) in titling.
Ican Qualifications Limited	3	iCQ Level 3 Diploma for the Early Years Educator	603/5943/2	
Innovate Awarding	3	IAO Level 3 Diploma In Early Learning and Childcare (Early Years Educator)	601/3890/7	Qualification certificate may also show (QCF) or (VRQ) in titling. Qualification certificate may state Lifetime Awarding.

NCFE	3	NCFE Diploma for the Children's Workforce (Early Years Educator)	601/5436/6	Qualification certificate may also show (QCF) or (VRQ) in titling.
NCFE	3	NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator)	601/8438/3	Qualification certificate may previously state CACHE.
NCFE	3	NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator)	601/8437/1	Qualification certificate may previously state CACHE.
NCFE	3	T Level Technical Qualification in Education and Childcare (Level 3) (delivered by NCFE)	603/5829/4.	
Pearson	3	Pearson BTEC Level 3 National Certificate in Children's Play, Learning and Development (Early Years Educator)	601/2525/1	Qualification certificate may also show (QCF) or (VRQ) in titling.
Pearson	3	Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator)	601/2527/5	Qualification certificate may also show (QCF) or (VRQ) in titling.
Pearson (Edexcel)	3	Pearson Edexcel Level 3 Diploma in Children's Learning and Development (Early Years Educator)	601/2963/3	Qualification certificate may also show (QCF) or (VRQ) in titling.
Pearson UK	3	Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator)	601/7571/0	Qualification certificate needs to include (Early Years Educator). If (Early Years Educator) does not appear after the qualification title it does not meet the EYE criteria.
Pearson UK	3	Pearson BTEC Level 3 National Extended Diploma in Children's Play, Learning and Development (Early Years Educator)	601/7572/2	Qualification certificate needs to include (Early Years Educator). If (Early Years Educator) does not appear after the qualification title it does not meet the EYE criteria.
Skillsfirst	3	Diploma for the Children and Young Peoples Workforce (Early Years Educator) (QCF)	601/4059/8	None.
Skillsfirst	3	Diploma for the Children and Young People's Workforce (Early Years Educator) (QCF)	601/6793/2	None.

Skillsfirst	3	Skillfirst Level 3 Diploma for the Children and Young People's Workforce (Early Years Educator) (RQF)	601/8151-5	Qualification certificate may also show (QCF) or (VRQ) in titling.
Training Qualifications UK	3	TQUK Level 3 Diploma for the Children's Workforce (Early Years Educator) (RQF)	601/7670/2	Qualification certificate may also show (QCF) or (VRQ) in titling.
London Metropolitan University	4	Certificate of Higher Education (Cert HE) in Montessori Early Childhood Practice	Not required	None.
NCFE	4	NCFE CACHE Level 4 Diploma Steiner Waldorf Early Childhood Studies (Early Years Educator)	601/5130/4	Qualification certificate may previously state CACHE. Qualification certificate may also show (QCF) or (VRQ) in titling.
NCFE	4	NCFE CACHE Level 4 Diploma in Montessori Pedagogy – Birth to Seven (Early Years Educator)	601/4481/6	Qualification certificate may previously state CACHE. Qualification certificate may also show (QCF) or (VRQ) in titling.
Pearson	4	Pearson BTEC Level 4 HNC Diploma in Advanced Practice in Early Years Education	601/8222/2	None.
Pearson	4	Pearson BTEC Level 4 Higher National Certificate in Early Childhood Education and Care	603/3899/4	None.
City & Guilds	5	City and Guilds Level 5 Diploma in Leadership for the Children's & Young People's Workforce - Early Years (Management)	600/8166/1	Qualification certificate may also show (QCF) or (VRQ) in titling.
London Metropolitan University	5	Foundation Degree in Montessori Early Childhood Practice	Not required	None.
NCFE	5	NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner	603/3907/X	None.
Pearson	5	Pearson BTEC Level 5 HND Diploma in Advanced Practice in Early Years Education	601/8811/X	None.

Pearson	5	BTEC Level 5 Higher National Diploma in Early Childhood Education and Care	603/3900/7	All the Pearson BTEC Level 5 Higher National Diploma in Early Childhood Education and Care pathways meet the EYE criteria.
Newcastle College Group (NCG)	5	FdA Children and Young People (Early Years Educator)	Not required	None.
Newman University	5	Foundation Degree in Early Years	Not required	None.
University of Bedfordshire	5	FdA Early Years Studies (with Early Years Educator)	Not required	None.
University of Derby and Collaborative Provision	5	Foundation Degree Arts Children and Young People - Pathway Early Years with Practitioner Status	Not required	None.
University of East Anglia	5	Foundation Degree (Arts) FdA Early Years	Not required	None.
University of Greenwich	5	Foundation Degree Early Years	Not required	None.
University of Plymouth	5	FdA Early Years Practice	Not required	Delivered by PETROC college
University of Worcester	5	Learning and Development from Early Years to Adolescence (0-19) FdA	Not required	None.
University of Worcester	5	FdA Early Years (0-8yrs) (Professional Practice)	Not required	None
Bath Spa University	6	BA in Education Studies Early Years Educator Specialised Award	Not required	None.
Nottingham Trent University	6	BA (Hons) Childhood Studies	Not required	None.
Nottingham Trent University	6	BA (Hons) Joint Honours in Education: Education Studies and Early Years	Not required	None.
Nottingham Trent University	6	BA (Hons) Joint Honours in Education: Early Years and Special and Inclusive Education	Not required	None.

Nottingham Trent University	6	BA (Hons) Joint Honours in Education: Early Years, Psychology and Education	Not required	None.
Nottingham Trent University	6	BA (Hons) Joint Honours in Education: Early Years, Business and Education	Not required	None.
University of East Anglia	6	BA (Hons) Childhood Studies	Not required	None.
Various	6	BA (Hons) Early Childhood Studies (that are consistent with the QAA subject benchmark statement for ECS (training providers will provide this clarification) and include an element of assessed performance in an early years setting.	Not required	None.