

Level 3 Diploma for the Early Years Workforce (Early Years Educator)



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info@LVSTraining.co.uk

WNT Academy
London

Level 3 Diploma for the Early Years Workforce (Early Years Educator)

Qualification Specification

NCFE CACHE Level 3 Diploma for the Early Years
Workforce (Early Years Educator)

QRN: 601/2629/2

Please note: There are many other qualifications available at various levels.

Please [Request a call back](#) via our website or ask a LVS Training Team member for more details.

The objectives of this qualification are to:

The aim of this qualification is to prepare learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.

Upon achievement of this qualification it is intended that learners will be able to enter the workforce as Early Years Educators.

There are two main types of learning outcome:

- Skills that can be performed
- Knowledge that can be learnt.

To aid Assessors with discretionary decisions concerning individual experience in real work environments across the age range from 0-5 years: direct observations must continue to be used to assess competence with the age range the learner is working with but can be complemented with expert witness testimonies, reflective accounts including prior knowledge and professional discussions to assess knowledge, skills and competence outside of this age range.

This qualification prepares learners to work with children between birth and 5 years with knowledge of children up to 7 years.

In order to aid holistic delivery and assessment, we have structured the units around the following three themes:

- Theme 1: Health and well-being
- Theme 2: Legislation, frameworks and professional practice
- Theme 3: Play, development and learning for school readiness

Rules of combination

In order to achieve the Level 3 Diploma for the Early Years Workforce (Early Years Educator) learners must gain a total of 61 credits. To do this, they must achieve all 23 mandatory units which is Credit value: 61. Learners must be aged 16 or above.

[Design course: NCFE CACHE Level 3 Diploma for the Early Years Workforce \(Early Years Educator\) QRN: 601/2629/2 EYE/L3D](#)

Duration: 6-12 months (+ competency-based + distance learning + portfolio) **Cost £2500**

ENQUIRE

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**.

- Evidence Record
- Record of Assessment Cycle
- Unit Submission Form

Unit list

Our suite of Early Years Educator and associated qualifications are made up of a bank of shared units. A unit shared by multiple qualifications keeps the same unit number; therefore, unit numbers within our Unit Lists may not always run sequentially. We hope the consistent use of unit numbers will help you identify the crossover of units when navigating our Early Years Educator suite.

Theme 1: Health and well-being

| Unit no. | Unit ref. | Title | Level | Credit | GLH |
|-------------|------------|---|-------|--------|-----|
| Unit 1.1 | L/505/9300 | Support healthy lifestyles for children through the provision of food and nutrition | 2 | 2 | 20 |
| Unit 1.2 WB | A/505/9809 | Support healthy lifestyles for children through exercise | 2 | 1 | 8 |
| Unit 1.3 WB | M/505/9810 | Support physical care routines for children | 2 | 2 | 15 |
| Unit 1.4 WB | T/505/9811 | Promote children's emotional well-being | 3 | 2 | 14 |
| Unit 1.5 | A/505/9812 | Understand how to support children who are unwell | 3 | 2 | 19 |

Theme 2: Legislation, frameworks and professional practice

| Unit no. | Unit ref. | Title | Level | Credit | GLH |
|-------------|------------|---|-------|--------|-----|
| Unit 2.2 | F/505/9813 | Understand legislation relating to the safeguarding, protection and welfare of children | 3 | 3 | 21 |
| Unit 2.3 WB | J/505/9814 | Use legislation relating to the health and safety of children | 3 | 2 | 20 |
| Unit 2.4 WB | L/505/9815 | Follow legislation relating to equality, diversity and inclusive practice | 3 | 3 | 21 |
| Unit 2.5 WB | R/505/9816 | Working in partnership | 3 | 2 | 15 |
| Unit 4.1 | F/505/9830 | Engage in professional development | 3 | 2 | 15 |

Theme 3: Play, development and learning for school readiness

| Unit no. | Unit ref. | Title | Level | Credit | GLH |
|-----------------|------------|--|-------|--------|-----|
| Unit 3.1 | Y/505/9817 | Understand the value of play in Early Years | 3 | 2 | 20 |
| Unit 3.2 WB | D/505/9818 | Plan, lead and review play opportunities which support children's learning and development | 3 | 3 | 22 |
| Unit 3.4 WB | H/505/9819 | Promote enabling play environments | 3 | 2 | 16 |
| Unit 3.5 WB | Y/505/9820 | Developing children's emergent literacy skills | 3 | 3 | 25 |
| Unit 3.6 WB | D/505/9821 | Developing children's emergent mathematical skills | 3 | 4 | 34 |
| Unit 3.7 WB | H/505/9822 | Support children's transition to school | 3 | 2 | 17 |
| Unit 3.9 WB | K/505/9823 | Develop children's cognitive skills | 3 | 2 | 20 |
| Unit 3.10 WB | M/505/9824 | Promote children's speech, language and communication | 3 | 3 | 21 |
| Unit 3.11 WB | A/505/9826 | Promoting children's physical development | 3 | 2 | 19 |
| Unit 3.12 WB | T/505/9825 | Promoting children's personal, social and emotional development | 3 | 3 | 23 |
| Unit 3.13 | F/505/9827 | Support children with additional needs | 3 | 4 | 30 |
| Unit 3.14 | J/505/9828 | Use observation, assessment and planning to promote the development of children | 3 | 5 | 37 |
| Unit 3.15 | L/505/9829 | Use longitudinal studies to observe, assess and plan for children's needs | 3 | 5 | 34 |

Safeguarding guidance

To support early years settings, the 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.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. 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 Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used. Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

| Ref | Assessment Method | Assessing Competence / Skills | Assessing Knowledge / Understanding |
|-----|---|-------------------------------|-------------------------------------|
| A | Direct observation of learner by assessor □ by an assessor who meets the relevant Sector Skills Council'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 evidence* □ when directed by the Sector Skills Council 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 babies or children, by the learner | Yes | Yes |
| H | Portfolio of evidence □ may include simulation** | Yes | Yes |
| I | Recognition of prior learning | Yes | Yes |
| J | Reflection on own practice in real work environment | Yes | Yes |
| K | Written and pictorial information | No | Yes |
| L | Scenario or case study | No | Yes |
| M | Task set by us(for knowledge learning outcomes) | 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.

Placement in a Real Work Environment

You will not be assessed in the workplace, however if you are studying for the Certificate and Extended Diploma you will be required to attend placement in a real work environment to support your learning. Placement supports learning by providing opportunities for you to apply knowledge to practice, receive feedback, and reflect on your own experience. Placement also provides opportunities for you to observe professional practice in action and gain valuable employability skills.

Listed below are some examples of appropriate work placement settings:

- adult residential care home
- nursing home
- day centre
- children's centre
- health centre
- supported/sheltered accommodation
- domiciliary/community care
- respite care
- residential school
- assessment centre
- special school
- hospital
- specialised voluntary groups

You should be encouraged by your tutor to reflect on your placement experience throughout your studies. Placement Handbooks, which include a Professional Skills Profile, will be provided to you and your placement mentor. They will be used to record your progress in several core subject areas. The following knowledge and skills within the Professional Skills Profile are covered by multiple mandatory units within the Certificate and Extended Diploma:

- positive role modelling
- policy and procedure
- communication
- valuing diversity
- inclusive practice
- health and safety
- professional development.

Placement Handbooks must be completed with input from your placement mentor and tutor.

Progression

Job roles include:

- Practitioner in day nurseries
- Practitioner in Nursery schools
- Practitioner in reception classes in primary schools
- Pre-school worker.