



FAQ LEVEL 3 DIPLOMA IN

EARLY YEARS EDUCATION AND CHILDCARE (EARLY YEARS EDUCATOR)

OVERVIEW SPECIFICATION

Qualification Number: **601/3816/6**

Qualification Reference: **L3DEYECEYE**



FutureQuals



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Document Details and Version History

Document Details	
Document Name	FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator) Overview Qualification Specification
Purpose of Document	To confirm requirements and provide guidance regarding the administration, delivery and assessment of this qualification.
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New Version Number	Date Amended	Section/Page Number Amended	Details of Amendment(s)
v1.0	01.06.23	Throughout	Creation of Overview Specification using information from the Full Specification
v1.1	26.06.23	Qualification Size and Registration Length	Registration length updated

Introduction

Introduction to FutureQuals

FutureQuals is a forward-thinking, Learner-centric and customer-focused awarding and end-point assessment organisation committed to excellence.

Our Values

Visionary | Supportive | Innovative | Professional

Our Vision

“We envisage a place in which every Learner achieves their full potential.”

Our Mission

“To provide Learners, Centres and Organisations with respected, valued, inclusive and quality-assured qualifications and assessments.”

Recognised to offer regulated qualifications in England, Wales, Northern Ireland, and accredited qualifications in Scotland, FutureQuals provide approved Centres with specialist, progressive qualifications.

FutureQuals is recognised to deliver high-quality apprenticeship end-point assessment for employers and training providers in England.

A full list of our qualifications and end-point assessments can be found on our website: <https://www.futurequals.com>

Introduction to Qualification Specification

Welcome to the **FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator) Overview Qualification Specification**.

The aim of this overview qualification specification is to outline the qualification requirements and provide guidance to FutureQuals Centres regarding the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail, becoming fully conversant with the procedures and accompanying documents, including the full qualification specification, which contains detailed Component criteria and assessment information.

Publication Information

Every effort has been made to ensure that the information contained in this document is true and correct at the time of publication. However, FutureQuals products and services are subject to continuous development and improvement. We, therefore, reserve the right to change these products and services from time to time. FutureQuals cannot accept liability for any loss or damage incurred from the use of information in this publication.

Any changes and updates will be documented in the version history of this specification.

Qualification Information

Qualification Title:	FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)
Qualification Level:	3
Qualification Product Code:	L3DEYECEYE
Qualification Number:	601/3816/6
Qualification Type:	RQF
Regulated by:	Ofqual
Apprenticeship Standards:	This qualification is included as a requirement of the following apprenticeship standards: <ul style="list-style-type: none">• ST0135

Purpose and Aims

The purpose of the **FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)** is to provide Learners with the skills, knowledge and understanding required to become Early Years Educators within the UK Early Years Workforce and work with children from birth to 5 years of age.

This qualification enables the Learner to demonstrate an in-depth understanding of early years education and care, and show that they can:

- Support and promote children’s early education and development
- Plan and provide effective care, teaching and learning that enable children to progress and prepares them for school
- Make accurate and productive use of assessment
- Develop effective and informed practice
- Safeguard and promote the health, safety and welfare of children
- Work in partnership with the key person, colleagues, parents and/or carers or other professionals

This qualification forms part of the FutureQuals Child Development and Well-being Suite.

Qualification Size and Registration Length

Minimum credits required to achieve this qualification: **65**

Guided Learning (GL) for this qualification: **495 hours**

Total Qualification Time for this qualification (TQT): **650 hours**

Registration Length: **30 months**

Qualification Fees

Please visit our website for information on registrations fees, applicable assessment resit fees, and to view our *Fees and Pricing Policy*.

Funding Information

The **FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)** may be eligible for public funding, as determined by the Department for Education (DfE).

For information regarding potential sources of funding, please contact your local funding office.

Qualification Structure - Components, Rules of Combination and Requirements

To achieve the **FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)**, Learners must meet the rules of combination and follow all guidance relating to barred Components and Component order.

Group M - Mandatory Components					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
1	A/506/2600	Understand Supporting Children's Development	5	38	3
2	F/506/2601	Significance of Attachment and How to Promote it When Working With Young Children	5	35	3
3	J/506/2602	Understand Theoretical Perspectives of Young Children's Development	4	30	3
4	L/506/2603	Support Children to Develop Holistically	3	21	3
5	Y/506/2604	Support the Development of Early Literacy and Mathematics	4	27	3
6	D/506/2606	Support Young Children Through Transitions and Significant Events	3	21	3
7	H/506/2607	Understanding Current Early Education Curriculum Requirements and the Importance of Promoting Inclusive Practice	3	28	3
8	H/506/2610	Planning, Leading and Reflection on the Delivery of the Current Early Education Curriculum	4	27	3

9	R/506/4837	Provide Learning Experiences, Environments and Learning Opportunities for Young Children	4	30	3
10	A/506/2614	Understand Modelling and Promoting Positive Behaviour When Working With Young Children	2	14	3
11	R/506/2618	Understand Supporting Young Children With Additional Needs	3	25	3
12	D/506/2623	Assessment Techniques Within the Requirements of the Current Early Education Curriculum	3	22	3
13	R/506/4840	Understand the Importance of Continuing Professional Development for the Early Years Educator	2	18	3
14	D/506/4839	Promote Legal Requirement of Health and Safety and Welfare of Young Children	2	17	3
15	T/506/2627	Understand Legal Requirements on Safeguarding of Young Children in Early Years Settings	3	26	3
16	L/506/2634	Working Cooperatively With Key Person, Colleagues, Parent/Carer and Other Professionals Within Early Years Settings	3	23	3
17	R/506/2635	Plan and Implement Care Routines Which Promote Health, Well-being and Healthy Lifestyles	4	30	3
18	Y/506/4838	Maintain Accurate Records, Paperwork and Respond to Accidents and Emergency Situations	2	18	3
19	D/506/2637	Understand Food and Nutrition When Working With Young Children	3	24	3
20	H/506/2638	Provide Play Opportunities for Young Children in Early Years Settings	3	21	3

Rules of Combination - Learners must achieve all of the Components in *Group M - Mandatory Components*.

Barred Components - There are no barred Components in this qualification; all Components must be achieved.

Component Order - The order in which Components are to be taught is at the discretion of individual Centres.

Qualification Assessment

The purpose of assessment is to ensure that effective learning has taken place and to provide Learners with the opportunity to achieve all of the learning outcomes and assessment criteria.

Method of Assessment

Detailed information relating to assessment methods for the **FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)** can be found within the full qualification specification. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

All evidence produced by the Learner must be their own.

Assessment Principles

FutureQuals will always publish Assessment Principles, whether they have been developed by a Sector Skills Council (SSC) or are FutureQuals' own. The latest version of the generic FutureQuals Assessment Principles is available on the FutureQuals website and should be used in conjunction with any qualification-specific Assessment Principles.

You can view the *FutureQuals Assessment Principles* here:

<https://www.futurequals.com/assets/AssessmentPrinciples.pdf>

Any Assessment Principles specific to a qualification will always be reproduced in the specification they relate to. The **FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)** must be assessed according to the *Joint Awarding Organisation Quality Group (JAOQG) Early Years Educator Qualifications Assessment Principles, Version 2, January 2014*, approved by the National College for Teaching and Leadership (NCTL); see *Appendix 1*.

All Components must meet the professional standards and requirements of the current Early Years Foundation Stage Framework and inspection authorities.

Grading

The overall qualification is graded as Pass or Fail.

Qualification Resources

Learning Resources and Assessments

In support of delivering the **FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)**, FutureQuals has created the following resources:

- *FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator) Full Specification (including assessment principles)*
- *FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator) Overview Specification (including assessment principles)*
- *FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator) Evidence Log*

The Head of Centre (and staff authorised by the HoC) at Centres approved to deliver this qualification will be provided with access to a SharePoint folder containing the full qualification specification and Evidence Log.

Learner Requirements and Information

Entry Requirements

Learners must:

- be 16 years of age (or older) on the first day of teaching

There are no formal qualification entry requirements that Learners must complete prior to completing the qualification. Learners will, however, need to have minimum core skills in literacy, numeracy and ICT to successfully complete the qualification. Initial assessment of minimum core skills may be carried out for all Learners commencing the qualification.

The following also apply:

- To gain employment with this qualification in the Early Years Workforce, the Learner must have or achieve a General Certificate of Secondary Education (GCSE) grade C or above in English Language and mathematics or other suitable Level 2 qualifications (which also includes Level 2 Functional Skills). This means that Learners who are currently working towards an EYE qualification (either stand alone or as part of an apprenticeship program) can count in the Level 3 ratios if they hold a suitable Level 2 qualification in English and maths once they have achieved their EYE qualification.
- To participate in the apprenticeship framework, the Learner is required to have GCSE grade C or GCSE (9-1) grade 4 or above in English Language and mathematics before starting this qualification or other suitable Level 2 qualifications (which also includes Level 2 Functional Skills).

Reasonable Adjustments and Special Considerations

We are committed to improving access for Learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

Identification Requirements

The following are acceptable examples of proof of a Learner's identity:

- a valid passport (any nationality)
- a national identity card issued by an EU country
- a Gibraltar identity card
- a signed UK photocard driving licence
- a valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g., employee ID card (must be current employer), student ID card or a travel card

Learner Authenticity

It is a regulatory requirement that assessment evidence is authenticated as the work of the named Learner. Therefore, FutureQuals require that a declaration of authenticity is signed by the Learner for each assessment submitted (this includes e-portfolio systems). If an assessment is conducted online through the XAMS Platform, Learners will also be asked to declare that the assessment attempt is their own.

If a Centre uses their own pre-approved version of a FutureQuals Evidence Log, the same information must be captured as in the FutureQuals-issued Evidence Log, i.e., the assessment method, evidence reference, the Assessor's decision (including the signature and date to evidence completion of assessment) and the Learner's declaration of authenticity. The Learner must sign and date the declaration.

Recognition of Prior Learning (RPL)

RPL is a method of assessing and validating learning, achievement or credit that considers whether a Learner can demonstrate they meet the assessment requirements for a Component. This may be through knowledge, understanding or skills they already possess.

Provided the assessment requirements of a given Component or qualification have been met, the use of RPL is acceptable for the achievement of a Component(s) or a whole qualification. For further information, Centres should refer to the *FutureQuals Recognition of Prior Learning Policy* which can be found on the FutureQuals website.

Requalification

Once awarded, the **FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)** certificate does not expire. However, it is advised that Learners complete refresher training, as and when appropriate and in line with government guidelines, in order to continue working with children and young people.

Progression Opportunities

The **FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)** can support progression on to a range of childcare qualifications.

Centre Requirements and Information

Delivery Plans

Details of what the Learner will need to know to achieve this qualification can be found in the full specification.

Workforce Requirements

In order to deliver, assess and quality assure the **FAQ Level 3 Diploma in Early Years Education and Childcare (Early Years Educator)**, Centres must first have applied for, and received, approval to offer the qualification.

Centres must have in place appropriately experienced and qualified staff. This includes Tutors, Assessors, Invigilators and Internal Quality Assurers (IQAs). All workforce requirements can be found in *Appendix 1 – Joint Awarding Organisation Quality Group (JAOQG) Early Years Educator Qualifications Assessment Principles*, Version 2, January 2014, approved by the National College for Teaching and Leadership (NCTL).

Component Specifications – Mandatory Components

Component 1: Understand Supporting Children’s Development

Component Reference Number: A/506/2600

Credit Value: 5

GL: 38 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand the role of an Early Years Educator in supporting a child/children’s development.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the expected development of young children from birth to 5 years	Social, emotional and cognitive development
	Development theorists
	Role of the Early Years Educator
2. Be able to apply understanding of the expected patterns of child development for young children from birth to 5 years in the role of the Early Years Educator	Observations of individual and groups of children
	Observations including reviews, discussions and next steps
3. Be able to identify and support child developments showing a clear understanding of equality of opportunity and anti-discriminatory practice	Individual needs and interests of child
4. Understand further development of children age 5 to 7 years	Social, emotional and cognitive development
	Role of the Early Years Educator
5. Be able to demonstrate a good command of the English language, spoken and written	Recording information clearly and correctly
	Interaction with child and or parent/carer and/or colleague

Component 2: Significance of Attachment and How to Promote it When Working With Young Children

Component Reference Number: F/506/2601

Credit Value: 5

GL: 35 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand the significance of attachment within the role of the Early Years Educator.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand theory of attachment	Attachment theory Models of attachment
2. Understand the significance of attachment and the role of the Early Years Educator in promoting it	Attachment theory in relation to the role of the Early Years Educator Children's development and learning
3. Be able to provide care and support for young children from birth to 5 years to enable attachment	Individual settling-in programmes for a child new to a setting Apply to different ages such as birth to 12 months Settling-in program for a child Outcomes of a settling-in program Recommendations to improve the settling-in process
4. Be able to provide activities for young children from birth to 5 years to promote attachment	Activities for different aged children Activities that encourage attachment Recommendations to enhance attachment
5. Understand how inclusive practice can promote attachment for children in the early years	Enhance equality of opportunity Benefits of inclusive practice
6. Be able to demonstrate a good command of the English language, spoken and written	Recording information clearly and correctly Interaction with child and or parent/carer and/or colleague

Component 3: Understand Theoretical Perspectives of Young Children’s Development

Component Reference Number: F/506/2601

Credit Value: 4

GL: 30 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand the significance of development theories within the role of the Early Years Educator.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand a range of child development theories	Social, emotional and cognitive development
	Importance of theories
2. Understand how theories and/or philosophical approaches inform the Early Years Educator in their work role	Supporting children to learn and develop
3. Understand how children’s learning and development can be affected by their stage of development and circumstances	Effects of stage of development and individual circumstances
	Effects on children’s progression
	Role of the Early Years Educator in supporting children’s progression

Component 4: Support Children to Develop Holistically

Component Reference Number: L/506/2603

Credit Value: 3

GL: 21 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand the importance of holistic development for young children.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the meaning of holistic development for young children	What does 'holistic' mean?
	Importance of holistic development
2. Be able to support children's holistic development	Personal, social and emotional development
	Planning activities from birth to 5 years
	Implementing activities from birth to 5 years
	Evaluating activities
	Outcome for the child/children
3. Be able to demonstrate a good command of the written English language	Recording information clearly and correctly

Component 5: Support the Development of Early Literacy and Mathematics

Component Reference Number: Y/506/2604

Credit Value: 4

GL: 27 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to gain an understanding of a range of strategies for developing early literacy and mathematics.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand systematic synthetic phonics (SSP) in the teaching of reading	What is 'systematic synthetic phonics?'
	Strengths and challenges
2. Be able to use systematic synthetic phonics in developing early literacy	Teaching of reading
	Planning learning activities
	Implementing learning activities using SSP
	Consider next steps and equal opportunities/anti-discriminatory practice
3. Be able to use a range of strategies for developing early literacy for young children from birth to 5 years	Range of strategies
	Planning activities
	Implementing activities
	Evaluating activities
4. Be able to use a range of strategies for developing early mathematics for young children from birth to 5 years	Possible lines of development or next steps
	Range of strategies
	Planning activities
	Implementing activities
5. Be able to demonstrate a good command of the written English language	Evaluating activities
	Possible lines of development or next steps
	Recording information clearly and correctly

Component 6: Support Young Children Through Transitions and Significant Events

Component Reference Number: D/506/2606

Credit Value: 3

GL: 21 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand the importance of transitions and the potential effects in the lives and development of **young children**.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the importance of supporting young children through transitions and significant events	Potential effects of experiencing a transition
	Importance of supporting young children
	Promoting equality of opportunity and anti-discriminatory practice
2. Understand how to prepare and support young children through transitions and significant events in their lives	Preparing and supporting young children through transitions
	Role of key persons
	Role of confidentiality
3. Be able to prepare and support young children through transitions and significant events in their lives	Early years provision
	Interactions with key persons
	Supporting a child
	Reviewing the transition process
4. Be able to demonstrate a good command of the written English language	Recording information clearly and correctly

Component 7: Understand Current Early Education Curriculum Requirements and the Importance of Promoting Inclusive Practice

Component Reference Number: H/506/2607

Credit Value: 3

GL: 28 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand the current Early Years Foundation Stage Framework and the importance of promoting inclusive practice.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the overarching principles of the current Early Years Foundation Stage (EYFS) Framework	Principles of the current EYFS Framework
	Shaping practice within early years settings
2. Understand the structure of the current Early Years Foundation Stage Framework	Structure of the current EYFS Framework
	Areas of learning and development
	Influence on educational programmes
	Children's curiosity and enthusiasm for learning
3. Understand the importance of providing full and inclusive learning programmes for young children in an early years setting	Legislation which influences equality and inclusive practice
	Importance of inclusive learning programmes
	Role of the Early Years Educator
	Adult-led and child-initiated activities
	Supporting children's learning styles
4. Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances	Importance of diversity, equality and inclusion
	Supporting cultural differences
	Supporting family circumstances
5. Be able to demonstrate a good command of the written English language	Recording information clearly and correctly

Component 8: Planning, Leading and Reflection on the Delivery of the Current Early Years Foundation Stage Framework

Component Reference Number: H/506/2610

Credit Value: 4

GL: 27 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand planning, leading and reflecting on the delivery of the current Early Years Foundation Stage Framework.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand how to plan to deliver the current Early Years Foundation Stage Framework	Required content for children pre-early years
	Purposeful play opportunities for young children
2. Be able to plan to deliver the current Early Years Education Framework	Individual needs and circumstances of children
	Adult-led and child-initiated activities
3. Be able to lead purposeful play opportunities and education programmes for young children	Factors of planning activities
	Participating in adult-led and child-initiated activities
4. Be able to reflect on the delivery of the current Early Years Foundation Stage Framework	Recommendations for improvement
5. Be able to demonstrate a good command of the written English language	Recording information clearly and correctly

Component 9: Provide Learning Experiences, Environments and Learning Opportunities for Young Children

Component Reference Number: R/506/4837

Credit Value: 4

GL: 30 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to provide learning environments, learning experiences and opportunities to support children’s development.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to provide learning environments for young children from birth to 5 years	Range of factors to support young children
	Adult-led and child participation in learning
	Supporting development of young children
	Promoting positive behaviour
2. Be able to provide learning experiences and opportunities for young children from birth to 5 years	Children’s own behaviour in relation to others
	Independent and group learning
	Adult-led and child participation in learning
	Supporting children’s development
3. Be able to engage in effective strategies to develop and extend children’s thinking	Promoting positive behaviour
	Children’s own behaviour in relation to others
	Sustained and shared thinking
4. Be able to demonstrate a good command of the spoken and written English language	Implementing learning experiences
	Recording information clearly and correctly
	Providing evidence

Component 10: Understand Modelling and Promoting Positive Behaviour When Working With Young Children

Component Reference Number: A/506/2614

Credit Value: 2

GL: 14 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand modelling and promoting positive behaviour whilst supporting children to manage their own behaviour.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the role of the Early Years Educator in modelling and promoting positive behaviours expected of young children	Modelling positive behaviour
	Ways of supporting positive behaviour
	Working with parents/carers
2. Understand the support that young children need to manage their own behaviour in relation to others	Appropriate strategies for stage/age of child/children
	Value of involving the child/children, parents/carers and colleagues
	Promoting equality of opportunity and inclusive practice
3. Demonstrate a good command of the written English language	Recording information clearly and correctly

Component 11: Understand Supporting Children With Additional Needs

Component Reference Number: R/506/2618

Credit Value: 3

GL: 25 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand the Early Years Educator's role when supporting children with additional needs.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand when children are in need of additional support	What are 'additional needs?'
	Range of factors
	Accessing additional support in an early years setting
2. Understand how to plan to meet a young child's additional needs	What does 'working in partnership' mean?
	Working with key persons
	Supporting children's development
3. Be able to provide activities to meet additional needs for young children	Providing planned activities
	Reviewing activities provided in the setting
	Next steps for young children with additional needs
	Outcomes of planned activities
4. Be able to promote equality of opportunity and anti-discriminatory practice	Inclusive practice within activities

Component 12: Assessment Techniques Within the Requirements of the Current Early Years Foundation Stage Framework

Component Reference Number: D/506/2623

Credit Value: 3

GL: 22 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand assessment techniques relevant to making and recording assessment judgements about young children's progress.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand assessment techniques within the current Early Years Foundation Stage Framework for assessing young children	Formative assessment
	Summative assessment
	Continual observation to inform assessment
	Observation methods
2. Be able to make assessment judgements of young children's learning and development	Learning and development for children from birth to 5 years
	Children's needs and interests
	Tracking children's progress
	Discussing progress with key persons

Component 13: Understand the Importance of Continuing Professional Development (CPD) for the Early Years Foundation Stage

Component Reference Number: K/506/2625

Credit Value: 2

GL: 18 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand the importance of continuing professional development in the work role of the Early Years Educator.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the importance of Continued Professional Development (CPD)	What is CPD?
	Importance of CPD
2. Be able to engage in Continued Professional Development (CPD)	Improving practice
	Reflecting on development
	Identifying further learning needs
	Action plan for CPD
3. Be able to demonstrate a good command of the written English language	Recording information clearly and correctly

Component 14: Promote Legal Requirements of Health and Safety and Welfare of Young Children

Component Reference Number: D/506/4839

Credit Value: 2

GL: 17 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to gain an understanding of the legal requirements of health, safety and welfare of young children in early years settings.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the legal requirements of health and safety within an early years setting	Legal requirements
	The Early Years Educator's role in relation to key policies
2. Understand the role of the Early Years Educator in prevention and control of infection	Hand washing, food hygiene and sterilisation of babies feeding equipment etc.
	Impact of the Early Years Educator
3. Be able to facilitate prevention and control of infection whilst working with young children aged birth to 5 years	Strategies and activities that raise awareness
	Utilising skills
4. Be able to undertake risk assessments in early years settings	Purpose of risk assessments
	Policies and procedures
5. Be able to demonstrate a good command of the written English language	Recording information clearly and correctly

Component 15: Understand Legal Requirements on Safeguarding of Young Children in Early Years Settings

Component Reference Number: T/506/2627

Credit Value: 3

GL: 26 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand legislation policy, procedure and required practice in relation to safeguarding in early years settings.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the legal requirements and guidance in relation to safeguarding within early years settings	Legal requirements and guidance
	Employment of staff
	Role of the Early Years Educator in implementing policies
	Responsibilities in protection and promoting the welfare of young children
2. Understand safeguarding policies and procedures	Content of safeguarding policies
	Types of abuse
	Symptoms of abuse
	Role of Early Years Educator in protecting young children
3. Understand support for Early Years Educators when safeguarding children	Limitations of role in protecting young children
	Working practices
	Sources of support for self

Component 16: Working Cooperatively with Key Persons, Colleagues, Parents/Carers and Other Professionals Within Early Years Settings

Component Reference Number: L/506/2634

Credit Value: 3

GL: 23 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand working cooperatively in the role of the Early Years Educator.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand working in partnership in relation to the requirements of the current Early Years Foundation Stage Framework	What does 'working in partnership' mean?
	Requirements of EYFS Framework
2. Understand working cooperatively when caring and enabling young children to develop from birth to 5 years	Strengths and challenges when working cooperatively with key persons
	Strategies supporting parents/carers to recognise contribution to child development
	Activities and opportunities encouraging parents/carers contribution to child development
3. Be able to work in partnership with parents/carers in early years settings	Encouraging parents/carers to contribute to a range of child development factors
	Parents taking an active role in child development
	Valuing contributions
4. Be able to demonstrate a good command of the spoken and written English language	Recording information clearly and correctly
	Providing evidence

Component 17: Plan and Implement Care Routines Which Promote Health, Well-being and Healthy Lifestyles

Component Reference Number: R/506/2635

Credit Value: 4

GL: 30 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand the importance of care routines, health and well-being in promoting healthy life styles.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand physical care routines suitable to the age, stage and needs of the children	What are 'physical care routines?'
	Welfare needs of young children
	Appropriateness to age, stage and needs of a child
	Role of parent/carer
2. Be able to plan and carry out physical care routines for young children	Stage, age and needs of the child
	Carrying out physical care routines for young children from birth to 5 years
	Evaluating and revising physical care routines for young children from birth to 5 years
3. Understand the importance of health and well-being for young children from birth to 5 years	What is 'health and well-being?'
	Importance of health and well-being
	Role of the Early Years Educator
4. Be able to support health and well-being by promoting healthy lifestyles for young children from birth to 5 years	Learning environments
	Providing activities
	Involving parents/carers

Component 18: Maintain Accurate Records and Paperwork and Respond to Accidents and Emergency Situations

Component Reference Number: Y/506/4838

Credit Value: 2

GL: 18 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand the requirements of recording and maintaining accurate records and how to respond to accident and emergency situations.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the requirements of maintaining records and reports within early years settings	Requirements of the current Early Years Foundation Stage Framework
	Policies and procedures
2. Be able to prepare and maintain accurate and coherent records and reports to ensure that the needs of all children are met	Range of factors such as medication requirements etc.
3. Be able to implement accident and emergency policies and procedures in early years settings	Agreed working practices
	Carrying out agreed working practices
4. Be able to demonstrate a good command of the spoken and written English language	Recording information clearly and correctly
	Providing evidence

Component 19: Understand Food and Nutrition When Working With Young Children

Component Reference Number: D/506/2637

Credit Value: 3

GL: 24 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand the role of an Early Years Educator in providing a balanced diet for young children.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand Early Years Foundation Stage requirements for providing food and drink for young children	What is 'healthy eating?'
	Requirements of the current Early Years Foundation Stage Framework
	Role of the Early Years Educator
2. Understand what constitutes a balanced diet for young children	Main food groups
	Nutritional value of main food groups
	Balanced diet
	Nutritional needs of a baby
	Portion size and nutritional requirements
3. Understand the importance of promoting healthy eating when working with young children	How to promote healthy eating
	Ways which promote healthy eating
4. Be able to promote healthy eating when working with young children	Planning an activity
	Carrying out an activity
	Reflecting on practice
	Actions for improvement

Component 20: Provide Play Opportunities for Young Children in Early Years

Component Reference Number: H/506/2638

Credit Value: 3

GL: 21 hours

Level: 3

Component Summary

The purpose of this Component is to enable the Learner to understand the role of an Early Years Educator in providing play opportunities for young children.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the role of play in the learning and development of young children	Aspects of play
	Types of play
	What is 'learning through play?'
	The role of play
2. Be able to provide indoor play activities for young children	Planning individual or group indoor play opportunities
	Facilitating individual or group indoor play opportunities
	Evaluating learning and development from indoor play
3. Be able to provide outdoor play activities for young children	Planning individual or group outdoor play opportunities
	Facilitating individual or group outdoor play opportunities
	Evaluating learning and development from outdoor play

Enquiries

Contact Us

Any enquires relating to this qualification should be addressed to:

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Feedback

Your feedback is very important to us. We're always open to suggestions for enhancing and improving our services, products and systems.

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Appendix 1 – Early Years Educator Qualifications Assessment Principles

(January, 2014)

1. Introduction

1.1 This document sets out those principles and approaches to Component/qualification assessment for qualifications approved by the National College for Teaching and Leadership (NCTL). The information is intended to support the quality assurance processes of those Awarding Organisations that offer 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 which require further interpretation and definition, and support sector confidence.

2. Assessment Principles

2.1 Assessment decisions for **competence based learning outcomes** must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence 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 by the individual Awarding Organisation.

2.5 Given the nature of work with children and their families, 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 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 for **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.

2.6 Assessment of **knowledge based learning outcomes** may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for components 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.

4. Definitions

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.

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.

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.

Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify that undertaking internal quality assurance to make decisions about that quality assurance.

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, continuous professional development relevant to the sector for which they are attesting competence
- That they have no conflict of interest in the outcome of the evidence

List of acceptable qualifications for Assessors of the Early Years Educator qualification:

D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
Level 3 Certificate in Assessing Vocational Achievement
Qualified Teacher Status
Certificate in Education in Post Compulsory Education (PCE)
Social Work Post Qualifying Award in Practice Teaching
Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
Level 4 Certificate in Education and Training
Diploma in Teaching in the Lifelong Learning sector (DTLLS)
Level 5 Diploma in Education and Training
Mentorship and Assessment in Health and Social Care Settings
Mentorship in Clinical/Health Care Practice
L&D9DI - Assessing Workplace Competence using Direct and Indirect Methods (Scotland)
L&D9D - Assessing Workplace Competence using Direct Methods (Scotland)
NOCN – Tutor/Assessor Award



FAQ LEVEL 3 DIPLOMA IN
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