



Qualifications Criteria – Early Years Educator (Level 3)

Context of Reform

These proposed revised criteria lay out what Awarding Organisations will be expected to put in place to construct a fit for purpose Early Years Educator qualification. Alongside this, the quality of training and placements, and academic entry requirements (for example, GCSE English and maths), will be addressed through other work which DfE will undertake across Government and with Ofsted to promote good practice.

Statutory Framework and Qualifications

The Early Years Foundation Stage sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children a broad range of knowledge and skills that provide a foundation for good future progress through school and life.

It is the role of the Teaching Agency to define the content of the Level 3 qualifications that practitioners must hold to be included in the specified ratios.

The Teaching Agency does this by defining criteria that Awarding Organisations must adhere to when developing their qualifications.

Qualifications that meet the criteria are included on the [Early Years Qualifications List](#). The list is designed to help employers and practitioners identify suitable Level 3 qualifications.

Early Years Educator – Qualification Criteria

The qualification criteria lay out the minimum requirements for what an Early Years Educator should know, understand and be able to do to be considered qualified. It is divided into two sections:

Section i summarises qualification content and assessment criteria

Section ii defines the minimum requirements that underpin content criteria

Section i: Qualifications Content and Assessment Criteria for Level 3 Early Years Educator

A	QUALIFICATION CONTENT All Level 3 Early Years Educator qualifications will require candidates to demonstrate an in-depth understanding of early years education and care, including that they can: <ol style="list-style-type: none">1. Deliver children’s early education and development from birth to the age of five2. Deliver effective teaching and learning which enables children to progress and prepares them for school3. Make accurate and productive use of assessment4. Develop effective and informed practice5. Safeguard and promote the health, safety and welfare of children6. Work with parents and carers and in partnership Full details of required qualification content are shown in Section ii on the following pages. <i>Note: GCSE English and maths are proposed entry requirements for training courses, not the content of qualifications, and so are not included in these qualification criteria.</i>
B	ASSESSMENT CRITERIA Candidates must be required to produce a majority of their evidence of performance from observation of practice, with children, in a real work environment, but may also include: <ul style="list-style-type: none">• Witness testimony from a manager, supervisor or colleague• Products resulting from work, for example:<ul style="list-style-type: none">- Written child observations and assessments- Outputs from activities- Learning /reflective practice journal Assessors must be professionally competent and knowledgeable. <i>Note: Quality of training and practice placements are not a matter for these content criteria and will be addressed through other work which DfE will undertake across Government and with Ofsted to promote good training practice.</i>
C	ACCREDITATION The Level 3 Early Years Educator qualifications must: Must meet the national requirements for valid, reliable assessment and awarding procedures. These are quality assured and accredited by Ofqual to the Qualifications & Credit Framework.

1. Deliver children's early education and development from birth to the age of five

1.1 Know and understand the expected pattern of **children's development** from birth to 5 years, and have an understanding of further development from age 5 to 7.

Children's development patterns to include:

- cognitive
- linguistic and communication development
- literacy and numeracy
- physical
- emotional (including attachment)
- social
- neuroscience and brain development
- special education needs and disability
- disadvantage

1.2 Know and understand evidenced-based approaches to how babies and children learn and develop and how these might influence practice.

1.3 Explain how children's learning and development can be affected by their stage of development and individual circumstances.

1.4 Know and understand how to direct children's' language and communication development, their group learning and socialisation.

1.5 Prepare children for, and support them through, **transitions** in their lives, particularly in preparing for school.

Transitions to include:

- starting day care,
- moving from nursery to school,
- birth of a sibling,
- moving home,
- living outside of the home,
- loss of significant carer.

1.6 Know and understand the early education curriculum requirements for the Early Years Foundation Stage.

2. Deliver effective teaching and learning which enables children to progress and prepares them for school

2.1 Plan activities and educational programmes which include the **learning and development** areas of the Early Years Foundation Stage, including working with colleagues.

Learning and development areas are:

Prime:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

2.2 Ensure plans take into account the stage of development and circumstances of children.

2.3 Lead activities and educational experiences which include the **learning and development** areas of the Early Years Foundation Stage.

Learning and development areas are:

Prime:

- Communication and language (extending vocabulary, language structure, and dialogue, for example)
- Physical development
- Personal, social and emotional development

Specific:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

2.4 Provide carefully tailored learning opportunities, appropriate to the age range and ability, for individual and groups of children.

2.5 Direct children's language and communication development, their group learning and socialisation.

2.6 Encourage children's participation, ensuring a balance between structured and freely chosen activities, for example 50% structured and 50% free flow.

2.7 Know how to teach the foundations for early reading (for example, decoding and comprehension) and basic mathematics.

2.8 Model the positive behaviours expected from children.

2.9 Manage the behaviour and conduct of children, particularly to support transition to school.

2.10 Identify when a child is in need of additional support and how this can be accessed.

3. Make accurate and productive use of assessment

- 3.1 Carry out and record observational assessment accurately.
- 3.2 Identify the individual needs, interests and stages of development of individual children.
- 3.3 Make use of formative and summative assessment to plan next steps and shape activities and educational experiences.
- 3.4 Work closely with colleagues, parents and carers to discuss each child's progress and plan next stages in their learning.
- 3.5 Deliver the curriculum to a consistently high quality, according to workplace requirements and relevant inspection regime.

4. Develop effective and informed practice.

- 4.1 Model effective practice and lead by example, including demonstrating a good command of the English language (in spoken and written form).
- 4.2 Demonstrate the ability to reflect on practice to support own continuous improvement.
- 4.3 Undertake continuing professional development to improve own skills, practice, and subject knowledge, for example in English, mathematics, music, history, or modern foreign languages.

5. Safeguard and promote the health, safety and welfare of children

- 5.1 Know and act upon the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
- 5.2 Identify own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
- 5.3 Maintain **accurate and coherent records and reports** and share information, only when appropriate, to ensure the needs of all children are met.

Records and reports include:

- medication requirements
- special dietary needs
- planning
- observation and assessment,
- health, safety and security

- 5.4 Carry out physical care routines suitable to the age of the child (responsively and with kindness).

5.5 Understand why health and well-being is important for babies and children and promote healthy lifestyles, including good nutrition and physical exercise.

5.6 Demonstrate skills and knowledge of paediatric first aid and for the **prevention and control of infection**.

Prevention and control of infection including:

- hand washing,
- food hygiene,
- dealing with spillages safely,
- safe disposal of waste,
- using correct personal protective equipment
- knowledge of common childhood illnesses

5.7 Carry out risk assessment and risk management in line with policies and procedures.

5.8 Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of **abuse**, and act to protect them.

Types of **abuse** including:

- neglect,
- physical,
- emotional
- sexual abuse

6. Work with parents and carers and in partnership

6.1 Work co-operatively with colleagues and wider professionals to meet the needs of babies and children and enable them to progress.

6.2 Work in partnership with parents and carers to help them recognise and value the significant contributions they make to their child's health, well-being, learning and development.

6.3 Encourage families to take an active role in their child's learning and development, to ensure they are prepared for school.