



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

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Qualification facts

**cache**  
nurturing achievement

# About this qualification

The Level 3 Diploma for the Early Years Workforce (Early Years Educator) prepares learners to become Early Years Educators, enabling them to work with and care for 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.

We have surpassed the minimum requirements set out in the National College of Teaching and Leadership (NCTL) criteria to develop a gold standard qualification which reflects the priorities of practitioners and employers to meet the needs of young children.

## Entry requirements

Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.

## Experience in the workplace

Learners will need to be working, volunteering or on a practical placement as an important part of the assessment process involves evaluating skills in real working situations. We recommend 350 hours across the age ranges.

## National College for Teaching and Leadership entry requirements

GCSE English and maths at grade C or above are a requirement together with the Early Years Educator qualification to count in the staff-to-child ratios at Level 3. It is not a requirement for registration or certification.

## Qualification structure

We have structured the units around the following four themes:

- **Theme 1:** Health and well-being
- **Theme 2:** Legislation, frameworks and professional practice
- **Theme 3:** Play, development and learning for school readiness
- **Theme 4:** Professional development

Learners must achieve:

- 23 mandatory units
- Credit Value: 61
- Total Guided Learning: 486 (hours)
- Total Qualification Time: 610 (hours)

## Theme 1: Health and well-being

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

## Theme 2: Legislation, frameworks and professional practice

Unit ref no.	Title	Unit type	Level	Credit	GLH
F/505/9813	Understand legislation relating to the safeguarding, protection and welfare of children	Knowledge	3	3	21
J/505/9814	Use legislation relating to the health and safety of children	Knowledge/ Skills	3	2	20
L/505/9815	Follow legislation relating to equality, diversity and inclusive practice	Knowledge/ Skills	3	3	21
R/505/9816	Working in partnership	Knowledge/ Skills	3	2	15

## Theme 3: Play, development and learning for school readiness

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

Unit ref no.	Title	Unit type	Level	Credit	GLH
F/505/9830	Engage in professional development	Knowledge/ Skills	3	2	15

## Assessment

To gain this qualification the learner will need to achieve the following:

### Pass in all units

All units in this qualification are mandatory. Units will be internally assessed. We have created innovative non-mandatory tasks for all units, with the exception of Unit 3.15 (see Longitudinal Study below).

### Longitudinal study (unit 3.15)

This will be a **mandatory** task set by us. It will be internally assessed.

### Competence in a real work environment

Full achievement of the qualification will not be possible until **all** components are complete. Unit certification will be available.

## Career opportunities

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

Learners can progress into various job roles in the statutory, voluntary or private sectors such as:

- practitioner in day nurseries
- practitioner in nursery schools
- practitioner in reception classes in primary schools
- pre-school worker
- home based child carer.

## For more information

Full details of this qualification can be found on our website [www.cache.org.uk](http://www.cache.org.uk) or our secure Centre website [cachezone](http://cachezone).

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CACHE was established in 1945 by the Ministry of Health under the name of the National Nursery Examination Board (NNEB). The board set the syllabus for the first national examination which took place in 1947. In 1994 the NNEB merged with the Council for Early Years Awards to form CACHE. In 2001 we incorporated the National Association for Maternal and Child Welfare and in 2015 we became part of NCFE. Over the years we have continually invested in high quality qualifications. Written and developed by experts, they have helped millions of learners across the world to raise professional standards, earning us a reputation for excellence and leadership across the sector. Our continued dedication to those who care for children, young people and adults means that our qualifications will continue to meet the needs of a modern workforce.

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