

NCFE

CACHE

Sample Assessment Materials (SAMs)

**NCFE CACHE Level 3 Extended Diploma for
Working in the Early Years Sector (Early Years
Educator)**

QN: 610/6133/5

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Introduction

EYE L3 WF 11 Reflection and supervision in an early years setting (A/651/7199)

This unit considers the significant role reflection plays for supervision and how supervision in an early years setting contributes to improved outcomes for babies, children and their families in line with the early years foundation stage (EYFS) statutory framework. The unit will explore tools to establish and maintain a cycle of reflection and supervision for improved practice. This unit builds upon EYE L3 WF1 Introduction to the role of the early years educator, learning outcome (LO) 3, LO4, LO10 and LO11 specifically.

Task 1: reflection and supervision

In this task, you are required to write an essay / creative piece of writing that must include the benefits of reflection for improved outcomes for:

- the early years educator
- the babies and young children
- colleagues
- the early years setting.

You must also consider how reflection for a supervision meeting is important and helps an early years educator prepare for these meetings.

Think about your professional growth and confidence, your ability to make more informed decisions, and the importance of continuing professional development (CPD).

Pay attention to the enhanced wellbeing of babies and young children, how each child is unique, as are their needs and learning styles, make reference to how reflection can lead to a more enjoyable learning experience, and how this encourages and develops supportive relationships.

Learning outcome (LO) and assessment criteria (AC)

LO1 AC1.1 and AC1.2

Learning (LO) outcome The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the role of reflection for improved outcomes in an early years setting	1.1 Benefits of reflection for improved outcomes for: • the early years educator • the babies and young children • colleagues • the early years setting.	List the benefits of reflection for improved outcomes across the range of settings.	Explain the benefits of reflection for improved outcomes across the range of settings.	Analyse the benefits of reflection for improved outcomes across the range of settings.

Learning (LO) outcome The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	1.2 How reflection can prepare the early years educator for supervision meetings in an early years setting	Describe how reflection can help prepare for a supervision meeting.	Explain how reflection can help prepare for a supervision meeting.	Assess how reflection can help prepare for a supervision meeting.

Task 2: theoretical models of reflection

For this task, you are asked to develop an introductory guide (in a format of your choosing) that considers the three theoretical models used in reflection.

Think about how you may use each model for your own reflections considering the role you have and how you could use each model most effectively in supporting your development in this field.

- Kolb
- Gibbs
- Boud, Keough and Walker

Learning outcome (LO) and assessment criteria (AC)

LO2 AC2.1

Learning outcome (LO) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Understand theoretical models for reflection	2.1 Theoretical models for reflection	Outline theoretical models for reflection.	Compare theoretical models for reflection.	Analyse theoretical models for reflection and the benefits they provide.

Task 3: supervision

For this task, you will write a **section** of a policy or a short report that could be used for a new person entering the early years sector. This will be to support them in highlighting the importance and understanding of the requirements of supervision in line with the statutory framework requirements for early years educators.

You must refer to the statutory framework for group and school-based providers in the early years, the early years foundation stage (EYFS) statutory framework.

Learning outcome (LO) and assessment criteria (AC)

LO3 AC3.1

Learning outcome (LO) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Understand the requirements for supervision in line with EYFS statutory framework requirements for early years	3.1 The requirements for supervision in line with EYFS statutory framework requirements for the early years	Identify the requirements for supervision in the early years sector.	Explain the requirements for supervision in the early years sector to ensure compliance with the EYFS statutory framework.	Assess the requirements for supervision in the early years sector to ensure compliance with the EYFS statutory framework.

Change history record

Version	Description of change	Approval	Date of issue
1.0	First publication		October 2025