

NCFE

CACHE

Summary of 'Be Able To' Assessment Criteria

**NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner
QN: 603/3907/X**

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Section 1: General introduction

Introduction

This guidance was created to support assessors and learners in identifying how the skills learning outcomes, 'Be able to' assessment criteria, can be evidenced within the NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner (603/3907/X).

This document will:

- provide an overview of each unit
- highlight knowledge learning outcomes to facilitate holistic opportunities for application to skills assessment
- identify the assessment criteria that will be assessed as skills/competency in relation to the learner's own practical experience
- suggest assessment methods which can be applied to each assessment criterion
- enable planning for next steps and tracking in relation to assessment.

To ensure that you are using the most up-to-date version of this Summary of 'Be able to' Assessment Criteria, please check the version number and date in the page footer against that of the Summary of 'Be able to' Assessment Criteria on QualHub.

Rules of use

This document **must** be used alongside the Qualification Specification to ensure all assessment criteria are appropriately met.

Further guidance

Your External Quality Assurer (EQA) or Subject Specialists will be able to support you with the use of this document.

We have also provided this guidance in Microsoft Word format to enable you to use the content more flexibly within your own course materials.

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Section 2: Mandatory units

EYSP 1: Manage care routines for children (R/617/3759)

Unit overview

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context.

For this unit learners need to demonstrate knowledge and understanding of:

- leading and managing child-centred care routines for babies and children.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to use hygienic practice to minimise the spread of infection	2.1 Use hygienic practice in relation to: <ul style="list-style-type: none"> • hand washing • food hygiene • formula feed • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment • cleaning and sterilisation processes 	Direct observation Expert witness testimony Reflective account Simulation	
3. Be able to manage care routines in an Early Years Setting	3.1 Review policies and procedures for the provision of care routines to meet the individual needs of babies and young children in own setting	Work product Reflective account	
	3.2 Evaluate policies and procedures for the provision of care routines in own setting	Work product Reflective account	
	3.3 Work in partnership with parents/carers to support best practice in care routines	Reflective account Professional discussion	

LO	AC	Suggested evidence for assessment	Planning for next steps
5. Be able to support children in personal care routines	5.1 Support children in personal care routines in relation to: <ul style="list-style-type: none"> • toileting • washing • skin, teeth and hair • meal times • resting and/or sleeping 	Direct observation Reflective account Expert witness testimony Professional discussion	

EYSP 2: Lead practice in promoting well-being and resilience in children (J/617/3760)

Unit overview

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated.

For this unit learners need to demonstrate knowledge and understanding of:

- how to support the development of resilience and well-being in babies and young children.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to lead practice in supporting children’s well-being and resilience	2.1 Lead practice that supports others to engage with children to build their self esteem	Direct observation Reflective account Professional discussion	
	2.2 Support others to work with children in a manner that is open, trustworthy, respectful and reliable	Direct observation Reflective account Professional discussion	
	2.3 Demonstrate through own practice ways to encourage and support children to express their feelings, views and hopes	Direct observation Professional discussion	
	2.4 Explain how to challenge practices that act as barriers to children’s well-being and resilience	Professional discussion	

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to lead practice in work with colleagues, parents/carers and others who are supporting children	3.1 Develop strategies to support understanding and involvement with the well-being and resilience needs of a child	Reflective account Work product Professional discussion	
	3.2 Monitor the involvement of others in supporting children's well-being and resilience	Work product Reflective account Professional discussion	
	3.3 Evaluate strategies used to engage others who are supporting a child	Reflective account Work product Professional discussion	
	3.4 Analyse why health and well-being is important for babies and children	Reflective account Professional discussion	
	3.5 Promote healthy lifestyles	Direct observation Professional discussion	
4. Be able to work in partnership with the Key Person, colleagues, parents/carers and other professionals	4.1 Lead practice that supports children to make positive choices about their health needs	Direct observation Reflective account	
	4.2 Lead colleagues to work co-operatively with others to meet the needs of babies and children and enable them to progress	Direct observation Reflection account	
	4.3 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development	Professional discussion Expert witness testimony Work product	

LO	AC	Suggested evidence for assessment	Planning for next steps
	4.4 Work with others to take action to address concerns identified about the health of children	Work product Reflective account Professional discussion	
5. Be able to lead the development of practice with children to promote their well-being and resilience	5.1 Develop methods of evaluating own practice in promoting children's well-being and resilience	Work product Reflective account Professional discussion	
	5.2 Develop methods of evaluating organisational practice in promoting children's well-being and resilience	Work product Reflective account Professional discussion	
	5.3 Lead others in developing areas of practice that promote children's well-being and resilience	Direct observation Expert witness testimony Professional discussion	

EYSP 3: Model positive behaviour in the early years (L/617/3761)**Unit overview**

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- children's behaviour and factors impacting upon this.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to apply policy and strategy for behaviour in own setting	2.1 Lead others by example by modelling and promoting positive behaviours expected of children	Direct observation	
	2.2 Support children to manage their own behaviour in relation to others	Direct observation Professional discussion	
	2.3 Engage with parents/carers and others to appreciate when a child is in need of support	Reflective account Professional discussion	
	2.4 Lead intervention strategies for person-centred practice in relation to behaviour	Direct observation Reflective account Professional discussion Expert witness testimony	
3. Be able to evaluate policy and procedures for behaviour in the early years	3.1 Work with others to evaluate current approach to behaviour policy	Work product Reflective account Professional discussion Expert witness testimony	

EYSP 4: Lead activities, experiences and educational opportunities to promote children’s speech, language and communication (R/617/3762)

Unit overview

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- the requirements of the Early Years Statutory Framework and how to lead others in their practice.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to promote communication and language needs in babies and young children	2.1 Analyse methods used to monitor communication, speech and language development in own setting	Professional discussion Reflective account	
	2.2 Review procedures followed in own setting to record children’s speech, language and communication stage in own setting	Reflective account Work product Professional discussion	
	2.3 Evaluate activities, experiences and learning opportunities for speech, language and communication	Reflective account Work product Professional discussion	

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to provide support for the speech, language and communication development of the children in own setting	3.1 Engage, motivate and lead team members in activities, experiences and educational activities to develop children's speech, language and communication	Direct observation Professional discussion	
	3.2 Demonstrate how day-to-day activities within the setting can be used to encourage speech, language and communication development in young children	Direct observation Professional discussion	
	3.3 Explain the importance of the environment in supporting speech, language and communication development	Professional discussion	

EYSP 5: Lead children's early education and development (Y/617/3763)**Unit overview**

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- early years practice and how to lead others.

LO	AC	Suggested evidence for assessment	Planning for next steps
1. Be able to lead and manage planning cycles for holistic development in the early years	1.1 Analyse and share with team how children's learning and development within the early education framework can be affected by their stage of development and individual circumstances	Reflective account Professional discussion Work product Expert witness testimony	

LO	AC	Suggested evidence for assessment	Planning for next steps
	<p>1.2 Plan, lead and review purposeful play opportunities and educational programmes with colleagues and other professionals to meet individual needs and circumstances of children within current early education curriculum requirements. Play opportunities and educational programmes to include:</p> <ul style="list-style-type: none"> • communication and language (extending vocabulary, language structure and dialogue) • physical development • personal, social and emotional • literacy • mathematics • understanding the world • expressive arts and design 	<p>Direct observation Work product Reflective account Expert witness testimony</p>	
	<p>1.3 Encourage children’s participation, ensuring a balance between adult-led and child-initiated activities</p>	<p>Direct observation</p>	
	<p>1.4 Encourage parents/carers to take an active role in the child’s play, learning and development</p>		
	<p>1.5 Lead staff in effective strategies with children to develop and extend:</p> <ul style="list-style-type: none"> • speech, language and communication • children’s sustained shared thinking • group learning and socialisation 	<p>Direct observation Professional discussion Work product Reflective account Expert witness testimony</p>	

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Develop strategies for enabling approaches to early literacy and mathematics through curiosity, exploration and discovery	2.1 Monitor strategies applied to support systematic synthetic phonics in the teaching of reading, and a range of strategies for developing mathematics	Reflective account Work product Professional discussion	
3. Be able to use assessment within the early education curriculum	3.1 Assess within the current early education curriculum framework using a range of assessment techniques	Work product Reflective account Professional discussion	
	3.2 Lead discussions around children's individual progress and oversee the planning cycle to include evidence of using formative and summative assessments to track progress and plan children's next steps	Work product Professional discussion Reflective account	
4. Be able to apply and lead current theoretical and philosophical approaches to practice	4.1 Evaluate a range of underpinning theories and philosophical approaches to how children learn and develop	Written account Professional discussion	
	4.2 Analyse the impact of theories and philosophical approaches on own practice	Written account Professional discussion Reflective account	
	4.3 Discuss how theories and philosophical approaches influence pedagogy in own setting	Professional discussion	

3.5 WB: Developing children's emergent literacy skills (Y/505/9820)

Unit overview

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- emergent literacy skills.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to support children's language and communication needs	2.1 Develop a language-rich environment for children	Direct observation Professional discussion	
	2.2 Interact with children to meet individual language and communication needs	Direct observation	
4. Be able to use strategies to plan and lead activities which support emergent literacy	4.1 Use strategies to plan activities which encourage: <ul style="list-style-type: none"> • speaking and listening • reading • sustained shared thinking • writing • digital literacy 	Direct observation Professional discussion	
	4.2 Lead an activity to support and extend emergent literacy	Direct observation Reflective account Work product	

LO	AC	Suggested evidence for assessment	Planning for next steps
	4.3 Evaluate benefits to children's holistic learning and development when supporting emergent literacy	Reflective account Professional discussion	
5. Be able to review how planned activities support emergent literacy	5.1 Evaluate how planned activities support emergent literacy in relation to current frameworks	Reflective account Professional discussion	
	5.2 Analyse own role in relation to planned activities	Reflective account Professional discussion	
	5.3 Make recommendations for meeting children's individual literacy needs	Work product Professional discussion Direct observation Reflective account	
6. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development	6.1 Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development	Professional discussion Reflective account Expert witness testimony	

3.6 WB: Developing children's emergent mathematical skills (D/505/9821)

Unit overview

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- emergent mathematics.

LO	AC	Suggested evidence for assessment	Planning for next steps
6. Be able to implement activities to support children's emergent mathematical development	6.1 Plan an activity to support children's emergent mathematical development	Work product	
	6.2 Lead an activity to support children's emergent mathematical development	Direct observation Work product Reflective account Expert witness testimony	
7. Be able to review how planned activities support children's emergent mathematical development	7.1 Evaluate how planned activities support children's emergent mathematical development in relation to current frameworks	Professional discussion Work product Reflective account	
	7.2 Analyse own role in relation to planned activities which support children's emergent mathematical development	Reflective account Professional discussion	
	7.3 Make recommendations for meeting children's emergent mathematical needs	Work product Professional discussion Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
8. Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development	8.1 Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development	Professional discussion Reflective account Expert witness testimony	

EYSP 7: Develop and implement policies and procedures to support the safeguarding of children (H/617/3765)

Unit overview

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- safeguarding policy and procedures.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to support the review of policies and procedures for safeguarding and child protection	2.1 Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice	Reflective account Work product Professional discussion	
	2.2 Identify the policies and procedures required in the Early Years Setting for safeguarding and protecting children	Professional discussion Work product	
	2.3 Discuss own responsibilities in relation to safeguarding, child protection and promoting the welfare of children	Professional discussion	
	2.4 Develop the process for reviewing safeguarding and child protection policies and procedures	Work product Reflective account Professional discussion	
	2.5 Evaluate the impact of a child-centred approach to safeguarding and protection on policies and procedures	Professional discussion Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	2.6 Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding and protecting children	Work product Reflective account Professional discussion Expert witness testimony	
3. Be able to implement policies and procedures for safeguarding and protecting children	3.1 Support the implementation of policies and procedures for safeguarding and protecting children	Professional discussion Work product	
	3.2 Mentor and support team to develop the skills to safeguard and protect children	Work product Professional discussion	
4. Be able to lead practice in supporting children's well-being and resilience in the context of safeguarding	4.1 Justify how promoting well-being and resilience supports the safeguarding of children	Professional discussion	
	4.2 Review how children or young people's resilience and well-being are supported in own setting	Professional discussion Reflective account	
	4.3 Support others to understand the importance of well-being and resilience in the context of safeguarding	Professional discussion Reflective account Work product Expert witness testimony	

EYSP 8: Develop health and safety and risk management policies, procedures and practices in Early Years Settings (K/617/3766)**Unit overview**

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- health, safety and risk management in Early Years Settings.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to implement and monitor compliance with health, safety and risk management requirements in Early Years Settings	2.1 Demonstrate compliance with health, safety and risk management procedures	Direct observation	
	2.2 Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work	Direct observation Reflective account Professional discussion	
	2.3 Explain the actions to take when health, safety and risk management procedures and practices are not being complied with	Professional discussion Work product	
	2.4 Complete records and reports on health, safety and risk management issues, evidencing a good command of written English and according to legislative and organisational requirements	Work product	

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in Early Years Settings	3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others	Work product Reflective account Expert witness testimony Professional discussion	
	3.2 Work with individuals and others to assess potential risks and hazards	Professional discussion Reflective account Work product	
	3.3 Work with individuals and others to manage responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children	Professional discussion Reflective account Work product	
	3.4 Monitor procedures for control and prevention of infection to include: <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment 	Work product Professional discussion	
4. Be able to promote a culture where needs and risks are balanced with health and safety practice in Early Years Settings	4.1 Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking	Reflective account Professional discussion	
	4.2 Evaluate own practice in promoting a balanced approach to risk management	Reflective account Professional discussion	

LO	AC	Suggested evidence for assessment	Planning for next steps
	4.3 Analyse how helping others to understand the balance between risk and rights improves practice	Professional discussion Reflective account	
5. Be able to improve health, safety and risk management policies, procedures and practices in Early Years Settings	5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others	Expert witness testimony	
	5.2 Evaluate the health, safety and risk management policies, procedures and practices within the Early Years Setting	Work product Reflective account Professional discussion	
	5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the Early Years Setting	Work product Reflective account Professional discussion	
	5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the Early Years Setting	Work product Reflective account Professional discussion	
6. Be able to track health concerns in own setting	6.1 Identify common childhood illnesses and associated exclusion periods for infectious diseases	Professional discussion Work product	
	6.2 Monitor the health of children in own setting to include medication requirements	Work product Professional discussion	

SHC 53: Champion equality, diversity and inclusion (Y/602/3183)**Unit overview**

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- equality, diversity and inclusion.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to champion diversity, equality and inclusion	2.1 Promote equality, diversity and inclusion in policy and practice	Direct observation	
	2.2 Challenge discrimination and exclusion in policy and practice	Professional discussion	
	2.3 Provide others with information about: <ul style="list-style-type: none"> • the effects of discrimination • the impact of inclusion • the value of diversity 	Professional discussion Reflective account	
	2.4 Support others to challenge discrimination and exclusion	Professional discussion Reflective account Expert witness testimony	
4. Be able to manage the risks presented when balancing individual	4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care	Professional discussion Reflective account	

rights and professional duty of care	4.2 Explain the principle of informed choice	Professional discussion	
	4.3 Explain how issues of individual capacity may affect informed choice	Professional discussion	
	4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility	Professional discussion Reflective account	

EYSP 9: Supporting children with Special Educational Needs and Disability (SEND) in an Early Years Setting (M/617/3767)**Unit overview**

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- SEND in an Early Years Setting.

LO	AC	Suggested evidence for assessment	Planning for next steps
5. Be able to reflect on own setting's policies and procedures to support children with SEND	5.1 Evaluate current policies and procedures in line with statutory requirements and national guidance, making recommendations for improved ways of working	Work product Reflective account Professional discussion	
	5.2 Explain ways children are given opportunities to express their views in a developmentally appropriate way	Professional discussion	

EYSP 10: Work in partnership in Early Years Settings (T/617/3768)

Unit overview

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- partnership working in an Early Years Setting.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to establish, lead and maintain working relationships with colleagues	2.1 Explain own role and responsibilities to establish partnership working with colleagues	Professional discussion	
	2.2 Develop and agree common objectives collaboratively for improved outcomes	Work product Reflective account	
	2.3 Evaluate own working relationship with colleagues	Professional discussion Reflective account	
	2.4 Deal constructively with any conflict or complaint that may arise with colleagues	Work product Reflective account	
3. Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals	Professional discussion	
	3.2 Lead by example when following procedures for effective working relationships with other professionals	Direct observation Reflective account	
	3.3 Evaluate procedures collaboratively for working with other professionals	Work product Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
4. Be able to work in partnership with others	4.1 Analyse the importance of working in partnership with others	Professional discussion Reflective account	
	4.2 Explain procedures for effective working relationships with others	Professional discussion	
	4.3 Agree common objectives when working with others	Work product Reflective account	
	4.4 Evaluate procedures for working with others	Reflective account Professional discussion	

EYSP 11: Lead and manage a team within an Early Years Setting (A/617/3769)

Unit overview

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- leadership and management in an Early Years Setting.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to support a positive culture within the team for an Early Years Setting	2.1 Identify the components of a positive culture within own team	Professional discussion	
	2.2 Demonstrate how own practice supports a positive culture in the team	Direct observation	
	2.3 Use systems and processes to support a positive culture in the team	Direct observation Reflective account Work product	
	2.4 Encourage creative and innovative ways of working within the team	Reflective account Professional discussion	
3. Be able to support a shared vision within the team	3.1 Identify the factors that influence the vision and strategic direction of the team	Professional discussion Reflective account	
	3.2 Communicate the vision and strategic direction to team members	Work product Reflective account	
	3.3 Work with others to promote a shared vision within the team	Work product Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
	3.4 Evaluate how the vision and strategic direction of the team influences team practice	Reflective account Professional discussion	
4. Be able to develop a plan with team members to meet agreed objectives	4.1 Identify team objectives	Work product Professional discussion	
	4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives	Professional discussion Reflective account	
	4.3 Facilitate team members to actively participate in the planning process	Reflective account Professional discussion Expert witness testimony	
	4.4 Encourage sharing of skills and knowledge between team members	Direct observation Reflective account Professional discussion Expert witness testimony	
	4.5 Agree roles and responsibilities with team members	Reflective account Professional discussion	
5. Be able to support individual team members to work towards agreed objectives	5.1 Set personal work objectives with team members based on agreed objectives	Work product	
	5.2 Work with team members to identify opportunities for development and growth	Work product Reflective account Expert witness testimony Professional discussion	
	5.3 Provide advice and support to team members to make the most of identified development opportunities	Reflective account Expert witness testimony Professional discussion	

LO	AC	Suggested evidence for assessment	Planning for next steps
	5.4 Use a solution-focused approach to support team members to address identified challenges	Professional discussion Reflective account	
6. Be able to manage team performance in an Early Years Setting	6.1 Monitor and evaluate progress towards agreed objectives	Work product Reflective account Professional discussion	
	6.2 Provide feedback on performance to: <ul style="list-style-type: none"> • the individual • the team 	Work product	
	6.3 Provide recognition when individual and team objectives have been achieved	Work product	
	6.4 Explain how team members are managed when performance does not meet requirements	Professional discussion	

LM 502: Develop, maintain and use records and reports (A/504/2198)**Unit overview**

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- record keeping in an Early Years Setting.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to prepare professional records and reports that meet legal requirements and agreed ways of working	2.1 Support individuals to participate in the preparation of reports	Reflective account Professional discussion	
	2.2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them	Work product	
	2.3 Maintain accurate, complete, retrievable and up-to-date records	Work product	
	2.4 Ensure that records and reports comply with legal and organisational requirements	Work product Professional discussion	
	2.5 Explain how to balance the tension between confidentiality and openness in records and reports	Professional discussion	
	2.6 Use information communication technology (ICT) systems for the collection and storage of information	Work product	

LO	AC	Suggested evidence for assessment	Planning for next steps
	2.7 Use ICT that supports information exchange within and across disciplines and organisations	Work product Professional discussion	
3. Be able to use records and reports to inform judgements and decisions	3.1 Clarify the accuracy of records and reports with individuals and others	Professional discussion	
	3.2 Respond to feedback from those who receive records and reports	Reflective account Professional discussion	
	3.3 Demonstrate the use of facts and evidencebased opinions within records and reports	Work product Professional discussion	
	3.4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions	Reflective account Professional discussion	

EYSP 12: Quality provision in Early Years Settings (M/617/3770)**Unit overview**

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- quality indicators in an Early Years Setting.

LO	AC	Suggested evidence for assessment	Planning for next steps
1. Be able to manage early years provision in line with statutory requirements	1.1 Summarise statutory requirements and guidance followed in the early years, including recruitment and staff qualifications for the workforce	Reflective account Professional discussion	
	1.2 Reflect on influences to early years pedagogy in own setting	Reflective account Professional discussion	
	1.3 Evaluate policies and procedures for monitoring: <ul style="list-style-type: none"> • learning and development • intervention and action planning • safeguarding and welfare • budgeting and physical resource • leading preparation for inspection 	Reflective account Professional discussion	

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to lead environments within the work setting that support and extend children's development and learning in their early years	2.1 Prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development	Direct observation	
	2.2 Monitor how children use the prepared area/s and evaluate how effective it has been in: <ul style="list-style-type: none"> • extending children's learning and development • encouraging high expectations of their achievement 	Reflective account Work product Professional discussion	
	2.3 Work with others to evaluate how the environment meets the needs of individual children and make recommendations for change	Reflective account Professional discussion Expert witness testimony	
	2.4 Support others to participate in and reflect upon action research to improve outcomes for babies and children	Work product Reflective account Professional discussion Expert witness testimony	

SHC 52: Promote professional development (L/602/2578)**Unit overview**

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- the principles of professional development.

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to prioritise goals and targets for own professional development	2.1 Evaluate own knowledge and performance against standards and benchmarks	Reflective account Professional discussion	
	2.2 Prioritise development goals and targets to meet expected standards	Work product Professional discussion	
3. Be able to prepare a professional development plan	3.1 Select learning opportunities to meet development objectives and reflect personal learning style	Work product Reflective account	
	3.2 Produce a plan for own professional development, using an appropriate source of support	Work product	
	3.3 Establish a process to evaluate the effectiveness of the plan	Professional development	

LO	AC	Suggested evidence for assessment	Planning for next steps
4. Be able to improve performance through reflective practice	4.1 Compare models of reflective practice	Reflective account Professional development	
	4.2 Explain the importance of reflective practice to improve performance	Professional discussion	
	4.3 Use reflective practice and feedback from others to improve performance	Work product Expert witness testimony Reflective account Professional discussion	
	4.4 Evaluate how practice has been improved through: <ul style="list-style-type: none"> • reflection on best practice • reflection on failures and mistakes 	Professional discussion Reflective account	

EYSP 13: Review own knowledge of learning and development for early years practice (T/617/3771)**Unit overview**

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- reflection within an Early Years Setting.

LO	AC	Suggested evidence for assessment	Planning for next steps
1. Be able to meet the requirements of the areas of learning and development in the relevant early years framework	1.1 Explain each of the areas of learning and development and how these are interdependent	Professional discussion	
	1.2 Explain how children's individual progress is monitored, including reporting procedures	Professional discussion	
2. Be able to plan work with children and support children's participation in planning	2.1 Use different sources to plan work for an individual child or group of children	Reflective account Work product Professional discussion	
	2.2 Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities	Direct observation	
	2.3 Lead others in the planning cycle for children's learning and development	Reflective account Professional discussion	

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to promote children's learning and development according to the requirements of the relevant early years framework	3.1 Explain how practitioners promote children's learning within the relevant early years framework	Professional discussion	
	3.2 Evaluate activities and experiences that encourage learning and development in each area of the relevant early years framework through a range of play, indoors and outdoors	Professional discussion Reflective account Work product	
4. Be able to engage with children in activities and experiences that support their learning and development	4.1 Work alongside children, engaging with them in order to support their learning and development	Direct observation	
	4.2 Explain the importance of engaging with a child to support sustained shared thinking	Professional discussion	
	4.3 Use language that is accurate and appropriate in order to support and extend children's learning when undertaking activities	Direct observation	
5. Be able to review own practice in supporting the learning and development of children in their early years	5.1 Reflect on own practice in supporting learning and development of children in their early years in relation to current development, including neurological development	Reflective account	
	5.2 Demonstrate how to use reflection to make changes in own practice	Reflective account Professional discussion	

Section 3: Assessment and quality assurance information

Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. 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 EQA with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

Direct observation is a requirement of evidence generation contributing to the achievement of skills based assessment criteria.

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