

# T Level Technical Qualification in Education and Early years

**Occupational specialism assessment (OSA)**

**Early Years Educator**

All assignments

Tutor guidance

v4.1: Specimen assessment materials  
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## Introduction

This Occupational Specialism is assessed by a synoptic assessment consisting of a package of 3 assignments. The assignments require the student to independently apply an appropriate selection of knowledge, understanding, skills and techniques developed throughout the full course of study, in response to briefs or tasks, or as part of their industry placement. This will allow the student to demonstrate that they have met a level of threshold competence in the performance outcomes of the occupational specialism.

The synoptic assessment for this occupational specialism is graded Pass, Merit or Distinction, and the final grade will contribute 50% of the overall Technical Qualification grade, so it is important that students have the opportunity to produce work of the highest standard they can. The assignments within this synoptic assessment are designed to allow the student to do this in a way that is as occupationally realistic as possible.

### What is threshold competence?

“Threshold competence” is defined as a level of competence that:

- (a) signifies that a student is well-placed to develop full occupational competence, with further support and development, once in employment
- (b) is as close to full occupational competence as can be reasonably expected of a student studying the Technical Qualification in a college-based setting with a substantial industry placement
- (c) signifies that a student has achieved the level for a pass in relation to the relevant occupational specialism component.

This level is reflected in the grading descriptors of the Occupational Specialism and successful completion of the assignments will ensure that students are well-placed to develop full occupational competence once in employment. Grading descriptors can be found in the Technical Qualification specification document.

In Early Years Education and Early years, threshold competence is also designed to show that a student has met all the requirements of the Early Years Educator full and relevant criteria. See guidance on Assignment 2 for more detail on this.

## What is synoptic assessment?

Synoptic assessment is a form of assessment in which students are required to demonstrate that they can identify and use in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the technical area, relevant to the tasks.

Synoptic assessment is integral to high-quality technical qualifications to allow students to demonstrate a holistic understanding of the sector, making effective connections between different aspects of the subject content.

The assignments and tasks in this assessment are designed to be synoptic in a way that is as occupationally realistic as possible.

## How will students be assessed?

Students will be assessed against the following set of Performance Outcomes (POs) that describe what the student should be able to do:

Early Years Education and Early years POs	
<b>PO1</b>	Support and promote children's play, development and early education
<b>PO2</b>	Develop relationships with children to facilitate their development
<b>PO3</b>	Plan, provide and review care, play and educational opportunities to enable children to progress
<b>PO4</b>	Safeguard and promote the health, safety and wellbeing of children
<b>PO5</b>	Work in partnership with colleagues, parents, carers and other professionals to support children's development

The synoptic assessment consists of 3 assignments:

1. planning educational activities for individual needs
2. observation of skills on industry placement – Part 1: Competency and Part 2: Structured observations
3. observation and assessment of children in settings.

Assignments are broken down into tasks where necessary. The assignments, tasks, and associated guidance for students and Tutors show how the assignments are expected to be delivered.

Evidence produced by students for the assignments will be sent to NCFE for marking. Assessment judgements, including overall judgement of the performance required at each of the grade boundaries, will be made by NCFE and results released to the Provider at the appropriate time.

## Assignment Coverage

See the table at the end of this Tutor Guidance document which shows how the PO content is covered by the assignments and tasks.

## Marks

Marks available for each assignment are detailed below.

Assignment		Raw marks	% Weighting
1	Planning educational activities for individual needs	160 marks	25%
2 Part 2	Structured observations of skills on the industry placement	102 marks	50%
3	Observation and assessment of children in settings	98 marks	25%
<b>Total</b>		<b>360 marks*</b>	<b>100%</b>

\*The raw marks will be scaled to ensure that the intended weightings of each assignment are met. The scaling factors for each assignment can be found in the Qualification Specification.

## Assessment Timings

Assignment 2 consists of a series of direct observations of skills which will take place on the student's industry placement. To allow Providers to plan for this, and to allow NCFE to arrange visiting moderation, Assignment 2 will be available to the Provider from the start of delivery.

A submission deadline for the evidence for Assignment 2 will be set for each academic year to allow NCFE to carry out moderation and awarding before the release of results in August of that year.

Assignment 1 and Assignment 3 Part 1 will be released on a particular date each year for delivery over a window. These dates will be set to allow Providers time to plan the delivery of the assignments. Evidence for Assignments 1 and 3 Part 1 must be returned to NCFE for marking after completion.

Assignment 3 Part 2 will be sat on a date and time set by NCFE. All students must sit the assignment on this date at the same time. Evidence for Assignment 3 Part 2 must be returned to NCFE for marking after completion.

All evidence created, generated and recorded for these assignments, including that generated during the industry placement, is subject to data protection rules, and information should be anonymised to protect the rights of individuals where relevant.

## General

Please note that throughout the assignments the term '**student**' refers to the learner undertaking the technical qualification and the term '**child/children and young people**' refers to the learners the student works with within the industry placement.

## **Assignment Specific Guidance**

### **Assignment 1 – Planning Educational Activities for Individual Needs**

#### ***Preliminary material***

The preliminary material will be sent to Providers ahead of the assessment window. Providers must issue the preliminary material to their students no more than 1 week prior to the scheduled assessment.

Students will use this time to carry out research related to the contents of the preliminary material.

Students are not allowed to bring their research or any other unauthorised materials into the supervised environment.

#### ***Planning task***

The planning task is completed in supervised conditions over a period of 4 hours during a week-long assessment window. The 1 week assessment window will be specified by NCFE.

Providers must ensure that their entire cohort of students complete the 4 hours for this assignment on the same day.

Providers may schedule supervised rest breaks during the 4 hours. Any rest breaks must be supervised and students must not have access to any resources during this time. In addition, assessment materials must be kept securely and must not be removed from the supervised environment.

Providers must ensure that during the supervised assessment, students have access to:

- Department for Education (DfE) – Statutory framework for the Early Years Foundation Stage (EYFS) (2021)
- Development Matters (2021)
- Birth to 5 Matters (2021)

Students may not have access to the internet and may not bring anything into the supervised environment.

Students are required to sign declarations of authenticity to confirm that all the work they complete during the supervised assessment is their own. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade, if malpractice was to be identified. Providers must also ensure that the students work is authenticated by the Tutor before it is submitted to NCFE for marking. The declaration forms are available on the NCFE website.

The assignment is a formal external assessment and must be conducted with reference to the instructions on the front of the assignment booklet, as well as the Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) documents, which should be accessed from [www.qualhub.co.uk](http://www.qualhub.co.uk) to ensure they are the most up to date versions.

Providers are not allowed to give any support or guidance to students during the supervised time.

Students must ensure that all materials can be identified as their own work.

SAMPLE

## **Assignment 2 – Observation of Skills on Industry Placement**

This assignment consists of 2 parts. Part 1 assesses competency against the Early Years Educator full and relevant criteria. Part 2 is a skills test that measures a level of attainment against the Performance Outcomes and contributes to the overall TQ grade.

See the separate Assignment 2 Tutor Guide document for detail on the delivery of both these assessments.

SAMPLE

### **Assignment 3 – Observation and Assessment of Children in Settings**

#### *Part 1A – Task 1*

Task 1 of Part 1A of Assignment 3 is to be completed within the industry placement and must be done so unaided by the placement supervisor. Providers must ensure that the student's industry placement understand what is required for this assignment, including the completion of a declaration of authenticity form for Task 1, which must be signed by the placement supervisor to confirm that the observations carried out as part of Task 1 are all the student's own work. Providers are not expected to be present during Task 1.

For Task 1, the student should complete the observations of 1 child within their industry placement on 3 separate occasions. After each observation the student must hand in their work to the placement supervisor and it must be stored securely.

The length of time taken for this part of the assignment is not specified, but it is expected to take no longer than 45 minutes in total for all 3 observations, although they do not need to be carried out on the same day.

#### *Part 1B – Tasks 2a and 2b*

Once the 3 observations have been completed, students must complete Tasks 2a and 2b. Students must have access to the observations they carried out in Task 1. Students are allowed 1 hour to complete these tasks in supervised conditions. Tasks 2a and 2b are expected to be conducted by the Provider, and therefore can be completed at the Provider's location – they do not have to be completed at the Industry placement.

The assignment is a formal external assessment and must be conducted with reference to the instructions on the front of the assignment booklet, as well as the Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) documents, which should be accessed from [www.qualhub.co.uk](http://www.qualhub.co.uk) to ensure they are the most up to date versions.

Placement supervisors and Providers are not allowed to give any support or guidance to the students during the supervised time.

Students must ensure that all materials can be identified as their own work.



## *Part 2*

Part 2 is completed under invigilated conditions on a date and time set by NCFE. It is 2 hours in length and all students must sit the assignment on this date at the same time.

Providers must ensure that, during the invigilated assessment, students have access to:

- the insert provided by NCFE
- Department for Education (DfE) – Statutory framework for the Early Years Foundation Stage (EYFS) (2021)
- Development Matters (EYFS) (2021)
- Birth to 5 Matters 2021.

Students may not have access to the internet and may not bring anything into the invigilated environment.

The assignment is a formal external assessment and must be conducted with reference to the instructions on the front of the assignment booklet, as well as the Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) documents, which should be accessed from [www.qualhub.co.uk](http://www.qualhub.co.uk) to ensure they are the most up to date versions.

## Assignment Coverage Table

### Assignment 1 – Planning Educational Activities for Individual Needs

#### PO1

K1.1 The expected patterns of children's development from birth to 7 years.

K1.2 How a range of biological and environmental factors may impact on children's learning and development.

K1.3 How the following areas of development can impact on children's holistic development within play and early education:

- speech, language and communication
- personal, social and emotional development
- physical development
- cognitive development.

K1.4 How children develop speech and language and the differences between the two.

K1.5 The expected stages of language acquisition and how a range of biological and environmental factors can affect the speed of acquisition.

K1.6 How daily exposure to stories and rhymes supports development of communication and vocabulary.

K1.7 The potential effects and long-term impact on a child's holistic development if atypical development is not recognised and why practitioners must recognise atypical development as early as possible.

K1.8 The current statutory requirements for the Early Years Foundation Stage and Key Stage 1 National Curriculum requirements.

K1.9 The links between the Early Years Foundation Stage and Key Stage 1 National Curriculum including what information is shared with Key Stage 1 Teachers.

K1.10 The purpose of a range of pedagogical strategies to support children's development of early literacy and the purpose of systematic synthetic phonics to support the teaching of reading.

K1.11 The purpose of a range of strategies to support children's early writing skills.

K1.12 How daily routines, games, rhymes and stories can be used to support children's development learning and mathematical understanding.

K1.13 The purpose of a range of strategies to promote mathematical thinking and approaches that encourage early reasoning.

K1.14 The purpose of number sense and expected stages in the development of number sense.

K1.15 Stages and types of play, activities associated with different types of play and how they promote children's development and sense of agency.

K1.16 The resources and equipment needed to support children's play and education, both indoors and outdoors.

K1.17 The difference between adult-led and child-initiated play and how adults can lead and promote play.

K1.18 The benefits of adult-led and child-initiated play and how to offer an appropriate balance.

K1.19 How learning outside of the setting positively enhances children's education and development and where this may take place.

K1.20 The distinctive qualities offered by the outdoors as an educational environment compared to traditional classroom environments.

S1.21 Apply pedagogical strategies to plan and lead/facilitate educational activities, which include play, in line with the development areas of the early education curriculum requirements.

S1.22 Support the development of non-cognitive skills.

S1.23 Develop and extend children's education and thinking.

S1.24 Select resources and equipment that:

- support children's holistic development
- relate to children's individual needs and interests
- are age and stage appropriate.

S1.25 Support and promote children's speech, language and communication development in a range of ways.

S1.26 Promote equality of opportunity and anti-discriminatory practice.

S1.29 Implement a range of pedagogical strategies to support children's early literacy skills.

S1.32 Analyse and evaluate the key aspects of the theoretical and philosophical approaches that relate to current play provision.

S1.34 Facilitate care, education and outside of the setting.

S1.35 Support children to appreciate the natural environment.

## **PO2**

K2.1 Different forms of attachment that children develop and analyse and evaluate key aspects of attachment theories related to current practice and the key person.

K2.3 The potential positive and negative effects of transitions and significant events on children's relationships and holistic development.

K2.4 Typical behaviours for age and stage of development.

K2.5 Implications of a range of behavioural signs and approaches to their management.

K2.6 The concept of self-regulation in children, the stages of self-regulation and how self-regulation supports children's development.

K2.7 Factors affecting children's behaviour.

K2.9 How a range of factors can affect children's self-concept.

K2.10 Effective practice to develop self-efficacy in children.

S2.13 Support children's group learning and socialisation.

S2.14 Apply strategies to prepare and support children through transitions and significant life events.

S2.15 Apply strategies to alleviate separation anxiety.

S2.16 Apply strategies to support children's self-regulation.

S2.19 Model and promote positive behaviours expected of children.

S2.20 Support children to manage their own behaviour in relation to others.

S2.21 Support children to develop a positive self-concept.

## **PO3**

K3.1 How well-considered planning and provision supports children's educational and developmental progress.

K3.2 The purpose of observation, assessment and planning and different approaches towards the assessment of children and planning.

K3.3 A range of developmental indicators that may suggest a child is in need of additional support.

K3.4 Different types of assessment types and their purpose.

S3.6 Identify the needs, interest and stages of development of individual children.

S3.7 plan educational opportunities that:

- enable children to progress
- prepare children for the next stage of their education
- fully reflect the stage of development, individual needs and circumstances of children, including those with additional needs.

S3.11 apply assessment techniques to make assessments within the current early education curriculum framework.

#### **PO4**

K4.1 The key principles of safeguarding.

K4.4 How health and wellbeing supports babies and children's resilience, curiosity and independence, brain development, play and learning experiences and holistic development.

K4.6 How meeting basic care needs impacts on children's self-actualisation and how practitioners provide physical care.

K4.7 How a range of strategies support children to develop self-care skills and the impact of self-care skills on children's health, safety and wellbeing.

K4.8 How sleep and rest enhances babies and children's holistic development and current guidance for sleep requirements and safe sleeping procedures.

K4.9 Balanced diets for babies and children and how oral health can be promoted.

K4.11 How illnesses and infections are spread and effective practice to prevent and control infection.

S4.13 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.

S4.14 Follow the safeguarding policies and procedures of the settings.

S4.15 Carry out a risk assessment and effectively manage risk in line with policies and procedures.

S4.18 Recognise (and act) when there are causes of concern regarding a child's safety and wellbeing.

S4.19 Apply strategies to support children to make and maintain friendships.

S4.20 Plan a range of care routines for children.

S4.22 Promote healthy lifestyles.

S4.24 Undertake tasks to ensure the prevention and control of infection.

#### **PO5**

K5.1 The legal rights and responsibilities of parents and carers.

K5.2 How a range of family contexts may impact on parenting.

K5.3 The roles and responsibilities of external agencies involved in early years settings.

K5.4 The purpose and benefits of working with other professionals and the circumstances in which this would be appropriate and relevant.

S5.6 Work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, education and development.

S5.7 Encourage parents and carers to take an active role in the child's play, education and development.

S5.8 Signpost appropriate resources and sources of support to parents and carers.

S5.9 Work collaboratively with colleagues (and other professionals) to meet the needs of babies and children and enable them to progress.

S5.11 Deliver education, health and care plans and strategies in consultation with the children's families, colleagues and external services.

## Assignment 2 – Observation of Skills on Industry Placement

### PO1

- S1.23 Develop and extend children's education and thinking.
- S1.25 Support and promote children's speech, language and communication development in a range of ways.
- S1.26 Promote equality of opportunity and anti-discriminatory practice.
- S1.30 Demonstrate flexibility during planned activities to incorporate unplanned opportunities when supporting children's mathematical understanding.
- S1.31 Use observational assessments to identify children's mathematical skills and foster these skills through play and structured opportunities.

### PO2

- S2.12 Promote secure attachments with children.
- S2.13 Support children's group learning and socialisation.
- S2.17 Encourage children's participation by ensuring a balance between adult-led and child-initiated activities.
- S2.19 Model and promote positive behaviours expected of children.
- S2.20 Support children to manage their own behaviour in relation to others.

### PO3

S3.7 Plan educational opportunities that:

- enable children to progress
- prepare children for the next stage of their education
- fully reflect the stage of development, individual needs and circumstances of children, including those with additional needs.

S3.8 Provide and lead care, educational experiences, environments and purposeful play opportunities in accordance with plans.

### PO4

- S4.13 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
- S4.20 Plan a range of care routines for children.
- S4.21 Carry out a range of care routines.
- S4.24 Undertake tasks to ensure the prevention and control of infection.

### PO5

- S5.9 Work collaboratively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.
- S5.10 Discuss children's progress and plan next stages in their education with the key person, colleagues, parents and carers.
- S5.11 Deliver education, health and care plans and strategies in consultation with the children's families, colleagues and external services.

### Assignment 3 – Observation and Assessment of Children in Settings

<p><b>Part 1A</b> <b>Task 1</b></p>	<p><b>PO1</b>          K1.1 The expected patterns of children’s development from birth to 7 years.          K1.7 (The potential effects and long-term impact on a child’s holistic development if atypical development is not recognised and) why practitioners must recognise atypical development as early as possible.          K1.8 The current statutory requirements for the Early Years Foundation Stage and Key Stage 1 National Curriculum.          S1.31 Use observational assessments to identify children’s mathematical skills (and foster these skills through play and structured opportunities).</p> <p><b>PO2</b>          K2.4 Typical behaviours for age and stage of development.          K2.6 The concept of self-regulation in children, the stages of self-regulation (and how self-regulation supports children’s development).          K2.7 Factors affecting children’s behaviour.          K2.9 How a range of factors can affect children’s self-concept.</p> <p><b>PO3</b>          K3.2 The purpose of observation, (assessment and planning) and different approaches towards the assessment of children (and planning).          K3.3 A range of developmental indicators that may suggest a child is in need of additional support.          S3.6 Identify the needs, interest and stages of development of individual children.          S3.9 Recognise (and act) when there are causes for concern regarding a child’s development.          S3.10 Use formal and informal monitoring and observation techniques.          S3.12 Carry out and record observational assessments (and draw conclusions from them).          S3.13 Assess babies and young children’s:  <ul style="list-style-type: none"> <li>• physical development</li> <li>• language development</li> <li>• emotional and social development</li> <li>• cognition including the acquisition of concepts.</li> </ul> </p> <p><b>PO4</b>          K4.5 Factors that contribute to children’s wellbeing and the signs that indicate a child needs support.          K4.10 The signs and symptoms of a range of common illnesses/infections including the signs that require immediate medical attention.          S4.18 Recognise when there are causes of concern regarding a child’s safety and wellbeing.</p>
<p><b>Part 1B</b> <b>Task 2 (a)</b></p>	<p><b>PO3</b>          S3.10 Use formal and informal monitoring and observation techniques.          S3.16 Use the reflective cycle to evaluate own strengths and weaknesses and others’ practice.</p>
<p><b>Task 2 (b)</b></p>	<p><b>PO3</b>          S3.17 Engage in continuing professional development, adopt good practice observed in others.</p>

<b>Part 2</b> <b>Task 1(a)</b>	<b>PO3</b> K3.2 The purpose of observation, (assessment and planning) and different approaches towards the assessment of children (and planning).
<b>Task 1(b)</b>	<b>PO3</b> K3.2 The purpose of observation, (assessment and planning) and different approaches towards the assessment of children (and planning).
<b>Task 2</b>	<b>PO1</b> K1.1 The expected patterns of children’s development from birth to 7 years. K1.7 The potential effects and long-term impact on a child’s holistic development if atypical development is not recognised and why practitioners must recognise atypical development as early as possible. K1.8 The current statutory requirements for the Early Years Foundation Stage and Key Stage 1 National Curriculum requirements. S1.31 Use observational assessments to identify children’s mathematical skills and foster these skills through play and structured opportunities.  <b>PO2</b> K2.4 Typical behaviours for age and stage of development. K2.6 The concept of self-regulation in children, the stages of self-regulation. K2.7 Factors affecting children’s behaviour. K2.9 How a range of factors can affect children’s self-concept.  <b>PO3</b> K3.3 A range of developmental indicators that may suggest a child is in need of additional support. S3.6 Identify the needs, interest and stages of development of individual children. S3.9 Recognise and act when there are causes for concern regarding a child’s development. S3.11 Apply assessment techniques to make assessments within the current early education curriculum framework. S3.12 Draw conclusions from observational assessments. S3.13 Assess babies and young children’s development. S3.14 Make use of formative and summative assessment to inform next steps and shape educational opportunities.  <b>PO4</b> K4.5 Factors that contribute to children’s wellbeing and the signs that indicate a child needs support. K4.10 The signs and symptoms of a range of common illnesses/infections including the signs that require immediate medical attention. S4.18 Recognise and act when there are causes of concern regarding a child’s safety and wellbeing.
<b>Task 3</b>	<b>PO1</b> K1.1 The expected patterns of children’s development from birth to 7 years. K1.8 The current statutory requirements for the Early Years Foundation Stage and Key Stage 1 National Curriculum requirements. K1.3 How the following areas of development can impact on children’s holistic development within play and early education:  <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> </ul>

	<ul style="list-style-type: none"><li>• cognitive development.</li></ul> <p>S1.31 Use observational assessments to identify children’s mathematical skills and foster these skills through play and structured opportunities.</p> <p><b>PO2</b></p> <p>K2.4 Typical behaviours for age and stage of development. K2.7 Factors affecting children’s behaviour. K2.9 How a range of factors can affect children’s self-concept.</p> <p><b>PO3</b></p> <p>K3.1 How well-considered planning and provision supports children’s educational and developmental progress. K3.2 The purpose of observation, assessment and planning and different approaches towards the assessment of children and planning. K3.3 A range of developmental indicators that may suggest a child is in need of additional support. K3.4 Different types of assessment types and their purpose. S3.6 Identify the needs, interest and stages of development of individual children. S3.9 Recognise and act when there are causes for concern regarding a child’s development. S3.13 Assess babies and young children’s:</p> <ul style="list-style-type: none"><li>• physical development</li><li>• language development</li><li>• emotional and social development</li><li>• cognition including the acquisition of concepts.</li></ul> <p>S3.14 Make use of formative and summative assessment to inform next steps and shape educational opportunities. S3.15 Reflect on the effectiveness of the planned educational experiences/activities and play opportunities. S3.16 Use the reflective cycle to evaluate own strengths and weaknesses and others’ practice.</p> <p><b>PO4</b></p> <p>S4.17 Maintain accurate and coherent records and only share information when appropriate to ensure the needs of all children are met. S4.18 Recognise and act when there are causes of concern regarding a child’s safety and wellbeing.</p> <p><b>PO5</b></p> <p>S5.9 Work collaboratively with colleagues and other professionals to meet the needs of babies and children and enable them to progress. S5.10 Discuss children’s progress and plan next stages in their education with the key person, colleagues, parents and carers.</p>
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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	References Task 3 (assignment 3) replaced with Task 2(b), to align with the approved assessment		August 2021
v3.3	NCFE rebrand.		September 2021
v3.4	ODSR_EC_391 – Legislation date amend	February 2022	March 2022
v4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v4.1	Sample added as a watermark	November 2023	16 November 2023