

NCFE

CACHE

Sample Assessment Materials (SAMs) (extended units)

**NCFE CACHE Level 2 Technical Occupational Entry for
the Early Years Practitioner (Extended Diploma)**

QN: 610/4588/3

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EYP 0: Principles of professional practice

Knowledge criteria

Task 1: leaflet

(AC EYP 0: 1.1, 1.3, 3.1)

Create a leaflet using a folded sheet of A4 paper, including text and images to show the diverse range of occupations and career progression opportunities across the early years workforce. The leaflet should be aimed at learners who are starting training to work in the early years workforce and reflect the diverse roles referenced in the DfE facilitated occupational map in early years which can be found [here](#):

The leaflet must outline:

- the diverse range of occupations across the early years workforce and include the key features of each occupational role and responsibilities
- the roles and responsibilities of the early years manager
- the career progression opportunities for early years practitioners in the early years workforce.

Task 2(a): code of conduct

(AC EYP 0: 1.2)

Write a code of conduct which sets out the rules to which an early years practitioner must conform when employed in an early years setting. The code of conduct must explain the requirements and expectations for employment in an early years setting and outline the principles, behaviours and expectations that early years practitioners should uphold. The code of conduct should show awareness of IfATE's Early Years Practitioner occupational standard and the requirements to follow legislation, policy and procedures relating to:

- dress code
- respect
- time management
- communication
- continuing professional development (CPD)
- target monitoring and planning
- professional partnerships and teamwork.

Task 2(b): reflective account

(AC EYP 0: 1.4, 2.1, 2.2)

Write a reflective account that describes:

- the potential impact of own behaviour on others
- potential consequences of not meeting requirements and expectations of employment
- the support and supervision practitioners should expect to receive in an early years setting.

Give examples from your industry / work placement to support the reflection.

Task 3: improvement plan / knowledge and skills audit

(AC EYP 0: 4.1, 4.2, 4.3)

Undertake a knowledge and skills audit against the knowledge, skills and behaviours (KSBs) identified in IfATE's Early Years Practitioner occupational standard to identify your learning and development needs for improved practice. Reflect on your own performance by completing the audit **and** Table 1 to show how you plan to improve outcomes.

Table 1

Identify gaps / needs in own KSBs against the Early Years Practitioner occupational standard	How I can improve outcomes / reduce the gaps in my KSBs	Describe where and when support is needed, noting the individuals who can support progress towards identified needs

EYP OP1: Working as part of a professional team

Knowledge criteria

Task 1: poster

(AC EYP OP1: 2.1)

Create a poster that can be shared with parents in an early years setting. The poster must identify professionals that may be involved in the education and care of babies and children in an early years setting. You can use visual images to support written content.

Task 2: essay

(AC EYP OP1: 1.1, 1.2, 1.5, 2.2, 2.3)

Write an essay with no more than 1000 words with the title: 'Effective teamwork in an early years setting.' The essay must include:

- an explanation of the key features of effective teamwork
- a description, with examples, of the significance of collaboration, problem solving, negotiation and compromise skills required when working as part of a professional team to achieve the best outcomes for babies and children
- a summary of theoretical approaches to teamwork practice including Tuckman and Belbin
- an explanation of the benefits and challenges to effective partnerships with multiorganisational and external agencies
- a description of procedures for safe information sharing as part of a professional team.

Task 3: create a table

(AC EYP OP1: 1.3, 1.4)

Create a table with cells arranged in rows and columns. Add information to the table to show five potential challenges, using examples to describe ways to overcome the challenges.

Task 4: newsletter

(AC EYP OP1: 3.1, 3.2, 3.3)

Create a newsletter that could be sent out electronically to early years practitioners working in an early years setting, giving information about communication for effective teamwork. The newsletter can contain text and images. The newsletter must also:

- identify different methods of communication including written reports, use of technology, verbal and non-verbal
- use examples of different communication methods to describe when and how discreet methods may be best applied
- describe benefits of effective communication for positive teamwork practice and potential consequences of poor communication.

Be able to criteria

Task 5: professional discussion

(AC EYP OP1: 4.1, 4.2, 4.3, 4.4, 4.5)

Plan for a professional discussion with your assessor to demonstrate that you can establish and maintain collaborative working relationships in your work / industry placement.

You can make notes to use as prompts to ensure the assessment criteria are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

Professional discussion – Unit EYP OP1
Discuss and provide examples of when you have communicated effectively with colleagues
Discuss and provide examples of when you have been respectful, open and receptive to colleagues' ideas and input
Discuss and provide examples of when you have provided constructive support and feedback to a colleague
Discuss and provide examples of when you have performed an agreed role and assigned tasks in a manner that ensures effective teamwork
Discuss and provide examples of when you have demonstrated empathy skills with colleagues
Discuss and provide examples of when you have demonstrated the ability to compromise to ensure team goals are achieved
Discuss a time when you have adapted your behaviour and assess the impact this had on children and colleagues
Reflect on own performance and behaviour in the team to assess the impact this has on children and colleagues – discuss and provide examples

EYP OP2: Preparing for employment in an early years setting

Be able to criteria

Task 1: professional discussion

(AC EYP OP2: 1.1, 1.2, 1.3)

During a professional discussion with your assessor at your industry / work placement:

- name four different job roles that there are in your industry / work placement setting
- summarise the knowledge and skills that you need to do one job role in your industry / work placement setting that you would be interested in applying for
- discuss the knowledge and skills that you feel you already have in relation to the job role that you would be interested in applying for and the knowledge and skills that you feel that you still need to gain to be able to do the job role effectively.

You can make notes to use as prompts to ensure the assessment criteria are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

Note: The remaining tasks in this unit may be completed in a classroom environment.

Task 2(a): research with written responses

(AC EYP OP2: 2.1, 2.3, 3.1, 3.2)

Research different layouts and formats that can be used to create a Curriculum Vitae (CV):

- describe **two** of the different layouts and formats that can be used to create a CV – you may support your description with images
- explain **two** reasons why it is important to use accurate and appropriate language on a CV.

Research job vacancies from a range of sources such as early years settings websites and employment websites:

- list **three** job vacancies for early years practitioners in early years settings; each vacancy should be from a different source, and you should identify your source immediately after the vacancy
- choose **one** vacancy that you would like to apply for and write a statement that could be used in a cover letter to demonstrate your suitability for a position as an early years practitioner.

Task 2(b): create your CV

(AC EYP OP2: 2.2)

Using one of the layouts that you have described in task 2(a), create your own CV that is effective and suitable for applying for a job in an early years setting.

Task 3(a): mock interview preparation

(AC EYP OP2: 4.1)

Write a paragraph to outline ways to prepare for an interview in an early years setting. Consider how you will prepare, practise, present and participate in advance.

Task 3(b): mock interview

(AC EYP OP2: 4.2, 4.3)

- your tutor will arrange a role play mock interview for the role of an early years practitioner for you to participate in, and will give you feedback following your interview
- after the interview, write a paragraph to reflect on your own performance at the mock interview and make recommendations for improvements in the future.

EYP OP3: Reflective and reflexive practice

Knowledge criteria

Task 1(a): glossary of terms

(AC EYP OP3: 1.1)

Create a glossary of terms which defines the meaning of the following terms in relation to improved practice in an early years setting. The glossary must include the following:

- reflexive practice
- reflective practice
- continuing professional development (CPD.)

Task 1(b): professional discussion

(AC EYP OP3: 1.2)

Plan a professional discussion to describe how reflexive practice could be used to improve practice in an early years setting. Throughout the discussion, reflect on a situation that shows how you have used reflexivity to improve own practice at your industry / work placement.

You can make notes to use as prompts to ensure the assessment criteria are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

Task 2: factsheets

(AC EYP OP3: 2.1)

Create three factsheets that summarise the theoretical models of reflection. Each factsheet should be aimed at qualified early years practitioners and presented as a single page document that contains concise information on one of the following theoretical models of reflection:

- Gibbs' reflective cycle
- Boud, Keogh and Walker reflective model
- Schon's reflective model.

Task 3: essay

(AC EYP OP3: 3.1, 3.2, 3.3)

Write an essay with the title: 'How feedback from others can support self-evaluation as part of a reflexive and reflective process'. The essay must cover the following:

- identify sources of feedback to improve practice in an early years setting
- outline potential benefits of feedback on performance for improved practice
- explain how personal improvement can be used to improve behaviour and performance for improved practice in an early years setting.

Be able to criteria

Task 4: professional development plan

(AC EYP OP3: 4.1, 4.2)

Plan a professional discussion to complete a progress review with your manager / supervisor or occupationally competent person in your industry / work placement. During the discussion, talk about areas of your own practice that you can improve by reflecting on the knowledge, skills and behaviours (KSBs) required of an early years practitioner and feedback given by peers, colleagues, the tutors and assessor.

Use the feedback from your progress review meeting to develop a professional development plan with clear SMART (specific, measurable, achievable, relevant and time-bound) targets for improvement.

Complete the Table 1 below.

Table 1

Specific area for improvement	How I can achieve this	Who can support me	By when	How I will know if I have improved

You can make notes to use as prompts to ensure the assessment criteria are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

EYP OP4: Communication in an early years setting

Knowledge criteria

(AC EYP OP4: 1.1, 1.2, 1.3, 4.1, 4.2)

Task 1: written responses

Provide an explanation of three reasons why active listening is important for effective communication.

Provide an outline which describes the features of four different methods of communication.

You should choose one method from each of the following types of communication:

1. spoken or verbal communication
2. non-verbal communication
3. written communication
4. visual communication

Provide a definition of the following terms in the context of communication in an early years setting:

- sensitive
- empathetic.

Provide an outline which describes three situations that may lead to sensitive and empathic conversations with parents / carers / family.

Task 2: complete the table

(AC EYP OP4: 3.1, 3.2)

Complete Table 1 to list four potential challenges and barriers to communication in an early years setting.

For each potential challenge or barrier listed, describe one way that the challenge or barrier can be overcome.

Table 1

Potential challenge / barrier to communication in an early years setting	Ways that the challenge or barrier can be overcome
1.	
2.	
3.	
4.	

Be able to criteria

Task 3(a): observation

(AC EYP OP4: 5.1, 5.2, 5.3, 6.1, 6.2, 6.3)

As part of a holistic observation of practice, your assessor must observe you:

- communicating with babies and children in ways that are understood by the babies and children
- contributing to discussions with colleagues as part of a professional team in an early years setting.

During your observation, you must:

- explain the different formats for written communication that can be used in an early years setting and the reasons for selection of methods, including:
 - observations
 - the accident and incident book
 - risk assessments.

Task 3(b): professional discussion

Following the observation of practice, engage in a professional discussion with your assessor to reflect on your experience in industry / work placement to:

- identify a potential problem that could occur in an early years setting
- using the example identified, explain how effective communication may provide a solution to the problem.

Tell your assessor about **four** different problem solving strategies than can be used in an early years setting.

You can make notes to use as prompts to ensure the assessment criteria are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

Task 4: reflective account

(AC EYP OP4: 2.1, 2.2, 2.3)

Write a reflective account to include:

- a description of three ways that you have seen practitioners communicate with parents / carers / families in your placement using verbal and non-verbal methods, including technology, to exchange information
- examples from your industry / work placement to summarise the role of communication in decision making
- examples from your industry / work placement to explain two ways that communication has supported best practice, including collaboration, teamwork, partnerships, decision making, information sharing to support engagement, motivation and conflict resolution in your industry / work placement.

EYP OP5: Sustainability in an early years setting

Knowledge criteria

Read the scenario.

Scenario

You are working as an early years practitioner in a five room day nursery. At a recent team meeting, the nursery staff discuss how more effective daily practice can contribute to a more sustainable environment in the nursery. To improve sustainability, you have been given the role of sustainability co-ordinator. To prepare, you must:

- create a presentation to share at next month's team meeting aimed at improving sustainability in the day nursery
- plan and organise a 'sustainability week' for babies, children and families.

Task 1: mind map

(AC EYP OP5: 1.1, 1.2, 1.3)

- create a mind map that defines the term 'sustainability'
- outline the UNICEF 17 sustainable development goals which could be shared with the nursery team
- describe sustainable practice in an early years setting with reference to the relevant sustainable goals.

Task 2: create a table

(AC EYP OP5: 3.1, 3.2, 3.3)

Reflect on your own experience of waste disposal at the industry / work placement. Complete Table 1 to:

- identify the common types of waste in an early years setting
- explain how common types of waste could be recycled in an environmentally friendly manner
- explain how common types of waste should be disposed of in an environmentally friendly manner.

Table 1

Types of waste in an early years setting	How each type of waste could be recycled in an environmentally friendly manner	How types of waste should be disposed of in an environmentally friendly manner

Task 3: PowerPoint presentation

(AC EYP OP5: 2.1, 4.1, 4.2)

Create a PowerPoint presentation (or similar software) that could be used to present information to staff at next month's day nursery staff meeting. The PowerPoint does not have to be presented. The PowerPoint slides must focus on:

- strategies to develop sustainable practice in the early years setting
- an understanding of energy efficiency in the early years setting
- a list of ways early years practitioners can interact with children and their families to promote sustainable practice
- identification of areas of high energy consumption in an early years setting, including areas relating to heating, lighting, IT, cooking, food preparation, travel and laundry
- an explanation of how high energy consumption could be reduced in an early years setting.

Be able to criteria

Task 4: written response

(AC EYP OP5: 5.1, 5.2, 5.4)

Write three paragraphs.

Outline three activities / experiences that will be available for babies, children and families to take part in during 'sustainability week' at the day nursery. The activities/experiences should be suitable for babies, children and/or families together or separately but must reflect activities / opportunities for all.

The paragraphs of activities / experiences must:

- explain ways that children can be introduced to some important processes and changes in the natural world around them, including the seasons and changing states of matter
- identify ways to engage with families to raise awareness of sustainability
- reflect on ways that children use the natural world around them, making recommendations for improved awareness of sustainability.

Task 5: sustainability audit

(AC EYP OP5: 5.3, 6.3)

Undertake a sustainability audit evaluating examples of sustainability in your own industry/work placement setting. You should conduct this audit with other industry / work placement staff. Complete Table 2.

Table 2

Examples of sustainable practice	Examples of practice that is not sustainable

Give a minimum of 3 recommendations for improved sustainability outcomes in your early years setting
1.
2.
3.
Review your sustainability audit with other practitioners in your setting and share your ideas about sustainable practice; add their recommendations for improved sustainability outcomes in your own setting

Task 6: written report

(AC EYP OP5: 6.1, 6.2, 6.4)

Write a report of no more than 500 words to:

- show the key features of your industry / work placement sustainability policy
- identify sources of support, including any statutory guidelines for sustainable practice in an early years setting
- give ideas that could contribute to the development of the industry / work placement's sustainability policy.

Change history record

Version	Description of change	Date of Issue
v1.0	First publication	August 2025