Qualification specification

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

Contents

Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v1.0	March 2019	First publication
v1.1	February 2020	Information regarding the safeguarding and wellbeing of learners added to Resources.
v1.2	September 2021	EYSP 7: Develop and implement policies and procedures to support the safeguarding of children – terminology has been updated within AC2.1; safeguarding practice reviews has now replaced serious case reviews.
v1.3	October 2021	Mapping has been produced to show where the Knowledge, Skills and Behaviours (KSB's) contained within the new apprenticeship standard 'Early Years Lead Practitioner' can be found in the NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner (603/3907/X).
v1.4	June 2022	Further information added to the assessment section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks. Serious case review terminology update to Child Safeguarding Practice Reviews.
v1.5	November 2022	Information regarding assessment principles has been revised.
v1.6	December 2022	Link updated in guidance for EYSP7. Minor amend to wording in assessment principles.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

How the qualification works

This qualification is made up of units, each representing a small step of learning. This allows the qualification to be completed at your own pace.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- **guided learning** (GL) – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

> Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning Outcomes 6, 7 and 8 must be assessed in a real work environment by a vocationally competent Assessor.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how mathematics relates to children's everyday lives.	1.1. Describe how mathematics is evident in children's everyday lives.
	1.2. Analyse factors which affect children's learning of mathematical concepts.

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises the following two elements:

- the number of hours which we have allocated to a qualification for guided learning
- an estimated number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Guided Learning (GL)

- GL and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Assurer.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our Centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Understanding learning outcomes

There are two main types of learning outcome:
- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.

For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

Our public website address is www.ncfe.org.uk. The website contains information about all our qualifications, which contains:

- Key Facts
- Qualification Specifications.

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens, you will have to submit an additional piece of work for assessment.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens, we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance. For more information on the Reasonable Adjustments and Special Considerations Policy, please see our dedicated qualifications website www.ncfe.org.uk.

Support handbook
This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment. This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner
Qualification number	603/3907/X
Aim	The aim of the Level 5 Diploma for the Early Years Senior Practitioner qualification is to support leadership and management skills in early years and the knowledge and skills relating to early years practice. This qualification is suitable for learners already working in the early years sector in a managerial role, as well as learners that may wish to develop their career or increase their understanding through professional development.
	Learners undertaking the qualification would be working in job roles such as:
	• Manager • Deputy Manager • Room Leader/Supervisor • Leader with designated area of responsibility.
	Upon successful completion, learners can work as a Senior Early Years Practitioner within the Early Years Workforce across the private, voluntary and independent sectors, or progress to higher education in a relevant subject area.
Regulatory purpose code	D1: Confirm competence in an occupational role to the standards required
Total Qualification Time (hours)	900
Guided Learning (hours)	636
Credit value	90
Minimum age of learner	19
Age ranges covered by the qualification	Birth to 7 years

The role of the Early Years Senior Practitioner	The Early Years Senior Practitioner is a positive role model for the team. Through clear leadership and effective management, the Senior Practitioner supports and promotes best practice within legislative requirements to enable quality provision. Working collaboratively with colleagues, other professionals and parents/carers, the Senior Practitioner engages and motivates all involved for improved outcomes for babies and children. The areas covered in this qualification include: • quality environments • early years pedagogy • behaviour • care routines • professional development • Special Educational Needs and Disability (SEND) • safeguarding • inclusion • development • play for learning • partnership working • the Early Years Foundation Stage (EYFS) • leading and managing • health, safety and well-being • roles and responsibilities.
Real work environment (RWE) requirement/ recommendation	Learners need to show competence in both knowledge and skills. In order to study for the Level 5 Diploma for the Early Years Senior Practitioner, learners will need to be working in the role of Leader, Deputy or Manager in an appropriate setting, or have the opportunity to carry out the responsibilities associated with these roles.
Rules of combination	To gain this qualification, learners must achieve a total of 90 credits from all 18 mandatory units.
Progression including job roles (where applicable)	It is anticipated that learners will be able to progress within the Early Years Workforce or to higher education in a relevant subject area.
Assessment type	Internal
Assessment requirements	All units will be internally assessed using an externally set and internally marked Assessment of Learning. EYSP 2 and EYSP 12 must be assessed using an externally set and internally marked task. A range of methods can be applied to other units, which could include direct observation of practice, professional discussion, work product or a portfolio of evidence. Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment

	evidence presented for external quality assurance must be in English.
How is the qualification graded?	Achieved/Not Yet Achieved
How long will it take to complete?	This qualification will take approximately 18–24 months to complete.
Entry requirements/ recommendations	Learners must be aged 19 or over. We do not set any other entry requirements but colleges or training providers may have their own guidelines. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/3907/X.

Department for Education (DfE) full and relevant approval

This qualification meets the requirements of the Department for Education's **Early Years Educator full and relevant criteria**, allowing the learner, upon completion of the qualification, to count towards the statutory framework for the Early Years Foundation Stage (EYFS) staff:child ratio at Level 3.

Section 3: Units

This section includes mandatory assessments of learning, which identify how learners' work will meet the requirements of each unit. There are also examples of what could be included as portfolio evidence. EYSP 2 and EYSP 12 have specified mandatory approaches to assessment; please refer to the Assessment of Learning for more guidance around these two units.

		Unit achievement log – NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner 603/3907/X						

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
	EYSP 1	R/617/3759	Manage care routines for children	Knowledge/Skills	5	5	15	
	EYSP 2	J/617/3760	Lead practice in promoting the well-being and resilience in children	Knowledge/Skills	5	7	53	
	EYSP 3	L/617/3761	Model positive behaviour in the early years	Knowledge/Skills	5	5	45	
	EYSP 4	R/617/3762	Lead activities, experiences and educational opportunities to promote children's speech, language and communication	Knowledge/Skills	5	5	35	
	EYSP 5	Y/617/3763	Lead children's early education and development	Knowledge/Skills	5	4	36	
☆	EYSP 6	D/617/3764	Understand holistic child development from birth to 7 years	Knowledge	5	6	40	
	3.5 WB	Y/505/9820	Developing children's emergent literacy skills	Knowledge/Skills	3	3	25	
	3.6 WB	D/505/9821	Developing children's emergent mathematical skills	Knowledge/Skills	3	4	34	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
	EYSP 7	H/617/3765	Develop and implement policies and procedures to support the safeguarding of children	Knowledge/Skills	5	6	35	
	EYSP 8	K/617/3766	Develop health and safety and risk management policies, procedures and practices in Early Years Settings	Knowledge/Skills	5	5	35	
	SHC 53	Y/602/3183	Champion equality, diversity and inclusion	Knowledge/Skills	5	4	34	
	EYSP 9	M/617/3767	Supporting children with Special Educational Needs and Disability in an Early Years Setting	Knowledge/Skills	4	8	53	
	EYSP 10	T/617/3768	Work in partnership in Early Years Settings	Knowledge/Skills	4	4	30	
	EYSP 11	A/617/3769	Lead and manage a team within an Early Years Setting	Knowledge/Skills	6	7	46	
	LM 502	A/504/2198	Develop, maintain and use records and reports	Knowledge/Skills	4	3	23	
	EYSP 12	M/617/3770	Quality provision in Early Years Settings	Knowledge/ Skills	6	5	24	
	SHC 52	L/602/2578	Promote professional development	Knowledge/Skills	4	4	33	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
	EYSP 13	T/617/3771	Review own knowledge of learning and development for early years practice	Knowledge/ Skills	5	5	40	

EYSP 1: Manage care routines for children

Unit reference	R/617/3759	Unit level	5
Credit value	5		
Guided learning	15		
Unit aim	This unit provides the learner with the knowledge, understanding and skills to manage others to support children's care routines		

Learner name:		Centre no:	
PIN:		**ULN:**	

Learning outcomes 2, 3 and 5 must be assessed in a real work environment by a vocationally competent Assessor

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand care needs of children	1.1 Evaluate the role of the Early Years Practitioner during care routines. To include: nappy changing toilet training washing and bath time care of skin, teeth and hair **mealtimes** rest and sleep provision
	1.2 Explain safety precautions which minimise the risk of Sudden Infant Death Syndrome (SIDS)
	1.3 Analyse benefits of working in partnership with parents/carers in relation to individual physical care routines

Learning outcomes 2, 3 and 5 must be assessed in a real work environment by a vocationally competent Assessor

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Be able to use hygienic practice to minimise the spread of infection	2.1 Use hygienic practice in relation to: hand washing food hygiene formula feed dealing with spillages safely safe disposal of waste using correct personal protective equipment cleaning and sterilisation processes
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
	3.2 Evaluate policies and procedures for the provision of care routines in own setting
	3.3 Work in partnership with parents/carers to support best practice in care routines
4. Understand childhood immunisation	4.1 Discuss childhood immunisation
	4.2 Outline the immunisation schedule
5. Be able to support children in personal care routines	5.1 Support children in personal care routines in relation to: toileting washing skin, teeth and hair meal times resting and/or sleeping

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.
Guidance for developing unit assessment arrangements	**Non-routine physical care** From time to time, young children may require individual care and attention outside of normal routine care, for example when recovering from illness or in relation to individual need. **Mealtimes** Provision, needs and recording of special dietary needs requirements of individual children, including allergies and intolerance.

Producing evidence to meet the assessment requirements

Assessment of learning: EYSP 1: Manage care routines for children

Evidence must meet the assessment requirements as detailed below.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		Centre no:		PIN:	

Assessment requirements	Evidence record eg page number and method
1.1 Reflect on current practice to evaluate the role of the Early Years Practitioner during care routines. To include: nappy changing toilet training washing and bath time care of skin, teeth and hair meal times rest and sleep provision.	
1.2 Explain safety precautions which minimise the risk of Sudden Infant Death Syndrome (SIDS).	
1.3 Use an example to analyse benefits of working in partnership with parents/carers to meet the individual physical care routines of children.	
2.1 Use hygienic practice in relation to: hand washing food hygiene formula feed dealing with spillages safely safe disposal of waste using correct personal protective equipment cleaning and sterilisation processes.	
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.	
3.2 Evaluate policies and procedures for the provision of care routines in own	

setting.	
3.3 Work in partnership with parents/carers to support best practice in care routines.	
4.1 Reflect on the aims of the childhood immunisation programme.	
4.2 Outline the immunisation schedule.	

Examples of evidence for the learner portfolio: • direct observation • work products: policies and procedures • records and care planning • reflective accounts • professional discussion • own research. Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

5.1 Support children in personal care routines in relation to: 　　toileting 　　washing 　　skin, teeth and hair 　　meal times 　　resting and/or sleeping.	

Learner and Assessor sign-off: EYSP 1: Manage care routines for children

Learner name:	Learner declaration of authenticity of unit: EYSP 1
	I declare that the work presented for this unit is entirely my own work.
PIN:	
	Learner signature:
Centre no:	
	Date:
ULN:	
Assessor name:	**Assessor sign-off of completed unit: EYSP 1**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

EYSP 2: Lead practice in promoting well-being and resilience in children

Unit reference	J/617/3760	Unit level	5
Credit value	7		
Guided learning	53		
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead practice in support of children's well-being and resilience. It includes the promotion of health, self-esteem, curiosity and independence. The unit also includes the evaluation and development of practice. This unit will be assessed through a professional research project, which may be presented as a reflective journal. The research task is externally set and internally marked.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand how different approaches to promoting positive **well-being** and resilience in children impact on practice	1.1 Explain the importance of well-being for children
	1.2 Explain the importance of resilience for children
	1.3 Critically analyse different approaches to promoting well-being and resilience of children
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**
	2.2 Support others to work with children in a manner that is open, trustworthy, respectful and reliable

Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
	2.3 Demonstrate through own practice ways to encourage and support children to express their feelings, views and hopes
	2.4 Explain how to challenge practices that act as barriers to children's well-being and resilience
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
	3.2 Monitor the involvement of others in supporting children's well-being and resilience
	3.3 Evaluate strategies used to engage others who are supporting a child
	3.4 Analyse why health and well-being is important for babies and children
	3.5 Promote healthy lifestyles
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**
	4.2 Lead colleagues to work co-operatively with others to meet the needs of babies and children and enable them to progress
	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
	4.4 Work with others to take action to address **concerns** identified about the health of children

Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
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
	5.2 Develop methods of evaluating organisational practice in promoting children's well-being and resilience
	5.3 Lead others in developing areas of practice that promote children's well-being and resilience

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.
Guidance for developing unit assessment arrangements – provided with the unit	**Well-being** may include: • attachment • relationships • emotional security • resilience • reciprocity • self-esteem • health • diet • exercise • rest and sleep • prompt medical/dental attention when needed • preventive health programmes. **Others** may include: • human resource personnel • workers/practitioners • parents/carers. **To build their self-esteem** could include: • identifying with their own self-image and identity • recognising and valuing their own abilities, talents and achievements • being involved in decisions and having as much control as possible, setting goals and targets that contribute towards building their well-being and resilience. **Health needs** may include: • physical • mental. **Concerns** may include: • illness • injury • emotional distress • poor lifestyle choices • changes in behaviour.

Producing evidence to meet the assessment requirements

Assessment of learning: EYSP 2: Lead practice in promoting well-being and resilience in children

Evidence must meet the assessment requirements as detailed below in the form of a professional research project, which may be presented as a reflective journal.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		Centre no:		PIN:	

Assessment requirements	Evidence record eg page number and method
1.1 Explain the importance of well-being for children's holistic development.	
1.2 Reflect on the evidence collated for 1.1 to explain the importance of resilience for children's holistic development.	
1.3 Use examples from current practice to critically analyse two (2) different approaches to promoting well-being and resilience of children.	
2.1 Lead practice that supports others to engage with children to build their self-esteem.	
2.2 Support others to work with children in a manner that is open, trustworthy, respectful and reliable.	
2.3 Demonstrate through own practice ways to encourage and support children to express their feelings, views and hopes.	
2.4 Explain how to challenge practices that act as barriers to children's well-being and resilience.	
3.1 Develop strategies to support understanding and involvement with the well-being and resilience needs of a child.	
3.2 Monitor the involvement of others in supporting children's well-being and resilience.	

3.3 Evaluate strategies used to engage others who are supporting a child.	
3.4 Analyse why health and well-being is important for babies and children.	
3.5 Promote healthy lifestyles.	
4.1 Lead practice that supports children to make positive choices about their health needs.	
4.2 Lead colleagues to work co-operatively with others to meet the needs of babies and children and enable them to progress.	
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.	
4.4 Work with others to take action to address concerns identified about the health of children.	
5.1 Develop methods of evaluating own practice in promoting children's well-being and resilience.	
5.2 Develop methods of evaluating organisational practice in promoting children's well-being and resilience.	
5.3 Lead others in developing areas of practice that promote children's well-being and resilience.	

Required evidence for the learner portfolio:

- Completion of a professional research project, which may be presented as a reflective journal. All assessment criteria must be met within the professional research project.
- The research project must include an awareness of factors influencing the role of the Early Years Senior Practitioner when supporting health and well-being in babies and young children.
- Knowledge and understanding of current theoretical perspectives in relation to health and well-being should be critiqued and recommendations made for improvements to own practice.
- Reflective accounts should be used and evaluated to support assessment criteria for this unit.
- The project has a set word limit of 3,000 words with a 10% margin.

EYSP 2: Professional Research Project Guidance to support learner and Assessor		
Assessment criteria	**Guidance**	**Assessor comment**
1.1 Explain the importance of well-being for children. 1.2 Explain the importance of resilience for children.	The introduction explains the importance of well-being and resilience for children's holistic development.	
1.3 Critically analyse different approaches to promoting well-being and resilience of children.	The work critically analyses two contemporary theories involving children's well-being and resilience and makes clear links to how these can be applied in the context of early years practice.	

EYSP 2: Professional Research Project Guidance to support learner and Assessor		
Assessment criteria	**Guidance**	**Assessor comment**
2.1 Lead practice that supports others to engage with children to build their self-esteem. 2.2 Support others to work with children in a manner that is open, trustworthy, respectful and reliable. 2.3 Demonstrate through own practice ways to encourage and support children to express their feelings, views and hopes. 2.4 Explain how to challenge practices that act as barriers to children's well-being and resilience. 3.5 Promote healthy lifestyles. 4.1 Lead practice that supports children to make positive choices about their health needs. 4.2 Lead colleagues to work co-operatively with others to meet the needs of babies and children and enable them to progress. 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.	Evidence is generated from a range of reflective accounts, including own reflections, and feedback from peers, other professionals and parents/carers, as well as children as appropriate. This section may be presented as a Reflective Journal.	

EYSP 2: Professional Research Project Guidance to support learner and Assessor		
Assessment criteria	**Guidance**	**Assessor comment**
3.1 Develop strategies to support understanding and involvement with the well-being and resilience needs of a child. 3.2 Monitor the involvement of others in supporting children's well-being and resilience. 3.3 Evaluate strategies used to engage others who are supporting a child. 4.4 Work with others to take action to address concerns identified about the health of children. 5.1 Develop methods of evaluating own practice in promoting children's well-being and resilience. 5.2 Develop methods of evaluating organisational practice in promoting children's well-being and resilience. 5.3 Lead others in developing areas of practice that promote children's well-being and resilience.	The reflections should be evaluated with others and recommendations made to improve practice. The Professional Research Project should inform progress in practice in relation to: • monitoring the involvement of others in supporting children's well-being and resilience • evaluating strategies implemented in Early Years Settings to engage others when supporting children's well-being and resilience.	
3.4 Analyse why health and well-being is important for babies and children.	Draw conclusion from theoretical perspectives to analyse why health and well-being is important for babies and children.	

Learner and Assessor sign-off: EYSP 2: Lead practice in promoting well-being and resilience in children

Learner name:	Learner declaration of authenticity of unit: EYSP 2
	I declare that the work presented for this unit is entirely my own work.
PIN:	
	Learner signature:
Centre no:	
	Date:
ULN:	
Assessor name:	**Assessor sign-off of completed unit: EYSP 2**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

EYSP 3: Model positive behaviour in the early years

Unit reference	L/617/3761	Unit level	5
Credit value	5		
Guided learning	45		
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead the promotion of positive behaviour through role modelling and application of child development knowledge and understanding.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 2 and 3 must be assessed by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand theoretical influence on our understanding of children's behaviour in the early years	1.1 Analyse theories underpinning **behaviour** in the early years
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
	2.2 Support children to manage their own behaviour in relation to others.
	2.3 Engage with parents/carers and others to appreciate when a child is in need of support
	2.4 Lead intervention strategies for person-centred practice in relation to behaviour
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

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.
Guidance for developing unit assessment arrangements – provided with the unit	**Behaviour** An appreciation of early brain development and how adverse childhood experiences impact on healthy development.

Producing evidence to meet the assessment requirements

Assessment of learning: EYSP 3: Model positive behaviour in the early years

Evidence must meet the assessment requirements as detailed below.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		**Centre no:**		**PIN:**	

Assessment requirements	Evidence record eg page number and method
1.1 Reflect on two (2) theories underpinning behaviour in the early years to analyse impact to current practice.	
2.1 Lead others by example by modelling and promoting positive behaviours expected of children.	
2.2 Support children to manage their own behaviour in relation to others.	
2.3 Engage with parents/carers and others to appreciate when a child is in need of support.	
2.4 Lead intervention strategies for person-centred practice in relation to behaviour.	
3.1 Work with others to evaluate current approach to behaviour policy.	

Examples of evidence for the learner portfolio:

- direct observation
- work products: policy and procedures
- own research
- reflective accounts
- professional discussion
- feedback
- evidence derived from observation of others
- team meetings
- Eye Witness Testimony (EWT)
- reports including those from regulators.

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Learner and Assessor sign-off: EYSP 3: Model positive behaviour in the early years

Learner name:	**Learner declaration of authenticity of unit: EYSP 3**
PIN:	I declare that the work presented for this unit is entirely my own work.
	Learner signature:
Centre no:	Date:
ULN:	
Assessor name:	**Assessor sign-off of completed unit: EYSP 3**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

EYSP 4: Lead activities, experiences and educational opportunities to promote children's speech, language and communication

Unit reference	R/617/3762	Unit level	5
Credit value	5		
Guided learning	35		
Unit aim	The unit aims to provide a basis for understanding the importance of providing a range of activities, experiences and educational opportunities for speech, language and communication for a child's holistic development.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 2 and 3 must be assessed by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the developmental needs of babies and children in relation to speech, language and communication	1.1 **Explain** each of the terms: speech language communication Speech, Language and Communication Needs (SLCN)
	1.2 Explain how speech, language and communication skills develop from birth to 7 years
	1.3 Discuss the role of speech, language and communication for holistic development
	1.4 Describe intervention strategies in response to SLCN
	1.5 Evaluate partnership working for children's SLCN
2. Be able to promote communication and language needs in babies and	2.1 Analyse **methods** used to monitor communication, speech and language development in own setting

Learning outcomes 2 and 3 must be assessed by a vocationally competent Assessor in real work environments and/or by using workplace evidence from the learner's real work environment

Learning outcomes The learner will:	Assessment criteria The learner can:
young children	2.2 Review procedures followed in own setting to record children's speech, language and communication stage in own setting
	2.3 Evaluate activities, experiences and learning opportunities for speech, language and communication
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
	3.2 Demonstrate how day-to-day activities within the setting can be used to encourage speech, language and communication development in young children
	3.3 Explain the importance of the environment in supporting speech, language and communication development

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.
Guidance for developing unit assessment arrangements – provided with the unit	**General guidance for whole unit** Communication is a complex, two-way process, reliant on a wide range of skills including listening, understanding and means of expression, as well as interaction skills. Consideration of the complexity of this process, and the many factors which can affect it, underpins effective communication in practice. **Explain** – taken from a leaflet produced by the Communications Consortium 'Explaining Speech, Language and Communication Needs (SLCN)': 　"Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating. 　Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live." **Methods** may include: • adapting own language • scaffolding the child's language • giving children the time and opportunity to communicate • facilitating communication between children • learning through play • working with carers.

Additional guidance:

Articulation, motor speech or speech production difficulty
Speech production is the ability to produce sounds. A speech production difficulty occurs when mistakes continue past a certain age. These difficulties can include problems with articulation (making sounds) or motor speech difficulties, which includes dysarthria and dyspraxia.

Intervention
A term used to define the provision of additional support for children with SLCN; over and above what they would otherwise receive in the class or elsewhere.

Lexical representations
How words are represented (and stored) in a model of speech and language processing.

Morphosyntax
The system of the internal structure of words (morphology) and the way in which words are put together to form phrases and sentences (syntax).

Neuromotor principles
These are principles based on an understanding of how the nervous system and muscles work together to support movement.

Semantics
The study of meaning in language. Semantics is important for understanding language in social contexts, as these are likely to affect meaning, and for understanding varieties of English and effects of style.

Sensory, motor and phonological impairment
This is a difficulty affecting a child's sound system which arises from difficulties with the sensory and motor aspects of speech, for example with sensing touch, strength, control and range of movement of parts of the body involved in speech.

Speech subsystems
This describes the component parts of speech and includes respiration (breathing), phonation (making sound), resonance (the quality of sound), prosody (for example intonation, rhythm and stress) and articulation.www.thecommunicationtrust.org.uk/projects/what-works/glossary/

Producing evidence to meet the assessment requirements

Assessment of learning: EYSP 4: Lead activities, experiences and educational opportunities to promote children's speech, language and communication

Evidence must meet the assessment requirements as detailed below.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		Centre no:		PIN:	

Assessment requirements	Evidence record eg page number and method
1.1 Use an example to explain each of the terms: speech language communication Speech, Language and Communication Needs (SLCN).	
1.2 Explain significant stages in speech, language and communication skills development from birth to 7 years.	
1.3 Use an example to illustrate the role of speech, language and communication for holistic development.	
1.4 Describe two (2) intervention strategies in response to SLCN. Examples from own experience may be used.	
1.5 Reflect on own practice to evaluate partnership working for children's SLCN.	
2.1 Analyse methods used to monitor communication, speech and language development in own setting.	
2.2 Review procedures followed in own setting to record children's speech, language and communication stage in own setting.	
2.3 Evaluate activities, experiences and learning opportunities for speech, language and communication.	

3.1 Engage, motivate and lead team members in activities, experiences and educational activities to develop children's speech, language and communication.	
3.2 Demonstrate how day-to-day activities within the setting can be used to encourage speech, language and communication development in young children.	
3.3 Explain the importance of the environment in supporting speech, language and communication development.	

Examples of evidence for the learner portfolio:

- direct observation
- activity plans
- reflective accounts
- feedback
- professional discussion.

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Learner and Assessor sign-off: EYSP 4: Lead activities, experiences and educational opportunities to promote children's speech, language and communication

Learner name:	Learner declaration of authenticity of unit: EYSP 4
	I declare that the work presented for this unit is entirely my own work.
PIN:	Learner signature:
Centre no:	Date:
ULN:	
Assessor name:	**Assessor sign-off of completed unit: EYSP 4**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

EYSP 5: Lead children's early education and development

Unit reference	Y/617/3763	Unit level	5
Credit value	4		
Guided learning	36		
Unit aim	The aim of this unit is to understand the role of the Early Years Manager in effective early education from birth to 5 years: planning and assessment within an enabling environment.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment by a vocationally competent Assessor

Learning outcomes The learner will:	Assessment criteria The learner can:
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
	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: • communication and language (extending vocabulary, language structure and dialogue) • physical development • personal, social and emotional • literacy • mathematics • understanding the world • expressive arts and design

Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
	1.3 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities
	1.4 Encourage parents/carers to take an active role in the child's play, learning and development
	1.5 Lead staff in effective strategies with children to develop and extend: speech, language and communication children's sustained shared thinking group learning and socialisation
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
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
	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
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
	4.2 Analyse the impact of theories and philosophical approaches on own practice
	4.3 Discuss how theories and philosophical approaches influence pedagogy in own setting

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.
Guidance for developing unit assessment arrangements	**Early education curriculum requirements** to include planning cycles and observational records for enabling provision and unique child requirements: • communication and language (extending vocabulary, language structure and dialogue) • physical development • personal, social and emotional development • literacy • mathematics • understanding the world • expressive arts and design • planning to meet the individual needs of children in relation to schemas. **Assess** to include tracking progress within the EYFS for formative and summative purposes, and making accurate use of observational records when planning for children's next steps, to shape learning opportunities that reflect needs, interests and stage of individual children (schemas). **Discussions** should be led or managed and should include discussions with colleagues, parents/carers and the Key Person to ensure all processes are being followed for effective child-centred practice.

Producing evidence to meet the assessment requirements

Assessment of learning: EYSP 5: Lead children's early education and development

Evidence must meet the assessment requirements as detailed below.					
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.					
Learner name:		Centre no:		PIN:	

Assessment requirements	Evidence record eg page number and method
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.	
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: • communication and language (extending vocabulary, language structure and dialogue) • physical development • personal, social and emotional development • literacy • mathematics • understanding the world • expressive arts and design.	
1.3 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.	
1.4 Encourage parents/carers to take an active role in the child's play, learning and development.	
1.5 Lead staff in effective strategies with children to develop and extend: speech, language and communication children's sustained shared thinking group learning and socialisation.	

2.1 Monitor strategies applied to support systematic synthetic phonics in the teaching of reading, and a range of strategies for developing mathematics.	
3.1 Assess within the current early education curriculum framework using a range of assessment techniques.	
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.	
4.1 Evaluate a range of underpinning theories and philosophical approaches to how children learn and develop.	
4.2 Analyse the impact of theories and philosophical approaches on own practice.	
4.3 Discuss how theories and philosophical approaches influence pedagogy in own setting.	

Examples of evidence for the learner portfolio:

- direct observation
- professional discussion
- reflective accounts
- activity plans
- child observations and next steps recommendations
- meetings show dissemination of good practice
- own research policies and procedures
- ethos and mission statements
- pedagogy within setting
- staff training records.

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Learner and Assessor sign-off: EYSP 5: Lead children's early education and development

Learner name:	**Learner declaration of authenticity of unit: EYSP 5**
	I declare that the work presented for this unit is entirely my own work.
PIN:	
	Learner signature:
Centre no:	
	Date:
ULN:	
Assessor name:	**Assessor sign-off of completed unit: EYSP 5**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

EYSP 6: Understand holistic child development from birth to 7 years ☆

Unit reference	D/617/3764	Unit level	5
Credit value	6		
Guided learning	40		
Unit aim	This unit provides knowledge and understanding of how children and young people develop from birth to 7 years. The unit also explores actions which should be taken when differences in development are identified, and the potential effects of transitions on young children's development.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the pattern of development that would normally be expected for children from birth to 7 years	1.1 Explain the sequence and rate of each aspect of development that would normally be expected in children from birth to 7 years to include: cognitive speech, language and communication literacy and numeracy physical emotional social neurological and brain development
	1.2 Analyse the difference between sequence of development and rate of development and why the distinction is important
	1.3 Analyse the reasons why children's development may not follow the pattern normally expected

Learning outcomes The learner will:	Assessment criteria The learner can:
	1.4 Analyse the importance to children's holistic development of: • speech, language and communication • personal, social and emotional development • physical development
2. Understand the factors that impact on children's development	2.1 Analyse how children's development is influenced by a range of personal factors
	2.2 Analyse how children's development is influenced by a range of external factors
3. Understand the benefits of early intervention to support the development of children	3.1 Analyse the importance of early identification of development delay
	3.2 Explain the potential risks of late recognition of development delay
	3.3 Evaluate partnership working to support all aspects of development in children
	3.4 Explain benefits of working with others to plan and provide activities to meet additional needs
4. Understand the potential effects of transitions on children's development	4.1 Explain the significance of attachment
	4.2 Explain how different types of **transitions** can affect children's development
	4.3 Explain the importance of children having positive relationships through periods of transition
	4.4 Evaluate the effectiveness of positive relationships on children's holistic development

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand how assessing, monitoring and recording the development of children informs the use of interventions	5.1 Explain different methods of assessing, recording and monitoring children's development
	5.2 Explain how and in what circumstances different methods are used for assessing, recording and monitoring children's development in own setting
	5.3 Explain how different types of interventions can promote positive outcomes for children where development is not following the pattern normally expected
	5.4 Evaluate the importance of accurate documentation regarding the development of children

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.
Guidance for developing unit assessment arrangements	**Transitions** to include: • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • change in family circumstance • loss of significant people • moving between settings and carers.

Producing evidence to meet the assessment requirements

Assessment of learning: EYSP 6: Understand holistic child development from birth to 7 years

Evidence must meet the assessment requirements as detailed below.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		**Centre no:**		**PIN:**	

Assessment requirements	**Evidence record** eg page number and method
1.1 Explain the sequence and rate of each significant stage of typical development in children from birth to 7 years to include: cognitive speech, language and communication literacy and numeracy physical emotional social neurological and brain development.	
1.2 Analyse the difference between sequence of development and rate of development and why the distinction is important.	
1.3 Use an example to analyse reasons why child development may not follow the pattern normally expected.	
1.4 Reflect on children's: speech, language and communication personal, social and emotional development physical development to be able to analyse their significance to children's holistic development.	
2.1 Use two (2) examples to analyse how children's development is influenced by a range of personal factors.	
2.2 Use two (2) examples to analyse how children's development is influenced by a range of external factors.	

3.1 Analyse the importance of early identification of development delay for a child's future outcomes.	
3.2 Explain the potential risks of late recognition of development delay.	
3.3 Reflect on own practice to evaluate partnership working to support all aspects of development in children.	
3.4 Explain benefits of working with others to plan and provide activities to meet additional needs.	
4.1 Explain the significance of attachment for positive outcomes.	
4.2 Explain how different types of transitions can affect children's development. A minimum of three (3) examples must be used.	
4.3 Explain the importance of children having positive relationships through periods of transition.	
4.4 Reflect on own practice to evaluate the effectiveness of positive relationships on children's holistic development.	
5.1 Explain two (2) different methods of assessing, recording and monitoring children's development.	
5.2 Explain how and in what circumstances different methods are used for assessing, recording and monitoring children's development in own setting.	
5.3 Explain how different types of interventions can promote positive outcomes for children where development is not following the pattern normally expected. A minimum of two (2) types of intervention should be referred to.	
5.4 Evaluate the importance of accurate documentation regarding the development of children.	

Examples of evidence for the learner portfolio:

- child observations
- activity planning
- reflective accounts
- professional discussions
- policy and procedures
- records and documentation for individual children, including tracking, assessment and observational monitoring
- records of meetings with other professionals
- own research.

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Learner and Assessor sign-off: EYSP 6: Understand holistic child development from birth to 7 years

Learner name:	**Learner declaration of authenticity of unit: EYSP 6**
	I declare that the work presented for this unit is entirely my own work.
PIN:	
	Learner signature:
Centre no:	
	Date:
ULN:	
Assessor name:	**Assessor sign-off of completed unit: EYSP 6**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

3.5 WB: Developing children's emergent literacy skills

Unit reference	Y/505/9820	Unit level	3
Credit value	3		
Guided learning	25		
Unit aim	This unit provides the learner with the knowledge, understanding and skills to develop children's emergent literacy by providing a language-rich environment.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 2, 4, 5 and 6 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the language and communication needs of children	1.1 Identify the stages of language and communication development from birth to 7 years
	1.2 Describe **factors** which affect language and communication needs
	1.3 Explain how working with **others** supports children's emergent literacy from birth to 7 years
2. Be able to support children's language and communication needs	2.1 Develop a language-rich environment for children
	2.2 Interact with children to meet individual language and communication needs
3. Understand strategies which support emergent literacy	3.1 Explain **strategies** to support the development of emergent literacy in relation to current frameworks
	3.2 Explain the use of **systematic synthetic phonics** in the teaching of reading

Learning outcomes 2, 4, 5 and 6 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
	3.3 Describe how the Early Years Practitioner provides opportunities for **sustained shared thinking** to support children's emergent literacy
4. Be able to use strategies to plan and lead activities which support emergent literacy	4.1 Use strategies to plan activities which encourage: speaking and listening reading sustained shared thinking writing digital literacy
	4.2 **Lead** an activity to support and extend emergent literacy
	4.3 Evaluate benefits to children's holistic learning and development when supporting emergent literacy
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
	5.2 Analyse own role in relation to planned activities
	5.3 Make recommendations for meeting children's individual literacy needs
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

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.
Guidance for developing unit assessment arrangements	**Factors** • biological, eg cognitive ability • environmental, eg opportunity, experience and aspiration • emotional trauma. **Others** Others refers to all those involved in the care and education of the child. **Strategies** Approaches which can be applied to supporting and extending emergent literacy. **Systematic synthetic phonics** Refer to the relevant Statutory Framework for specific guidance. **Sustained shared thinking** Supporting children to problem-solve and to apply new learning to the development of literacy. **Lead** To manage the opportunity from planning stage to evaluation. **Encourages** The Early Years Practitioner encourages the parents/carers to take an active role in their child's play, development and learning in many ways. The personal discussions that take place (to share their child's progress, strategies and ways of learning to support children so that a consistent approach is maintained) can really make a difference to how children learn and develop.

Producing evidence to meet the assessment requirements

Assessment of learning: 3.5 WB: Developing children's emergent literacy skills

Evidence must meet the assessment requirements as detailed below.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		Centre no:		PIN:	

Assessment requirements	Evidence record eg page number and method
1.1 Identify the stages of language and communication development from birth to 7 years.	
1.2 Describe factors which affect language and communication needs. At least one (1) personal factor and one (1) external factor must be included.	
1.3 Reflect on own practice to explain how working with others supports children's emergent literacy from birth to 7 years.	
2.1 Develop a language-rich environment for children.	
2.2 Interact with children to meet individual language and communication needs.	
3.1 Explain strategies used in own setting to support the development of emergent literacy in relation to current frameworks.	
3.2 Explain the use of systematic synthetic phonics for the teaching of reading in own setting.	
3.3 Describe two (2) ways the Early Years Practitioner provides opportunities for sustained shared thinking to support children's emergent literacy.	

4.1 Use strategies to plan activities which encourage:
    speaking and listening
    reading
    sustained shared thinking
    writing
    digital literacy.	

4.2 Lead an activity to support and extend emergent literacy.	
4.3 Evaluate benefits to children's holistic learning and development when supporting emergent literacy.	
5.1 Evaluate how planned activities support emergent literacy in relation to current frameworks.	
5.2 Analyse own role in relation to planned activities.	
5.3 Make recommendations for meeting children's individual literacy needs.	
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.	

Examples of evidence for the learner portfolio:

- activity planning
- child observations
- team meetings
- curriculum planning
- training events
- staff appraisal records
- direct observation
- professional discussion
- reflective accounts
- work products.

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Learner and Assessor sign-off: 3.5 WB: Developing children's emergent literacy skills

Learner name:	**Learner declaration of authenticity of unit: 3.5 WB**
PIN:	I declare that the work presented for this unit is entirely my own work.
	Learner signature:
Centre no:	Date:
ULN:	
Assessor name:	**Assessor sign-off of completed unit: 3.5 WB**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

3.6 WB: Developing children's emergent mathematical skills

Unit reference	D/505/9821	Unit level	3
Credit value	4		
Guided learning	34		
Unit aim	This unit provides the learner with the knowledge, understanding and skills to develop children's emergent mathematical development.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 6, 7 and 8 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand how mathematics relates to children's everyday lives	1.1 Describe how mathematics is evident in children's everyday lives
	1.2 Analyse **factors** which affect children's learning of mathematical concepts
2. Understand how working with **others** supports children's emergent mathematical development	2.1 Explain how working with others supports children's emergent mathematical development
3. Understand how to create an environment which supports children's emergent mathematical development	3.1 Describe how to create an environment which supports children's emergent mathematical development in relation to current frameworks for children from birth to 7 years
4. Understand the role of the Early Years Practitioner in relation to supporting children's emergent mathematical development	4.1 Describe reasons for **scaffolding** children's mathematical development
	4.2 Analyse reasons for valuing individual interests when supporting children's emergent mathematical development

Learning outcomes 6, 7 and 8 must be assessed in a real work environment by a vocationally competent Assessor

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.3 Describe how the Early Years Practitioner provides opportunities for **sustained shared thinking** to support children's emergent mathematical development
5. Understand how opportunities support children's emergent mathematical development	5.1 Explain **strategies** to support the development of emergent mathematical development in relation to current frameworks for children from birth to 7 years
	5.2 Describe opportunities which support children's understanding of: number shape, size and pattern weight, volume and capacity space and time matching and sorting data representation problem-solving
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
	6.2 **Lead** an activity to support children's emergent mathematical development
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
	7.2 Analyse own role in relation to planned activities which support children's emergent mathematical development
	7.3 Make recommendations for meeting children's emergent mathematical needs
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

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.
Guidance for developing unit assessment arrangements	**Factors** • biological, eg cognitive ability • environmental, eg opportunity, experience and aspiration. **Others** It is always important to work in close partnership with parents and carers. It is also essential to appreciate the contributions of professionals involved in partnership working in the early years. **Scaffolding** Set opportunities which are relevant, meaningful and purposeful for the children with varying adult intervention. **Sustained shared thinking** Supporting children to problem-solve and to apply new learning to their mathematical development. **Strategies** Recognised approaches which can be applied to mathematical learning. **Lead** To manage the opportunity from planning stage to evaluation. **Encourages** The Early Years Practitioner encourages the parents/carers to take an active role in their child's play, development and learning in many ways. The personal discussions that take place (to share their child's progress, strategies and ways of learning to support children so that a consistent approach is maintained) can really make a difference to how children learn and develop.

Producing evidence to meet the assessment requirements

Assessment of learning: 3.6 WB: Developing children's emergent mathematical skills

Evidence must meet the assessment requirements as detailed below.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		Centre no:		PIN:	

Assessment requirements	Evidence record eg page number and method
1.1 Describe how mathematics is evident in children's everyday lives.	
1.2 Analyse one (1) personal factor and one (1) environmental factor which affect children's learning of mathematical concepts.	
2.1 Reflect on own practice to explain how working with others supports children's emergent mathematical development.	
3.1 Describe how to create an environment which supports children's emergent mathematical development in relation to mathematical requirements within the Early Years Foundation Stage and Key Stage 1 for children from birth to 7 years.	
4.1 Describe how and why Early Years Practitioners scaffold children's mathematical development.	
4.2 Analyse reasons for valuing individual interests when supporting children's emergent mathematical development.	
4.3 Describe how the Early Years Practitioner provides opportunities for sustained shared thinking to support children's emergent mathematical development.	
5.1 Explain four (4) strategies used to support the development of emergent mathematical development in relation to mathematical requirements within the Early Years Foundation Stage and Key Stage 1 for children from birth to 7 years.	

5.2 Describe opportunities in own setting which support children's understanding of: 　number 　shape, size and pattern 　weight, volume and capacity 　space and time 　matching and sorting 　data representation 　problem-solving. 　A minimum of one (1) opportunity must be described for each identified 　　mathematical concept.	
6.1 Plan an activity to support children's emergent mathematical development.	
6.2 Lead an activity to support children's emergent mathematical development.	
7.1 Evaluate how planned activities support children's emergent mathematical 　development in relation to current frameworks.	
7.2 Analyse own role in relation to planned activities which support children's 　emergent mathematical development.	
7.3 Make recommendations for meeting children's emergent mathematical needs.	
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.	

Examples of evidence for the learner portfolio:

- activity planning
- child observations
- team meetings
- curriculum planning
- training events
- staff appraisal records
- direct observation
- professional discussion
- reflective accounts
- work products.

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Learner and Assessor sign-off: 3.6 WB: Developing children's emergent mathematical skills

Learner name: **PIN:** **Centre no:** **ULN:**	**Learner declaration of authenticity of unit: 3.6 WB** I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
Assessor name:	**Assessor sign-off of completed unit: 3.6 WB** I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit. Assessor signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

EYSP 7: Develop and implement policies and procedures to support the safeguarding of children

Unit reference	H/617/3765	Unit level	5
Credit value	6		
Guided learning	35		
Unit aim	This unit is designed to prepare learners to develop and implement policies and procedures for safeguarding children.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 2, 3 and 4 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the impact of current legislation that underpins safeguarding and child protection	1.1 Outline the current legislation that underpins safeguarding and **child protection**
	1.2 Evaluate how national and local guidelines, and policies and procedures for safeguarding and protection from abuse affect day-to-day work with children
	1.3 Explain how the processes used by own setting comply with legislation that covers data protection, information handling and sharing
2. Be able to support the review of policies and procedures for safeguarding and child protection	2.1 Investigate why inquiries and child safeguarding practice reviews are required and how sharing of findings affects practice
	2.2 Identify the policies and procedures required in the Early Years Setting for safeguarding and protecting children
	2.3 Discuss own responsibilities in relation to safeguarding, child protection and promoting the welfare of children

Learning outcomes 2, 3 and 4 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
	2.4 Develop the process for reviewing safeguarding and child protection policies and procedures
	2.5 Evaluate the impact of a child-centred approach to safeguarding and protection on policies and procedures
	2.6 Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding and protecting children
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
	3.2 Mentor and support team to develop the skills to safeguard and protect children
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
	4.2 Review how children or young people's resilience and well-being are supported in own setting
	4.3 Support others to understand the importance of well-being and resilience in the context of safeguarding

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.
Guidance for developing unit assessment arrangements	Understand policies and procedures for safeguarding, including **child protection** and recognising when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse to include: • domestic • neglect • physical • emotional • sexual abuse. UK Council for Internet Safety on Monday 4 February 2019: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations The Department for Digital, Culture, Media and Sport (DCMS) has tweeted about the guidance: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers

Producing evidence to meet the assessment requirements

Assessment of learning: EYSP 7: Develop and implement policies and procedures to support the safeguarding of children

Evidence must meet the assessment requirements as detailed below.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		Centre no:		PIN:	

Assessment requirements	Evidence record eg page number and method
1.1 Summarise current legislation that underpins safeguarding and child protection.	
1.2 Evaluate how national and local guidelines, and policies and procedures for safeguarding and protection from abuse affect day-to-day work with children.	
1.3 Explain how the processes used by own setting comply with legislation that covers data protection, information handling and sharing.	
2.1 Investigate why inquiries and child safeguarding practice reviews are required and how sharing of findings affects practice.	
2.2 Identify the policies and procedures required in the Early Years Setting for safeguarding and protecting children.	
2.3 Discuss own responsibilities in relation to safeguarding, child protection and promoting the welfare of children.	
2.4 Develop the process for reviewing safeguarding and child protection policies and procedures.	
2.5 Evaluate the impact of a child-centred approach to safeguarding and protection on policies and procedures.	
2.6 Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding and protecting children.	

3.1 Support the implementation of policies and procedures for safeguarding and protecting children.	
3.2 Mentor and support team to develop the skills to safeguard and protect children.	
4.1 Justify how promoting well-being and resilience supports the safeguarding of children.	
4.2 Review how children or young people's resilience and well-being are supported in own setting.	

Examples of evidence for the learner portfolio: • policy and procedures • induction processes • records for individual children • team meetings • meetings with other professionals such as Team Around the Child • reflective accounts • training records • roles and responsibilities: job description/specification • professional discussion. Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

4.3 Support others to understand the importance of well-being and resilience in the context of safeguarding.	

Learner and Assessor sign-off: EYSP 7: Develop and implement policies and procedures to support the safeguarding of children	

Learner name:	**Learner declaration of authenticity of unit: EYSP 7**
	I declare that the work presented for this unit is entirely my own work.
PIN:	
	Learner signature:
Centre no:	
	Date:
ULN:	
Assessor name:	**Assessor sign-off of completed unit: EYSP 7**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYSP 8: Develop health and safety and risk management policies, procedures and practices in Early Years Settings

Unit reference	K/617/3766	Unit level	5
Credit value	5		
Guided learning	35		
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required for health and safety and risk management, including the development of policies, procedures and practices in the early years.		

Learner name:		Centre no:	
PIN:		**ULN:**	

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment by a vocationally competent Assessor

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to Early Years Settings	1.1 Explain the legislative framework for health, safety, security, confidentiality of information, safeguarding and promoting the welfare of children
	1.2 Analyse how policies, procedures and practices in own setting keep children safe and well
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**
	2.2 Support **others** to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work
	2.3 Explain the actions to take when health, safety and risk management procedures and practices are not being complied with

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
	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
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
	3.2 Work with individuals and others to assess potential risks and hazards
	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
	3.4 Monitor procedures for control and prevention of infection to include: • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment
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
	4.2 Evaluate own practice in promoting a balanced approach to risk management
	4.3 Analyse how helping others to understand the balance between risk and rights improves practice

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
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
	5.2 Evaluate the health, safety and risk management policies, procedures and practices within the Early Years Setting
	5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the Early Years Setting
	5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the Early Years Setting
6. Be able to track health concerns in own setting	6.1 Identify common childhood illnesses and associated exclusion periods for infectious diseases
	6.2 Monitor the health of children in own setting to include medication requirements

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.
Guidance for developing unit assessment arrangements	**Procedures** to include**:** • accidents and emergency situations, including reporting and recording • carrying out risk assessments • policy requirements in line with health, safety, security, confidentiality of information, daily registers and promoting the welfare of children. **Others** may include: • workers/practitioners • parents/carers • significant others • visitors to the work setting • inspectors/regulators.

Producing evidence to meet the assessment requirements

Assessment of learning: EYSP 8: Develop health and safety and risk management policies, procedures and practices in Early Years Settings

Evidence must meet the assessment requirements as detailed below.					
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.					
Learner name:		**Centre no:**		**PIN:**	

Assessment requirements	**Evidence record** eg page number and method
1.1 Summarise the legislative framework for health, safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	
1.2 Analyse how the policies, procedures and practices in own setting keep children safe and well.	
2.1 Demonstrate compliance with health, safety and risk management procedures.	
2.2 Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work.	
2.3 Explain the actions to take when health, safety and risk management procedures and practices are not being complied with.	
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.	
3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others.	
3.2 Work with individuals and others to assess potential risks and hazards.	
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.	

3.4 Monitor procedures for control and prevention of infection to include:
    hand washing
    food hygiene
    dealing with spillages safely
    safe disposal of waste
    using correct personal protective equipment.	

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.	
4.2 Evaluate own practice in promoting a balanced approach to risk management.	
4.3 Analyse how helping others to understand the balance between risk and rights improves practice.	
5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others.	
5.2 Evaluate the health, safety and risk management policies, procedures and practices within the Early Years Setting.	
5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the Early Years Setting.	
5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the Early Years Settings.	
6.1 Identify common childhood illnesses and associated exclusion periods for infectious diseases.	
6.2 Monitor the health of children in own setting to include medication requirements.	

Examples of evidence for the learner portfolio:

- direct observation
- policy and procedures
- induction processes
- records for individual children
- team meetings
- risk assessments
- reflective accounts
- training records
- roles and responsibilities: job description/specification
- professional discussion

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Learner and Assessor sign-off: EYSP 8: Develop health and safety and risk management policies, procedures and practices in Early Years Settings

Learner name:	Learner declaration of authenticity of unit: EYSP 8
	I declare that the work presented for this unit is entirely my own work.
PIN:	
	Learner signature:
Centre no:	
	Date:
ULN:	
Assessor name:	Assessor sign-off of completed unit: EYSP 8
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

SHC 53: Champion equality, diversity and inclusion

Unit reference	Y/602/3183	Unit level	5
Credit value	4		
Guided learning	34		
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required for a whole-systems approach to equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 2 and 4 must be assessed in a real work environment by a vocationally competent Assessor

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand diversity, equality and inclusion in own area of responsibility	1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility
	1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility
	1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility
2. Be able to champion diversity, equality and inclusion	2.1 Promote equality, diversity and inclusion in policy and practice
	2.2 Challenge discrimination and exclusion in policy and practice

Learning outcomes 2 and 4 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
	2.3 Provide others with information about: the effects of discrimination the impact of inclusion the value of diversity
	2.4 Support others to challenge discrimination and exclusion
3. Understand how to develop systems and processes that promote diversity, equality and inclusion	3.1 Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion
	3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility
	3.3 Propose improvements to address gaps or shortfalls in systems and processes
4. Be able to manage the risks presented when balancing individual rights and professional duty of care	4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care
	4.2 Explain the principle of informed choice
	4.3 Explain how issues of individual capacity may affect informed choice
	4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

Producing evidence to meet the assessment requirements

Assessment of learning: SHC 53: Champion equality, diversity and inclusion

Evidence must meet the assessment requirements as detailed below.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		Centre no:		PIN:	

Assessment requirements	Evidence record eg page number and method
1.1 Explain one model of practice that has influenced equality, diversity and inclusion in own setting.	
1.2 Reflect on own experience to analyse the potential effects of barriers to equality and inclusion in own area of responsibility.	
1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility.	
2.1 Promote equality, diversity and inclusion in policy and practice.	
2.2 Challenge discrimination and exclusion in policy and practice.	
2.3 Provide others with information about: the effects of discrimination the impact of inclusion the value of diversity.	
2.4 Support others to challenge discrimination and exclusion.	
3.1 Reflect on own practice to analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion.	
3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility.	
3.3 Propose improvements to address gaps or shortfalls in systems and processes.	

4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care.	
4.2 Explain the principle of informed choice.	
4.3 Explain how issues of individual capacity may affect informed choice.	

Examples of evidence for the learner portfolio: • direct observation • policy and procedures • induction processes • records for individual children • team meetings • reflective accounts • training records • roles and responsibilities: job description/specification • professional discussion. Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility.	

Learner and Assessor sign-off: SHC 53: Champion equality, diversity and inclusion

Learner name:	**Learner declaration of authenticity of unit: SHC 53**
	I declare that the work presented for this unit is entirely my own work.
PIN:	
	Learner signature:
Centre no:	
	Date:
ULN:	

Assessor name:	**Assessor sign-off of completed unit: SHC 53**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

EYSP 9: Supporting children with Special Educational Needs and Disability in an Early Years Setting

Unit reference	M/617/3767	Unit level	4
Credit value	8		
Guided learning	53		
Unit aim	The aim of this unit is to consider the role of the Special Educational Needs Coordinator (SENCo) for effective inclusion of children with Special Educational Needs and Disabilities (SEND) in Early Years Settings.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcome 5 must be assessed in a real work environment by a vocationally competent Assessor

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand statutory requirements and national guidance for inclusive practice in Early Years Settings	1.1 Outline legislation and national frameworks relevant to the role of the Special Educational Needs Coordinator (SENCo) to include: legislation and Code of Practice Local Authority 'offer' in England, and the implications for Early Years Settings integrated plans for Education, Health and Care in England (EHCP) Special Educational Needs and Disability (SEND) pathfinder information England
	1.2 Describe Early Years Settings' obligations in relation to the allocation and appropriate use of: Disability Access Fund (DAF) Early Years Pupil Premium (EYPP)

Learning outcome 5 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
2. Understand provision related to children's additional needs	2.1 Evaluate education and care provision in Early Years Settings for children's additional needs in relation to transition and significant life events
	2.2 Summarise the needs of 'looked after children' in relation to transition
	2.3 Identify sources of training for early years staff in relation to additional need
	2.4 Describe the needs of children for whom English is an additional language
3. Understand the role and responsibilities of the SENCo in Early Years Settings	3.1 Analyse strategies used to identify SEND in Early Years Settings
	3.2 Evaluate partnership working in the SENCo role to include: • early intervention and the Graduated Approach • sharing information with staff and other professionals for consistency • mentoring, coaching and leadership of staff
	3.3 Explain the role of different professionals who may be involved with a child who has SEND in an Early Years Setting
4. Understand factors which may affect families caring for children with SEND	4.1 Discuss pressures that families may face when caring for children with SEND
	4.2 Evaluate the role of the SENCo in supporting families to care for children with SEND
	4.3 Explain the responsibilities of the SENCo in the role of advocate for the child, parents or carers
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

Learning outcome 5 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
	5.2 Explain ways children are given opportunities to express their views in a developmentally appropriate way

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.

Producing evidence to meet the assessment requirements

Assessment of learning: EYSP 9: Supporting children with Special Educational Needs and Disability in an Early Years Setting

Evidence must meet the assessment requirements as detailed below.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		Centre no:		PIN:	

Assessment requirements	Evidence record eg page number and method
1.1 Summarise legislation and national frameworks relevant to the role of the Special Educational Needs Coordinator (SENCo) to include: legislation and Code of Practice Local Authority 'offer' in England, and the implications for Early Years Settings. integrated plans for Education, Health and Care in England (EHCP) Special Educational Needs and Disability (SEND) pathfinder information England.	
1.2 Describe Early Years Settings' obligations in relation to the allocation and appropriate use of: Disability Access Fund (DAF) Early Years Pupil Premium (EYPP).	
2.1 Evaluate education and care provision in Early Years Settings for children's additional needs in relation to transition and significant life events.	
2.2 Summarise the needs of 'looked after children' in relation to transition.	
2.3 Identify three (3) sources of training for early years staff in relation to additional need.	
2.4 Describe the needs of children for whom English is an additional language making reference to statutory guidance.	
3.1 Reflect on own experience to analyse strategies used to identify SEND in Early Years Settings.	

3.2 Evaluate partnership working in the SENCo role in own setting to include:
  early intervention and the Graduated Approach
  sharing information with staff and other professionals for consistency
  mentoring, coaching and leadership of staff.	

3.3 Explain the role of three (3) different professionals who may be involved with a child who has SEND in an Early Years Setting.	
4.1 Use an example to discuss pressures that families may face when caring for children with SEND.	
4.2 Evaluate the role of the SENCo in supporting families to care for children with SEND. An example from own experience may be used.	
4.3 Explain the responsibilities of the SENCo in the role of advocate for the child, parents or carers. An example may be used.	
5.1 Evaluate current policies and procedures in line with statutory requirements and national guidance, making recommendations for improved ways of working.	
5.2 Explain ways children are given opportunities to express their views in a developmentally appropriate way.	

Examples of evidence for the learner portfolio:

- direct observation
- policy and procedures (Graduated Approach)
- induction processes
- records for individual children, including Education, Health and Care Plans (EHCPs)
- team meetings
- reflective accounts
- training records
- roles and responsibilities: job description/specification
- professional discussion

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Learner and Assessor sign-off: EYSP 9: Supporting children with Special Educational Needs and Disability in an Early Years Setting

Learner name:	**Learner declaration of authenticity of unit: EYSP 9**
PIN:	I declare that the work presented for this unit is entirely my own work.
	Learner signature:
Centre no:	Date:
ULN:	
Assessor name:	**Assessor sign-off of completed unit: EYSP 9**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:
For e-portfolio a signature is not required, providing the learner has a personalised and secure login.	

EYSP 10: Work in partnership in Early Years Settings

Unit reference	T/617/3768	Unit level	4
Credit value	4		
Guided learning	30		
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead, implement and promote effective partnership working.		

Learner name:		Centre no:	
PIN:		**ULN:**	

Learning outcomes 2, 3 and 4 must be assessed in a real work environment by a vocationally competent Assessor

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand partnership working	1.1 Summarise features of effective partnership working
	1.2 Evaluate partnership working in relation to working with: colleagues professionals others
	1.3 Analyse how partnership working delivers better outcomes for children
	1.4 Explain how to overcome barriers to partnership working
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
	2.2 Develop and agree common objectives collaboratively for improved outcomes
	2.3 Evaluate own working relationship with colleagues

Learning outcomes 2, 3 and 4 must be assessed in a real work environment by a vocationally competent Assessor

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.4 Deal constructively with any conflict or complaint that may arise with colleagues
3. Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals
	3.2 Lead by example when following procedures for effective working relationships with other professionals
	3.3 Evaluate procedures collaboratively for working with other professionals
4. Be able to work in partnership with others	4.1 Analyse the importance of working in partnership with others
	4.2 Explain procedures for effective working relationships with others
	4.3 Agree common objectives when working with others
	4.4 Evaluate procedures for working with others

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.
Guidance for developing unit assessment arrangements – provided with the unit	**Professionals** may include: • workers from other agencies or organisations • advocates • independent visitors. **Others** may include: • individuals • children and young people • families • carers • friends of the individual • advocates.

Producing evidence to meet the assessment requirements

Assessment of learning: EYSP 10: Work in partnership in Early Years Settings

Evidence must meet the assessment requirements as detailed below.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		**Centre no:**		**PIN:**	

Assessment requirements	Evidence record eg page number and method
1.1 Summarise four (4) key features of effective partnership working.	
1.2 Use an example to evaluate partnership working in relation to working with: colleagues professionals others.	
1.3 Analyse how partnership working delivers better outcomes for children.	
1.4 Use an example of partnership working to explain how barriers can be overcome.	
2.1 Explain own role and responsibilities to establish partnership working with colleagues.	
2.2 Develop and agree common objectives collaboratively for improved outcomes.	
2.3 Evaluate own working relationship with colleagues.	
2.4 Deal constructively with any conflict or complaint that may arise with colleagues.	
3.1 Explain own role and responsibilities in working with other professionals.	
3.2 Lead by example when following procedures for effective working relationships	

with other professionals.	
3.3 Evaluate procedures collaboratively for working with other professionals.	
4.1 Analyse the importance of working in partnership with others.	
4.2 Explain procedures for effective working relationships with others.	

Examples of evidence for the learner portfolio:

- records
- work products: policy and procedures
- individual children's records
- induction processes
- reflective accounts
- professional discussions
- EWT/feedback

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

4.3 Agree common objectives when working with others.	
4.4 Evaluate procedures for working with others.	

Learner and Assessor sign-off: EYSP 10: Work in partnership in Early Years Settings

Learner name: **PIN:** **Centre no:** **ULN:**	**Learner declaration of authenticity of unit: EYSP 10** I declare that the work presented for this unit is entirely my own work. Learner signature: Date:
Assessor name:	**Assessor sign-off of completed unit: EYSP 10** I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit. Assessor signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

EYSP 11: Lead and manage a team within an Early Years Setting

Unit reference	A/617/3769	Unit level	6
Credit value	7		
Guided learning	46		
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage a team within an Early Years Setting.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment by a vocationally competent Assessor

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the features of effective team performance within an Early Years Setting	1.1 Explain the features of effective team performance
	1.2 Identify the challenges experienced by developing teams
	1.3 Identify the challenges experienced by established teams
	1.4 Explain how challenges to effective team performance can be overcome
	1.5 Analyse how different management styles may influence outcomes of team performance
	1.6 Analyse methods of developing and maintaining: trust accountability
	1.7 Compare methods of addressing conflict within a team

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
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
	2.2 Demonstrate how own practice supports a positive culture in the team
	2.3 Use systems and processes to support a positive culture in the team
	2.4 Encourage creative and innovative ways of working within the team
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
	3.2 Communicate the vision and strategic direction to team members
	3.3 Work with others to promote a shared vision within the team
	3.4 Evaluate how the vision and strategic direction of the team influences team practice
4. Be able to develop a plan with team members to meet agreed objectives	4.1 Identify team objectives
	4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives
	4.3 Facilitate team members to actively participate in the planning process
	4.4 Encourage sharing of skills and knowledge between team members
	4.5 Agree roles and responsibilities with team members

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
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
	5.2 Work with team members to identify opportunities for development and growth
	5.3 Provide advice and support to team members to make the most of identified development opportunities
	5.4 Use a **solution-focused approach** to support team members to address identified challenges
6. Be able to manage team performance in an Early Years Setting	6.1 Monitor and evaluate progress towards agreed objectives
	6.2 Provide feedback on performance to: the individual the team
	6.3 Provide recognition when individual and team objectives have been achieved
	6.4 Explain how team members are managed when performance does not meet requirements

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.
Guidance for developing unit assessment arrangements – provided with the unit	**Solution-focused approach** Models and approaches in relation to organisational change.

Producing evidence to meet the assessment requirements

Assessment of learning: EYSP 11: Lead and manage a team within an Early Years Setting

Evidence must meet the assessment requirements as detailed below.				
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.				
Learner name:		**Centre no:**		**PIN:**

Assessment requirements	**Evidence record** eg page number and method
1.1 Explain five (5) features of effective team performance.	
1.2 Identify three (3) key challenges experienced by developing teams.	
1.3 Identify three (3) key challenges experienced by established teams.	
1.4 Explain how challenges to effective team performance can be overcome. An example can be used to support the response.	
1.5 Reflect on own experience to analyse how different management styles may influence outcomes of team performance.	
1.6 Analyse a minimum of two (2) methods of developing and maintaining: trust accountability.	
1.7 Compare methods of addressing conflict within a team. Examples from own experience may be reflected upon in the response.	
2.1 Identify the components of a positive culture within own team.	
2.2 Demonstrate how own practice supports a positive culture in the team.	
2.3 Use systems and processes to support a positive culture in the team.	

2.4 Encourage creative and innovative ways of working within the team.	
3.1 Identify the factors that influence the vision and strategic direction of the team.	
3.2 Communicate the vision and strategic direction to team members.	
3.3 Work with others to promote a shared vision within the team.	
3.4 Evaluate how the vision and strategic direction of the team influences team practice.	
4.1 Identify team objectives.	
4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives.	
4.3 Facilitate team members to actively participate in the planning process.	
4.4 Encourage sharing of skills and knowledge between team members.	
4.5 Agree roles and responsibilities with team members.	
5.1 Set personal work objectives with team members based on agreed objectives.	
5.2 Work with team members to identify opportunities for development and growth.	
5.3 Provide advice and support to team members to make the most of identified development opportunities.	
5.4 Use a solution-focused approach to support team members to address identified challenges.	
6.1 Monitor and evaluate progress towards agreed objectives.	
6.2 Provide feedback on performance to: the individual the team.	
6.3 Provide recognition when individual and team objectives have been achieved.	
6.4 Explain how team members are managed when performance does not meet requirements.	

Examples of evidence for the learner portfolio:

- reflective accounts
- professional discussions
- records and work products
- training
- staff appraisal records
- feedback
- policies and procedures.

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Learner and Assessor sign-off: EYSP 11: Lead and manage a team within an Early Years Setting

Learner name:	**Learner declaration of authenticity of unit: EYSP 11**
	I declare that the work presented for this unit is entirely my own work.
PIN:	
	Learner signature:
Centre no:	
	Date:
ULN:	
Assessor name:	**Assessor sign-off of completed unit: EYSP 11**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

LM 502: Develop, maintain and use records and reports

Unit reference	A/504/2198	Unit level	4
Credit value	3		
Guided learning	23		
Unit aim	The purpose of this unit is to develop knowledge, understanding and skills in developing, maintaining and using records and reports.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 2 and 3 must be assessed in a real work environment by a vocationally competent Assessor

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and organisational requirements for recording information and providing reports	1.1 Specify own responsibilities and those of others when recording information and producing reports
	1.2 Explain the legal requirements and **agreed ways of working** for the security and confidentiality of information
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
	2.2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them
	2.3 Maintain accurate, complete, retrievable and up-to-date records
	2.4 Ensure that records and reports comply with legal and organisational requirements

Learning outcomes 2 and 3 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
	2.5 Explain how to balance the tension between confidentiality and openness in records and reports
	2.6 Use information communication technology (ICT) systems for the collection and storage of information
	2.7 Use ICT that supports information exchange within and across disciplines and organisations
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**
	3.2 Respond to feedback from those who receive records and reports
	3.3 Demonstrate the use of facts and evidence-based opinions within records and reports
	3.4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles.
Guidance for developing unit assessment arrangements – provided with the unit	**Agreed ways of working** – policies and procedures where they exist. An **individual** is someone requiring care or support. **Others** may include: • team members and colleagues • other professionals.

Producing evidence to meet the assessment requirements

Assessment of learning: LM 502: Develop, maintain and use records and reports

Evidence must meet the assessment requirements as detailed below.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		Centre no:		PIN:	

Assessment requirements	Evidence record eg page number and method
1.1 Reflect on job roles to specify own responsibilities and those of others when recording information and producing reports.	
1.2 Explain the legal requirements and agreed ways of working for the security and confidentiality of information.	
2.1 Support individuals to participate in the preparation of reports.	
2.2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them.	
2.3 Maintain accurate, complete, retrievable and up-to-date records.	
2.4 Ensure that records and reports comply with legal and organisational requirements.	
2.5 Explain how to balance the tension between confidentiality and openness in records and reports.	
2.6 Use information communication technology (ICT) systems for the collection and storage of information.	
2.7 Use ICT that supports information exchange within and across disciplines and organisations.	
3.1 Clarify the accuracy of records and reports with individuals and others.	

| 3.2 Respond to feedback from those who receive records and reports. | |
| 3.3 Demonstrate the use of facts and evidence-based opinions within records and reports. | |

Examples of evidence for the learner portfolio:

- policies and procedures
- reflective accounts
- work products
- direct observation
- professional discussion
- induction processes.

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

| 3.4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions. | |

Learner and Assessor sign-off: LM 502: Develop, maintain and use records and reports

Learner name:	Learner declaration of authenticity of unit: LM 502
	I declare that the work presented for this unit is entirely my own work.
PIN:	
	Learner signature:
Centre no:	
	Date:
ULN:	
Assessor name:	**Assessor sign-off of completed unit: LM 502**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

EYSP 12: Quality provision in Early Years Settings

Unit reference	M/617/3770	Unit level	6
Credit value	5		
Guided learning	24		
Unit aim	The purpose of this unit is to recognise the requirements and principles of the Early Years Framework.		

Learner name:		Centre no:	
PIN:		**ULN:**	

Assessment of this unit is through a mandatory assessment task: Action Research Project	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
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
	1.2 Reflect on **influences to early years pedagogy** in own setting
	1.3 Evaluate policies and procedures for monitoring: learning and development intervention and action planning safeguarding and welfare budgeting and physical resource leading preparation for inspection

Assessment of this unit is through a mandatory assessment task: Action Research Project	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
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
	2.2 Monitor how children use the prepared area/s and evaluate how effective it has been in: extending children's learning and development encouraging high expectations of their achievement
	2.3 Work with **others** to evaluate how the environment meets the needs of individual children and make recommendations for change
	2.4 Support others to participate in and reflect upon action research to improve outcomes for babies and children
3. Understand how to work in partnership with parents/carers.	3.1 Review approaches to active participation for parents/carers and explain ways that barriers can be overcome

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.
Guidance for developing unit assessment arrangements – provided with the unit	**Influences to early years pedagogy** • positive learning environments • child-centred approaches • influences of diverse approaches. **Others** to include: • parents/carers • children • colleagues • other professionals as appropriate.

Producing evidence to meet the assessment requirements

Assessment of learning: EYSP 12: Quality provision in Early Years Settings

Evidence must meet the assessment requirements as detailed below in the form of a small-scale action research project showing evidence of planning and implementation of change.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		**Centre no:**		**PIN:**	

Assessment requirements	**Evidence record** eg page number and method
1.1 Summarise statutory requirements and guidance followed in the early years, including recruitment and staff qualifications for the workforce.	
1.2 Reflect on influences to early years pedagogy in own setting.	
1.3 Evaluate policies and procedures for monitoring: learning and development intervention and action planning safeguarding and welfare budgeting and physical resource leading preparation for inspection.	
2.1 Prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development.	
2.2 Monitor how children use the prepared area/s and evaluate how effective it has been in: extending children's learning and development encouraging high expectations of their achievement.	
2.3 Work with others to evaluate how the environment meets the needs of individual children and make recommendations for change.	
2.4 Support others to participate in and reflect upon action research to improve outcomes for babies and children.	

3.1 Review approaches to active participation for parents/carers with others in own setting and explain ways in which barriers can be overcome for improved practice.	

Required evidence for the learner portfolio:

- All assessment criteria must be met through a small-scale action research project showing evidence of planning and implementation of change.
- The action research must explore a range of influences on pedagogical approaches within early years.
- Critically compare two (2) pedagogical approaches for early years practice.
- Evaluate own practice through collaborative engagement with staff, parents/carers and other professionals.
- Outline theoretical perspectives relevant to the learning and development of babies and young children.
- Make recommendations for improved practice in own setting and how these principles may be transferred to other types of Early Years Settings.
- This action research project has a 3,000 word limit with a 10% margin.

EYSP 12: Action Research Project Guidance to support learner and Assessor		
Assessment criteria	**Guidance**	**Assessor comment**
1.1 Summarise statutory requirements and guidance followed in the early years, including recruitment and staff qualifications for the workforce. 1.2 Reflect on influences to early years pedagogy in own setting.	The introduction outlines the content of the project: • statutory requirements for the EYFS and how this impacts upon practice • what action research is and how action research will be used to evaluate pedagogical approaches impacting own practice.	
1.3 Evaluate policies and procedures for monitoring: learning and development intervention and action planning safeguarding and welfare budgeting and physical resource leading preparation for inspection.	The main body of the action research must evaluate policies and procedures for monitoring: • learning and development • intervention and action planning • safeguarding and welfare • budgeting and physical resource • leading preparation for inspection.	

EYSP 12: Action Research Project Guidance to support learner and Assessor		
Assessment criteria	**Guidance**	**Assessor comment**
2.1 Prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development. 2.2 Monitor how children use the prepared area/s and evaluate how effective it has been in: • extending children's learning and development • encouraging high expectations of their achievement.	Reflective accounts, including own reflections and peer observations, can be used to generate evidence.	
2.3 Work with others to evaluate how the environment meets the needs of individual children and make recommendations for change. 3.1 Review approaches to active participation for parents/carers with others in own setting and explain ways in which barriers can be overcome for improved practice.	The action research must generate evidence through interviews, feedback and work products (team minutes, strategies and agreed approaches).	
2.4 Support others to participate in and reflect upon action research to improve outcomes for babies and children.	The research project must generate evidence to report on agreed approaches and draw conclusions from implemented changes in the setting.	

Learner and Assessor sign-off: EYSP 12: Quality provision in Early Years Settings

Learner name:	**Learner declaration of authenticity of unit: EYSP 12**
	I declare that the work presented for this unit is entirely my own work.
PIN:	
	Learner signature:
Centre no:	
	Date:
ULN:	
Assessor name:	**Assessor sign-off of completed unit: EYSP 12**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

SHC 52: Promote professional development

Unit reference	L/602/2578	Unit level	4
Credit value	4		
Guided learning	33		
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes 2, 3 and 4 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand principles of professional development	1.1 Explain the importance of continually improving knowledge and practice
	1.2 Analyse potential barriers to professional development
	1.3 Compare the use of different **sources and systems of support** for professional development
	1.4 Explain factors to consider when selecting **opportunities** and activities for keeping knowledge and practice up to date
2. Be able to prioritise goals and targets for own professional development	2.1 Evaluate own knowledge and performance against **standards and benchmarks**
	2.2 Prioritise development goals and targets to meet expected standards

Learning outcomes 2, 3 and 4 must be assessed in a real work environment by a vocationally competent Assessor	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
3. Be able to prepare a professional development plan	3.1 Select learning opportunities to meet development objectives and reflect personal learning style
	3.2 Produce a plan for own professional development, using an appropriate source of support
	3.3 Establish a process to evaluate the effectiveness of the plan
4. Be able to improve performance through reflective practice	4.1 Compare models of reflective practice
	4.2 Explain the importance of reflective practice to improve performance
	4.3 Use reflective practice and feedback from others to improve performance
	4.4 Evaluate how practice has been improved through: **reflection** on best practice reflection on failures and mistakes

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles.
Guidance for developing unit assessment arrangements – provided with the unit	**Sources and systems of support** may include: • formal support • informal support • supervision • appraisal • mentoring • within the organisation • beyond the organisation. **Opportunities** may include improving own skills in line with an interest or hobby that complements working in the early years, such as English, mathematics, music, history or modern languages. **Standards and benchmarks** may include: • codes of practice • regulations • minimum/essential standards • national occupational standards. **Reflection** An awareness of theoretical models for reflection, such as reflection on and in practice (Schon).

Producing evidence to meet the assessment requirements

Assessment of learning: SHC 52: Promote professional development

Evidence must meet the assessment requirements as detailed below.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit.

Learner name:		Centre no:		PIN:	

Assessment requirements	Evidence record eg page number and method
1.1 Explain the importance of continually improving knowledge and practice.	
1.2 Analyse potential barriers to professional development.	
1.3 Compare two (2) different sources and systems of support for professional development.	
1.4 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date.	
2.1 Evaluate own knowledge and performance against standards and benchmarks.	
2.2 Prioritise development goals and targets to meet expected standards.	
3.1 Select learning opportunities to meet development objectives and reflect personal learning style.	
3.2 Produce a plan for own professional development, using an appropriate source of support.	
3.3 Establish a process to evaluate the effectiveness of the plan.	
4.1 Compare models of reflective practice.	
4.2 Explain the importance of reflective practice to improve performance.	

| 4.3 Use reflective practice and feedback from others to improve performance. | |
| 4.4 Evaluate how practice has been improved through:
   reflection on best practice
   reflection on failures and mistakes. | |

Examples of evidence for the learner portfolio:

- staff appraisal processes and procedures
- staff records
- own appraisal documentation
- policy and procedure
- induction
- feedback
- reflective accounts
- professional discussion.

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Learner and Assessor sign-off: SHC 52: Promote professional development

Learner name: **PIN:** 	**Learner declaration of authenticity of unit: SHC 52** I declare that the work presented for this unit is entirely my own work. Learner signature:
Centre no: 	Date:
ULN: 	
Assessor name: 	**Assessor sign-off of completed unit: SHC 52** I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit. Assessor signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

EYSP 13: Review own knowledge of learning and development for early years practice

Unit reference	T/617/3771	Unit level	5
Credit value	5		
Guided learning	40		
Unit aim	To prepare the learner to work with children in supporting their learning and development within the relevant early years framework utilising current knowledge and understanding.		

Learner name:		Centre no:	
PIN:		**ULN:**	

Learning outcomes 1, 2, 3, 4 and 5 must be assessed in a real work environment by a qualified occupationally competent Assessor
Simulation is not permitted

Learning outcomes The learner will:	Assessment criteria The learner can:
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
	1.2 Explain how children's individual progress is monitored, including reporting procedures
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
	2.2 Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities
	2.3 Lead others in the planning cycle for children's learning and development

Learning outcomes 1, 2, 3, 4 and 5 must be assessed in a real work environment by a qualified occupationally competent Assessor Simulation is not permitted	
Learning outcomes The learner will:	**Assessment criteria** The learner can:
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
	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
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
	4.2 Explain the importance of engaging with a child to support sustained shared thinking
	4.3 Use **language** that is accurate and appropriate in order to support and extend children's learning when undertaking activities
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
	5.2 Demonstrate how to use reflection to make changes in own practice

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the CACHE Early Years Educator Assessment Principles.

Guidance for developing unit assessment arrangements – provided with the unit	**Relevant early years framework**
	This refers to the frameworks for early years provision used within the relevant UK Home Nation.
	
	Each of the areas of learning and development
	As required by the frameworks within the relevant UK Home Nation.
	
	Different sources, eg:
	• children's interests and preferences
	• observations and assessments
	• mothers, fathers and carers
	• colleagues in setting
	• professionals such as health visitors.
	
	How practitioners promote children's learning, eg:
	• effective organisation and management
	• sensitive intervention
	• following child's interest and stage of development
	• supporting and facilitating
	• modelling
	• coaching
	• providing balance of child-initiated and adult-initiated play and activity.
	
	Language, eg:
	• mathematical language that enhances learning of mathematical concepts
	• open questions designed to promote and extend children's:
	   - thinking and communication
	   - curiosity
	   - problem-solving and investigation
	• modelling use of language that is accurate and grammatically correct
	• using language in ways that extend children's vocabulary.

Producing evidence to meet the assessment requirements

Assessment of learning: EYSP 13: Review own knowledge of learning and development for early years practice

Evidence must meet the assessment requirements as detailed below.
Learners will need to sign off declaring their own work. See learner and Assessor sign-off for each unit

Learner name:		Centre no:		PIN:	

Assessment requirements	Evidence record eg page number and method
1.1 Explain each of the areas of learning and development and how these are interdependent.	
1.2 Explain how children's individual progress is monitored, including reporting procedures.	
2.1 Use different sources to plan work for an individual child or group of children.	
2.2 Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities.	
2.3 Lead others in the planning cycle for children's learning and development.	
3.1 Explain how practitioners promote children's learning within the relevant early years framework.	
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.	
4.1 Work alongside children, engaging with them in order to support their learning and development.	
4.2 Explain the importance of engaging with a child to support sustained shared thinking.	

4.3 Use language that is accurate and appropriate in order to support and extend children's learning when undertaking activities.	
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.	
5.2 Demonstrate how to use reflection to make changes in own practice.	

Examples of evidence for the learner portfolio:

- direct observation
- planning documentation
- curriculum plans
- individual records, including observation, monitoring and tracking
- team meetings
- inspection outcomes
- evaluation documentation
- feedback
- reflective accounts
- professional discussion
- work products
- training.

Wherever possible, learners should apply knowledge from their practice as contribution to evidence collated.

Learner and Assessor sign-off: EYSP 13: Review own knowledge of learning and development for early years practice

Learner name:	**Learner declaration of authenticity of unit: EYSP 13**
	I declare that the work presented for this unit is entirely my own work.
PIN:	
	Learner signature:
Centre no:	
	Date:
ULN:	
Assessor name:	**Assessor sign-off of completed unit: EYSP 13**
	I confirm that the learner has met the requirements for all assessment criteria, demonstrating knowledge and skills for this unit.
	Assessor signature:
	Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<table>
<tr><td colspan="2" align="center">Apprenticeship Standard mapping – Early Years Lead Practitioner Knowledge, Skills and Behaviours to the NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner (603/3907/X)</td></tr>
<tr><td align="center">Knowledge</td><td align="center">Found in unit</td></tr>
<tr><td>K1: Ethical and rights-based approaches to support the child, listening to the child's authentic voice within their social and cultural context enabling advocacy for the child and their individual journey, developing high quality childcare environments that are continuously evaluated.</td><td>EYSP 10: Work in partnership in Early Years Settings

EYSP 12: Quality provision in Early Years Settings</td></tr>
<tr><td>K2: How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future.</td><td>EYSP 5: Lead children's early education and development

EYSP 6: Understand holistic child development from birth to 7 years</td></tr>
<tr><td>K3: Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years.</td><td>EYSP 6: Understand holistic child development from birth to 7 years</td></tr>
<tr><td>K4: Current and contemporary schools of thought to enable respectful and nurturing personal care.</td><td>EYSP 2: Lead practice in promoting the well-being and resilience in children</td></tr>
<tr><td>K5: Local and national child protection and safeguarding policies and procedures in practice, identifying when a child is at risk, and how to challenge in order to protect them. This includes understanding the role of the designated lead for safeguarding and assimilating findings of Child Safeguarding Practice Reviews.</td><td>EYSP 2: Lead practice in promoting the well-being and resilience in children

EYSP 7: Develop and implement policies and procedures to support the safeguarding of children</td></tr>
<tr><td>K6: Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.</td><td>EYSP 2: Lead practice in promoting the well-being and resilience in children

EYSP 3: Model positive behaviour in the early years</td></tr>
<tr><td>K7: Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.</td><td>EYSP 5: Lead children's early education and development

EYSP 6: Understand holistic child development from birth to 7 years</td></tr>
</table>

Knowledge	Found in unit
K8: The importance of the social cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation.	EYSP 5: Lead children's early education and development EYSP 6: Understand holistic child development from birth to 7 years EYSP 10: Work in partnerships in Early Years Settings EYSP 12: Quality provision in Early Years Settings ***Additional guidance produced to consider additional learning/knowledge around the importance of the social cultural context on the learning and development of the child.*** ***This guidance can be found at the end of this mapping table.***
K9: The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.	EYSP 4: Lead activities, experiences and educational opportunities to promote children's speech, language and communication EYSP 5: Lead children's early education and development ***Additional guidance produced to consider the theoretical perspectives of play and its impact on a child's learning and development.*** ***This guidance can be found at the end of this mapping table.***
K10: How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.	EYSP 5: Lead children's early education and development EYSP 13: Review own knowledge of learning and development for early years practice
K11: A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.	EYSP 5: Lead children's early education and development
K12: Current and contemporary approaches in the development of emergent literacy and numeracy skills such as synthetic phonics.	3.5 WB: Developing children's emergent literacy skills EYSP 5: Lead children's early education and development

Knowledge	Found in unit
K13: How planning cycles inform and improve practice and the principles of individual needs-based assessment for effective early intervention for all children responsive to typical and atypical needs and development.	EYSP 1: Manage care routines for children EYSP 5: Lead children's early education and development
K14: Potential effects of transitions and schools of thought on how to successfully support children and their families.	EYSP 6: Understand holistic child development from birth to 7 years EYSP 9: Supporting children with Special Educational Needs and Disability in an Early Years Setting
K15: The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.	EYSP 5: Lead children's early education and development EYSP 12: Quality provision in Early Years Settings
K16: How to promote inclusion, equality and diversity in the sector and why it is essential.	EYSP 9: Supporting children with Special Educational Needs and Disability in an Early Years Setting
K17: Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.	EYSP 5: Lead children's early education and development EYSP 9: Supporting children with Special Educational Needs and Disability in an Early Years Setting
K18: Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.	EYSP 2: Lead practice in promoting the well-being and resilience in children EYSP 12: Quality provision in Early Years Settings SHC 52: Promote professional development
K19: How to maintain accurate and coherent records and reports for the purpose of sharing information and communicate effectively in both oral and written English.	LM 502: Develop, maintain and use records and reports
K20: The current and relevant policy, statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts.	EYSP 9: Supporting children with Special Educational Needs and Disability in an Early Years Setting EYSP 12: Quality provision in Early Years Settings
K21: Strategies to effect collaborative approaches to working with parents, professional bodies and multi agencies.	EYSP 1: Manage care routines for children EYSP 2: Lead practice in promoting the well-being and resilience in children

Skills	Found in unit
S1: Analyse and articulate how all children's individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances taking into account all factors contributing to typical and atypical development.	EYSP 5: Lead children's early education and development EYSP 6: Understand holistic child development from birth to 7 years
S2: Promote equality of opportunity and anti-discriminatory practice.	SHC 53: Champion equality, diversity and inclusion
S3: Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.	EYSP 5: Lead children's early education and development
S4: Ensure plans fully reflect the individual development needs and circumstances of children and actively participate in the provision of consistent care, responding quickly to the needs of the individual child.	EYSP 1: Manage care routines for children EYSP 5: Lead children's early education and development EYSP 6: Understand holistic child development from birth to 7 years
S5: Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.	EYSP 5: Lead children's early education and development EYSP 12: Quality provision in Early Years Settings
S6: Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.	EYSP 5: Lead children's early education and development
S7: Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	3.5 WB: Developing children's emergent literacy skills EYSP 5: Lead children's early education and development
S8: Support and promote children's speech, language and communication development and determining and adapting appropriate responses and interventions.	3.5 WB: Developing children's emergent literacy skills EYSP 4: Lead activities, experiences and educational opportunities to promote children's speech, language and communication
S9: Support children to engage in a range of learning contexts such as individual, small groups and larger groups as appropriate for their play and support confidence within social experiences.	EYSP 5: Lead children's early education and development EYSP 12: Quality provision in Early Years Settings

Skills	Found in unit
S10: Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children.	EYSP 2: Lead practice in promoting the well-being and resilience in children EYSP 11: Lead and manage a team within an Early Years Setting EYSP 12: Quality provision in Early Years Settings
S11: Advocate for the child, cultivating professional partnerships with parents/carers and other professionals, presenting their understanding of the child's journey within multidisciplinary teams to holistically support the child's individual needs.	EYSP 9: Supporting children with Special Educational Needs and Disability in an Early Years Setting EYSP 10: Work in partnership in Early Years Settings
S12: Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.	EYSP 10: Work in partnership in Early Years Settings
S13: Make use of formative and summative assessment, tracking children's progress to plan for future learning possibilities including early interventions based on individual developmental needs.	EYSP 5: Lead children's early education and development EYSP 6: Understand holistic child development from birth to 7 years
S14: Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities.	EYSP 5: Lead children's early education and development EYSP 10: Work in partnership in Early Years Settings
S15: Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice.	EYSP 5: Lead children's early education and development EYSP 12: Quality provision in Early Years Settings
S16: Use reflection to develop themselves both professionally and personally to enhance their practice.	SHC 52: Promote professional development
S17: Plan, carry out and guide appropriate physical care routines for individual children.	EYSP 1: Manage care routines for children
S18: Promote, model and support children and families to develop a healthy approach to making choices relating to personal care including eating, sleeping and physical activity.	EYSP 1: Manage care routines for children
S19: Develop, model and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting.	EYSP 5: Lead children's early education and development SHC 53: Champion equality, diversity and inclusion

Skills	Found in unit
S20: Identify and act upon own responsibilities in relation to health and safety, prevention and control of infection, carrying out risk assessments and risk management processes in line with policies and procedures.	EYSP 1: Manage care routines for children EYSP 8: Develop health and safety and risk management policies, procedures and practices in Early Years Settings
S21: Ensure the security and confidentiality of data, records and information in line with current legislation.	EYSP 7: Develop and implement policies and procedures to support the safeguarding of children
S22: Be a leaderful practitioner to support, mentor, coach, train and guide colleagues in a range of settings, providing inspiration and motivation to engage others to develop their practice.	EYSP 11: Lead and manage a team within an Early Years Setting
S23: Be confident to identify, action and competently challenge issues and undertake difficult conversations where appropriate.	EYSP 11: Lead and manage a team within an Early Years Setting SHC 53: Champion equality, diversity and inclusion
S24: Advocate for children through their child centred approach, listening to the voice of the child; ensuring children's rights, views and wishes are heard, respected and acted upon at all times. Offer appropriate support and influence decisions in the best interests of the child.	EYSP 7: Develop and implement policies and procedures to support the safeguarding of children EYSP 12: Quality provision in Early Years Settings
S25: Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.	EYSP 7: Develop and implement policies and procedures to support the safeguarding of children
S26: Explore and understand, challenge and question; knowing when to act to safeguard and protect children.	EYSP 7: Develop and implement policies and procedures to support the safeguarding of children

Behaviours	Found in unit:
B1: Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries	SHC 53: Champion equality, diversity and inclusion
B2: Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues	EYSP 5: Lead children's early education and development EYSP 11: Lead and manage a team within an Early Years Setting
B3: Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.	EYSP 1: Manage care routines for children EYSP 2: Lead practice in promoting the well-being and resilience in children EYSP 5: Lead children's early education and development EYSP 10: Work in partnership in Early Years Settings SHC 53: Champion equality, diversity and inclusion
B4: Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children.	EYSP 2: Lead practice in promoting the well-being and resilience in children EYSP 5: Lead children's early education and development
B5: Positive and proactive member of the team, being assertive and exercising diplomacy.	EYSP 11: Lead and manage a team within an Early Years Setting
B6: Reflective practitioner.	SHC 52: Promote professional development
B7: Creative and imaginative, demonstrating curiosity and inquisitiveness in order to be resourceful in all areas, including play and problem solving.	EYSP 2: Lead practice in promoting the well-being and resilience in children EYSP 5: Lead children's early education and development
B8: Flexible and adaptable; responding to children's spontaneous activities.	EYSP 2: Lead practice in promoting the well-being and resilience in children
B9: Receptive and open to challenge and constructive criticism.	EYSP 11: Lead and manage a team within an Early Years Setting SHC 52: Promote professional development

K8: The importance of the social cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation.

Whilst K8 is traced across several units of the Level 5 Diploma Early Years Senior Practitioner in particular, EYSP 5, EYSP 6, EYSP 10 and EYSP 12, further guidance is presented here to fully embrace this knowledge standard.

During delivery of the Diploma learners must appreciate the significance to holistic development of the child's social cultural context and how this can influence aspiration, motivation, choice and opportunity.

Learners/apprentices must be able to analyse the importance of the home environment for holistic development and wellbeing with reference to:

- impact from family regarding aspirations
- expectations
- modelling
- religion, opportunity/choice (socio economic)
- health, individual coping strategies – ie impact of a situation upon family resilience/network of support available and recognise the impact of home circumstances on a child's disposition.

Learners/apprentices may find case studies, scenarios, and reflections useful to engage with this learning aspect. The role of the Senior Early Years Practitioner should be further acknowledged with regards to role and responsibilities, including:

- pedagogical strategies and approaches in the setting for child-centred awareness
- partnership working
- colleague support
- strategies for family support.

Centres may request case studies and scenarios from NCFE to support teaching and delivery for their learners/apprentices.

K9: The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.

Whilst K9 is traced across several units of the Level 5 Diploma Early Years Senior Practitioner in particular, EYSP 4 and EYSP 5, further guidance is presented here to fully embrace this knowledge standard.

During delivery of the Diploma learners must appreciate the significance to holistic development of the importance of play and the links to theory, including the impact on a child's learning and development.

Learners/apprentices must be able to consider the importance of theoretical perspectives of play and their influence on current practice. Reference can be made to the following theorists in line with this:

- Goldschmied's theory of heuristic play and the use of natural materials within the play environment
- Hutt's three broad categories of play including epistemic, ludic and games with rules
- Janet Moyles' spiral theory
- Tina Bruce's 12 Features of play

- Piaget, Bruner and Vygotsky's theories of play
- Freud's psychoanalysis of play.

Learners/apprentices may find researching and presenting back to their peers useful to engage with this learning aspect, with an element of self-reflection and whether these theories are relevant in their current practice. The Senior Practitioner may also outline theory in relation to how play can positively influence holistic development and how this can be evaluated within the setting. Where a presentation cannot be carried out, a useful booklet or display could be used to show understanding of the varying theories. There is also opportunity to use the theories to support the setting's ethos allowing the whole team to reflect on play opportunities and the vision for future practice.

Centres may request case studies and scenarios from NCFE to support teaching and delivery for their learners/apprentices.

Section 4: Assessment and quality assurance information

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the secure website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the Centre conform to the SSC or CACHE assessment requirements for the **unit** they are assessing or quality assuring.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Assessment principles for Early Years Educator qualifications

Assessing knowledge, skills and competence
Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

Practical skills competence
The Centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be *contracted* to work directly with the Centre, contributing to all aspects of standardisation. The Centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified Assessors from the Centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

1. Introduction

1.1 These principles and approaches to unit/qualification assessments are for those qualifications that have been approved by the Department for Education (DfE). The information is intended to support the quality assurance processes of those that offer EYE qualifications in the Sector. It should also be read alongside individual unit assessment requirements where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent Assessor, qualified to make assessment decisions.

2.3 Competence/skills based assessment must include direct observation as the main source of evidence

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an Assessor qualification, as a qualified Assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also 4.5.

The Centre should enable expert witnesses to provide and present their evidence in an efficient way which does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main Assessor could scribe the expert witness contributions (for example via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, Centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources which can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The Centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified Assessors from the Centre must use direct observation to assess practical skills-based outcomes.

Remote technology

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, Assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the Assessor could also attend remotely or observe through use of technology. In these examples, the learner MUST be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWTs.

3. Internal Quality Assurance

3.1. Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Knowledge Learning Outcomes:

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/Skills Learning Outcomes:

- Assessors will need to be both occupationally competent and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

4. Definitions

4.1 Occupationally competent:
This means that each Assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:
This means that each Assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:
This means that each Assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of these qualifications, we consider it to be good practice for Assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification isn't held, Assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the Assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the Assessor should be occupationally competent. They should able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that Tutors/Teachers/Assessors may hold to be able to make decisions involving the assessment of learners:

- an Assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS, DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their External Quality Assurer in the first instance.

4.4 Qualified to make quality assurance decisions:
NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the Assessor for knowledge-based assessment criteria
- role of the Assessor for skills/competence-based assessment criteria
- role of the Internal Quality Assurer

4.5. Expert witness:
Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have either any qualification in assessment of workplace performance or a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for

which they are attesting competence
- they can demonstrate appropriate, continuing professional development relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

Skills for Care and Development Assessment Principles

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions.
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Staffing requirements

Centres delivering any of NCFE's qualifications must:
- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher than the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents and resources

Useful documents
This section refers to useful documents that can be found in the members area of www.ncfe.org.uk, some of which may assist with the delivery of this qualification. • Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents
The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates. • Evidence Record • Record of Assessment Cycle We have also provided notes to guide you when completing these forms: • Completing the Evidence Record • Completing the Record of Assessment Cycle The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on www.ncfe.org.uk.

Resources
The resources and materials used in the delivery of this qualification, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Resource requirements
There are no specific resource requirements for these qualifications, but Centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes. The following documents are essential reading for any Centre involved in the delivery, assessment and administration of this qualification: • Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance – found in the members area of www.ncfe.org.uk • CACHE Early Years Educator Assessment Principles and Skills for Care and Development's Assessment Principles – both found within this specification.

Safeguarding guidance
To support Early Years Settings, the UKCIS Education Working Group has developed two documents to help Early Years Settings Managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents please visit: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations

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