

NCFE

CACHE

Qualification Specification

**NCFE CACHE Level 4 Certificate for the Early
Years Advanced Practitioner
QN: 601/8424/3**

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Summary of changes

This section summarises the changes to this qualification specification since the last version

Version	Publication Date	Summary of amendments
v7.0	August 2019	<p>H/508/0928 (EYAP 1) - Unit updated to reflect more contemporary theory as a result of subject expert feedback. LO3 now contains a fuller list of theories</p> <p>K/508/0929 (EYAP 2) - Unit updated to reflect the evolving role of the PANCo</p> <p>D/508/0930 (EYAP 3) - This unit has been updated and is intended to provide appropriate progression from the new NCFE CACHE Level 3 Award For Special Educational Needs Coordinators in Early Years Settings (603/3476/9) qualification</p> <p>H/508/0931 (EYAP 4) – AC 1.1 updated from 'Consider' to 'Analyse' LO 3 updated from 'Consider' to 'Understand'</p> <p>K/508/0932 (EYAP 5) – Additional ACs – 2.3 and 3.2</p>
v7.1	December 2019	<p>Sentence added to the relevant reading/useful website links for all units to clarify endorsed resources by NCFE are on the Additional and Teaching materials sections on the qualification page on the NCFE website.</p> <p>K/508/0929 (EYAP 2) – Removed sentence on pg. 24 that included website link pertaining to joining the PANCo network and moved to the relevant reading/useful website links on pg. 28 Also included is a website link to additional PANCo resources Minor updates to wording for clarity within unit and guidance. Updated website links that were no longer working.</p> <p>Resource requirements – Removed PANCo Programme on pg. 54, this is included on pg. 28 within the useful website links section for EYAP 2.</p> <p>Progression to higher level studies section removed.</p> <p>Information regarding the well-being and safeguarding of learners added to Section 1 pg 5</p>
v7.2	May 2022	<p>Additional useful links have been provided on page 28 to support physical activity and nutrition coordinators (PANCos) to find out more about the PANCo role and qualification, the PANCos standards, the PANCo model and to actively engage with others whilst maintaining up-to-date practice.</p>

v7.3	June 2022	<p>Further information added to the achieving this qualification 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.</p> <p>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.</p> <p>Information added to the support handbook section about how to access support handbooks.</p> <p>References to 'Public Health England' amended to 'UK Health Security Agency and Office for Health Improvement and Disparities' throughout.</p>
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Section 1

About this qualification

About this qualification

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the well-being and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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.

Qualification summary	
Qualification title	NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner
Qualification number (QN)	601/8424/3
Aim reference	60184243
Total Qualification Time (TQT)	196
Guided Learning Hours (GLH)	151
Minimum age	Learners must be 18+ and hold a full Level 3 early years/childcare qualification.
Age range covered by the qualification	0–5 years
Qualification purpose	<p>This Level 4 qualification aims to provide professional development opportunities for practitioners working in the early year's workforce at Level 3. This qualification will embrace the wealth of experience of the Level 3 early years workforce and challenge learners in both family practice and theoretical understating.</p> <p>Upon achievement of this qualification, learners will be equipped as an Advanced Practitioner. The Advanced Practitioner will use crucial leadership skills to mentor others across all roles and responsibilities in the early years workforce.</p>
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of the Advanced Practitioner in early years • offer breadth and depth of study, incorporating a key core of knowledge • provide opportunities to acquire a number of practical and technical skills. <p>The objective of this qualification is to provide learners with the knowledge and skills needed to work as an Advanced Practitioner in early years.</p>
Work/industry placement experience	This qualification requires learners to complete a work placement experience.
Real work environment (RWE) requirement/recommendation	This is a work-based qualification. Learners must be employed in an early years setting at Level 3 to complete this qualification.

Qualification summary	
Rules of combination	To achieve this qualification learners are required to successfully complete all 5 units.
Grading	Achieved/Not Yet Achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence
Progression including job roles (where applicable)	<p>Learners who achieve this qualification could progress to a Level 5 qualification such as the Level 5 Diploma for the Early Years Senior Practitioner. The qualification will also prepare learners for further study of early years in higher education.</p> <p>Learners could progress to the following job roles and responsibilities:</p> <ul style="list-style-type: none"> • Special Educational Needs Coordinator (SENCO) • Physical Activity and Nutrition Coordinator (PANCo) • Internal progression at a higher level, including those with management responsibilities • Leadership, mentoring, supervision and management opportunities
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/8424/3.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Entry guidance

This qualification is designed for learners who are employed in an early years setting who wish to upskill into an Advanced Practitioner role.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 18 or above to undertake this qualification.

Learners **must** already hold a full Level 3 early years/childcare qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same Level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **5** mandatory units.

Please refer to the list of units below or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

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.

Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
EYAP 1	H/508/0928	Enabling children to learn	4	30	
EYAP 2	K/508/0929	Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years	4	29	
EYAP 3	D/508/0930	Working with others to support children with additional needs, including Special Educational Needs and Disability	4	30	
EYAP 4	H/508/0931	Working with families and other professionals in early years settings	4	27	
EYAP 5	K/508/0932	Implementing change in an early years setting incorporating a small-scale research project	4	35	

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Learners must be successful in **this** component to gain the Level 4 Certificate for the Early Years Advanced Practitioner.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 4 learner for each learning outcome.

This qualification has been designed for early years practitioners employed in early years settings. The learning outcomes and assessment requirements intend to increase knowledge and understanding through guided learning and personal research. The application of this knowledge will be seen through evidence produced for assessment as appropriate.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

A centre may choose to create their own internal assessment tasks. They should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The Explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.

EYAP 1 Enabling children to learn (H/508/0928)

Unit summary	<p>In this unit, learners will consider diverse approaches to early years pedagogy that influence holistic learning of babies and children from birth to five years of age. They will also explore statutory planning and monitoring requirements in their own country. Learners will also explore leadership, mentoring and management skills.</p> <p>Learners will gain a greater awareness of how babies and young children learn and how to apply theory to practice.</p> <p>Learners will be required to evidence application of new learning to their day-to-day role with children from birth to five years, and report on subsequent changes to practice in own setting through the development of a learner portfolio.</p>
Guided learning hours	30
Level	4
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the role of the Advanced Practitioner in enabling children to learn in early years settings	1.1 Explain the Advanced Practitioner’s responsibilities in challenging babies’ and children’s learning and development (0–5) years		
	1.2 Evaluate the responsibilities of the Advanced Practitioner in relation to their role with staff, including: <ul style="list-style-type: none"> • the mentoring role • leadership and management responsibilities • coaching, delegation and motivation • the well-being of staff 		
	1.3 Critically evaluate partnership working between practitioners, parents and carers when enabling babies and children from 0-5 years to learn and develop		
	1.4 Explain the scope of management duties to include: <ul style="list-style-type: none"> • policy and procedural development • staffing ratios • record keeping 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	<ul style="list-style-type: none"> regulatory inspection preparation and involvement 		
2. Understand the statutory framework for early years practice in own country	2.1 Analyse the requirements of statutory frameworks in relation to developing own and others' practice as an Advanced Practitioner		
	2.2 Research the statutory framework for early years practice in own country		
	2.3 Explain the relationship between areas of learning and development and subsequent learning goals for enabling learning in the early years		
	2.4 Develop own role, and that of others, in contributing to enabling environments for babies and children from 0-5 years of age by providing purposeful activities/experiences		
	2.5 Explain safeguarding and welfare requirements		
	2.6 Explain how babies and children are safeguarded in an early years setting		
3. Understand the influence of pedagogical approaches on early years practice	3.1 Critically compare a minimum of 2 pedagogical influences/approaches		
	3.2 Critically evaluate how pedagogical influences/approaches impact techniques/strategies applied in early years practice		
	3.3 Analyse how enabling environments can be influenced by pedagogical approaches		
	3.4 Plan an enabling environment for babies and children in the following age ranges: <ul style="list-style-type: none"> under 2 years 2–3 years 3–5 years 		
4. Understand monitoring and assessment in the early years	4.1 Analyse formative assessment models used in early years practice in relation to intervention, transition and effective partnerships with parents/carers		
	4.2 Reflect on own role and the role of others in own setting in relation to monitoring and assessment in early years practice		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	4.3 Evaluate own setting's monitoring and assessment and implement recommendations to improve practice		

Assessment guidance

Delivery and assessment
<p>3.1 Pedagogical influences/approaches: Please choose a minimum of 2 from the following list:</p> <ul style="list-style-type: none"> • Reggio Emilia • TE Whariki • Forest School • Learning through play: Hutt (1979), Hughes (2011), Moyles (2014) and Bruce (2015) • Creativity, positivity and innovation: Craft (2002) • Froebel (1782–1852) • McMillan (1860–1931) • Steiner (1861–1925) • Montessori (1870–1952) • Isaacs (1885–1988) • Piaget (1896–1980) and Athey (1990): schema development • Vygotsky (1896–1934): the social context of learning • Donaldson (1978): problem solving and critical thinking • Roberts (2002) and Dowling (2000): emotional resilience • Dunn (1993): social relationships • Nutbrown: schemas • Bandura: social learning • Bruner: scaffolding • Bowlby: attachment • Rogers: psychology • Gardner: multiple intelligences • Goleman: emotional intelligences • Bronfenbrenner: ecological system theory • Csikszentmihayli: positive psychology, theory of flow • Trevarthen: communication; interaction and attachment • Conkbayir: neuroscience in the early years • Maslow: hierarchy of need/motivation • Pascal and Bertram: early childhood development • Havighurst's Developmental Tasks Theory (1953) • Erik Erikson's Stages of Psychosocial Development • Lave and Wenger: Communities of Practice (1990) • Dr Dan Siegel (eminent neuroscientist) • Gopnik, A., Meltzoff, A. and Kuhl, P (eminent neuroscientists, focusing on babies) • T Berry Brazleton, Touchpoints • Uta Frith • Ferre Laevers: emotional well-being

EYAP 1 Enabling children to learn (H/508/0928) (cont'd)**Suggested assessment methods**

AC	Assessment requirement	Suggested assessment method
1.1	Explain the Advanced Practitioner's responsibilities in challenging babies' and children's learning and development (0–5 years)	<ul style="list-style-type: none"> • Written/reflective account • Professional discussion
1.2	Evaluate the responsibilities of the Advanced Practitioner in relation to their role with staff including: <ul style="list-style-type: none"> • the mentoring role • leadership and management responsibilities • coaching, delegation and motivation • the well-being of staff 	<ul style="list-style-type: none"> • Knowledge of leadership, coaching and mentoring responsibilities • Evidence of how staff have benefited from leadership, coaching and mentoring • Evidence of how the learner works with families/wider community • Evidence of collaboration with other early years settings
1.3	Critically evaluate partnership working between practitioners, parents and carers when enabling babies and children from 0-5 years to learn and develop	<ul style="list-style-type: none"> • Reflective account • professional discussion • records/work product
1.4	Explain the scope of management duties to include: <ul style="list-style-type: none"> • policy and procedural development • staffing ratios • record keeping • regulatory inspection preparation and involvement 	<ul style="list-style-type: none"> • Professional discussion • Work product blended with a professional discussion
2.1	Analyse the requirements of statutory frameworks in relation to developing own and others' practice as an Advanced Practitioner	<ul style="list-style-type: none"> • Activity plans showing how personal interests of babies and children are central to learning • Reflective accounts from self-evaluation • Policy and procedural development • Observational plans
2.2	Research the statutory framework for early years practice in own country	<ul style="list-style-type: none"> • Written account, including summary of main aims and intention
2.3	Explain the relationship between areas of learning and development and subsequent learning goals for enabling learning in the early years	<ul style="list-style-type: none"> • Professional discussion
2.4	Develop own role, and that of others, in contributing to enabling environments for babies and children from 0-5 years of age by providing purposeful activities/experiences	<ul style="list-style-type: none"> • Reflective account • Professional discussion • Peer feedback
2.5	Explain safeguarding and welfare requirements	<ul style="list-style-type: none"> • Written account • Evaluation of home learning strategies used in setting
2.6	Explain how babies and children are safeguarded in an early years setting	<ul style="list-style-type: none"> • Policy and procedural development

EYAP 1 Enabling children to learn (H/508/0928) (cont'd)

AC	Assessment requirement	Suggested assessment method
3.1	Critically compare a minimum of 2 pedagogical influences/approaches	<ul style="list-style-type: none"> • Reflective account • Written/pictorial
3.2	Critically evaluate how pedagogical influences/approaches influence techniques/strategies applied in early years practice	<ul style="list-style-type: none"> • Written account with professional discussion
3.3 3.4	Plan an enabling environment for babies under 2. Analyse how enabling environments can be influenced by pedagogical approaches	<ul style="list-style-type: none"> • Activity plans • Observations • Professional discussion • Work products • Reflective accounts • Research and associated work products
3.3 3.4	Plan an enabling environment for children aged 2–3. Analyse how enabling environments can be influenced by pedagogical approaches	<ul style="list-style-type: none"> • Activity plans • Observations • Professional discussion • Work products • Reflective accounts • Research and associated work products
3.3 3.4	Plan an enabling environment for children aged 3–5. Analyse how enabling environments can be influenced by pedagogical approaches	<ul style="list-style-type: none"> • Activity plans • Observations • Professional discussion • Work products • Reflective accounts • Research and associated work products
4.1	Analyse formative assessment models used in early years practice in relation to intervention, transition and effective partnerships with parents/carers	<ul style="list-style-type: none"> • Work product and professional discussion • Reflective account
4.2	Reflect on own role and the role of others in own setting in relation to monitoring and assessment in early years practice	<ul style="list-style-type: none"> • SWOT analysis for self and other team members • Reflective accounts of own contributions and contributions of others to an enabling environment for babies and children • Activity plans • Child observations • Peer appraisals
4.3	Evaluate own setting's monitoring and assessment and implement recommendations to improve practice	<ul style="list-style-type: none"> • Written account • Examples from own setting • Evidence of effective partnership working • Knowledge of early intervention • Evaluative accounts with recommendations for improved practice and evidence of team collaboration

EYAP 1 Enabling children to learn (H/508/0928) (cont'd)

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: **EYAP 1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

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

EYAP 1 Enabling children to learn (H/508/0928) (cont'd)**EYAP 1 Relevant reading and useful website links (website links accessible at time of publication)**

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE do not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources, please see the Additional and Teaching materials sections on the qualification page on the NCFE website.

Statutory frameworks relevant to own country:
Foundation Years report – EYFS Statutory Framework www.foundationyears.org.uk/eyfs-statutory-framework
Department for Education report – Statutory framework for the early years foundation stage: www.gov.uk/government/publications/early-years-foundation-stage-framework--2
Other useful online resources:
Department for Education and Skills report – Researching Effective Pedagogy in the Early Years dera.ioe.ac.uk/4650/1/RR356.pdf
Foundation Years article – Health & integration in practice foundationyears.org.uk/health-integration-in-practice/www.foundationyears.org.uk/health-integration-in-practice%20
Foundation Years article – Early Years Foundation Stage Profile Data 2013–14 www.foundationyears.org.uk/pedagogy-early-learning/outcomes/
Foundation Years article – Getting Ready for the Revised EYFS – Learning Environment: www.foundationyears.org.uk/wp-content/uploads/2019/09/Getting-Ready-for-the-Revised-EYFS.pdf
Department for Education reports – Two-year-olds in schools: demonstration project and case studies www.gov.uk/government/publications/two-year-olds-in-schools-demonstration-project-and-case-studies

EYAP 2 Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years (K/508/0929)

Unit summary	<p>In this unit, learners will examine the benefits of physical activity and the importance of diet to the health and well-being of babies, children and their families.</p> <p>This unit will encourage learners to consider statutory framework requirements, a range of national and local initiatives, advice and guidance, and wider international perspectives that are instrumental to the health and well-being of babies and children.</p> <p>Undertaking this unit will support change through a reflective cycle of continuous improvement to practice in own setting. Learners will be required to co-ordinate and evaluate physical activity and nutrition in their own setting. They will work with staff, parents and carers, and other professionals, to make positive changes for the health of babies and children, in the role of a Physical Activity and Nutrition Coordinator (PANCo).</p>
Guided learning hours	29
Level	4
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand current statutory framework requirements for early years settings in relation to physical development, food and nutrition	1.1 Summarise the current guidelines for recommended levels of physical activity and nutritional requirements for under 5s		
	1.2 Critically evaluate how physical activity and positive nutrition contribute to, and impact upon, the health and well-being of children under 5 and the consequences of not meeting these requirements		
	1.3 Evaluate strategies to support early years practitioners in relation to: <ul style="list-style-type: none"> • babies and children with strong food preferences • food allergies and specific dietary requirements • food from home policies 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	<ul style="list-style-type: none"> overcoming barriers when working with families to promote healthy eating 		
2. Evaluate own setting's provision for physical activity and nutrition in relation to the requirements of statutory frameworks and national guidelines	1.4 Explain ways in which early years settings are meeting the nutritional needs of children under 5 2.1 Work with others in the setting to assess the provision for physical development and healthy eating in relation to statutory framework requirements 2.2 Analyse how own role, and that of others, promotes physical activity and healthy eating in day-to-day practice in own setting 2.3 Explain the need for a well-being policy that standardises the approach to physical activity and healthy eating		
3. Understand international and UK research for promoting physical activity and healthy eating in early years	3.1 Analyse international, national and local approaches to promoting physical activity and healthy eating in the early years 3.2 Explain ways to stay up-to-date with current research and why this is important		
4. Understand the PANCo programme and the role and responsibilities of a PANCo	4.1 Explain the PANCo model 4.2 Explain how organisational change can be achieved through the PANCo model 4.3 Explain how the role of the PANCo champions change within the setting 4.4 Describe the key elements that are required to develop a sustainable culture of well-being for children and staff and identify steps that own setting can take towards this 4.5 Identify examples of positive role modelling and social learning between practitioners and children in own setting 4.6 Explain the principles and practice of continuous improvement		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
5. Be able to value the voice of the child in introducing and implementing change	5.1 Observe babies and children to identify patterns over time when introducing and implementing change		
	5.2 Work with young children in a child-centred way to help them understand their own physical health and nutrition needs		
	5.3 Use evidence from observations of babies and children to ensure their needs are met and their views respected		
6. Identify collaborative strategies to develop and implement change in relation to physical activities and healthy eating	6.1 Analyse specific challenges in own setting to implementing and leading change		
	6.2 Explain how to use good practice examples to innovate in own setting		
	6.3 Explain how collaborative teamwork can develop a positive, enabling environment for physical development and healthy eating in early years settings		
	6.4 Explain strategies the PANCo can use to support parents/carers to make healthy choices with and for their children		
	6.5 Explain the use of positive role modelling to educate and motivate staff and families to change behaviour		

EYAP 2 Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years (K/508/0929) (cont'd)

Origins of, and continuing support for, the PANCo role

The PANCo qualification and role is a beacon for quality provision in the early years and has been designed as a well-being-in-action intervention that promotes positive nutrition and physical activity to support the prevention of obesity within early years settings. The PANCo qualification gives Early Years Educators a robust knowledge base about healthy eating and physical activity for children, and the skills to lead and support change within the setting.

A PANCo acts as an agent for change, championing health and well-being in the setting. This unit is a stepping stone to becoming a qualified PANCo.

Assessment guidance

Delivery and assessment

The assessment for this unit will involve producing a plan for a strategic initiative/activity to support physical activity and/or healthy eating in own setting. The plan must reflect positive outcomes for own setting and show wider impact for early years practice. There must be evidence of research.

1.1 Current guidelines: Relevant statutory framework requirements for physical activity and nutrition in own country. For example, statutory guidance in England includes:

- relevant department of Health and UK Health Security Agency and Office for Health Improvement and Disparities guidance
- UK Health Security Agency and Office for Health Improvement and Disparities guidance on recommended physical activity in the early years
- national and local initiatives to promote physical activity in early years
- national and local initiatives to promote nutrition and healthy eating in early years
- Department of Health goals for nutrition
- Chief Medical Officers (CMO) (2011) guidelines for physical activity in the early years.

2.1 Learners must include an assessment of how relevant guidance and requirements underpin current resourcing in own setting for babies and children from 0-5 years

2.3 Well-being policy: Policy should:

- acknowledge physical development as a prime area of any early years framework
- appreciate benefits to babies' and children's well-being from physical activity and healthy eating
- recognise holistic benefits to development
- engage staff through reasonable requirements and collaboration
- lead staff through policy and procedural development
- engage families in programmes for good practice in relation to physical activity and nutrition through measurable strategies.

3.1 Promoting physical activity: Learners could research topics such as:

- relationship between healthy eating, physical activity and other areas of development
- relationship between mental health, emotional resilience and physical competence in children
- relationship between physical health and nutrition and well-being

- how a 'settings-based' approach to health promotion can support physical activity and positive nutrition for children and adults when supported by a workplace champion (the evidence base for the PANCo model).

EYAP 2 Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years (K/508/0929) (cont'd)

Delivery and assessment (cont'd)

Learning outcome 4:

Learners must develop knowledge of the PANCo model and how it promotes organisational and individual change, in particular:

- organisational change: PANCo as a health promotion model – the critical factors in a successful health promoting setting
- behaviour change: the role of a PANCo as a champion for change within the workplace/nursery setting
- social learning: the impact of practitioners as positive role models for children and other staff members
- culture: the importance of physical activity and healthy nutrition in a wider culture of sustainable well-being.

6.1 Challenges: Could include leadership, skills and knowledge, environment, culture, beliefs, social economic status, staff attitudes.

EYAP 2 Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years (K/508/0929) (cont'd)

Suggested assessment methods

Provide a rationale and a plan for a strategic initiative/activity to support physical activity and/or healthy eating in your own setting.

You must aim to choose something that will have a setting-wide impact rather than a one-off intervention.

Assessment must show evidence of learner's own research throughout.

	Assessment requirement	Suggested assessment method
	Identify the proposed initiative/activity	Briefly describe your proposal
Learning outcome 1	Set the scene: Evaluate the current statutory framework requirements and strategies in relation to your proposed initiative/activity	Provide referenced information and key data
Learning outcome 2	Complete an assessment of provision and analysis of own and others' roles. Explain why you think this initiative/activity is a priority in your setting	Show the results of your assessment: <ul style="list-style-type: none"> • Provide evidence of discussions with others in your setting • Provide the rationale for your proposal
Learning outcome 3	Review international/national/local research that is relevant to your chosen initiative/activity	Show evidence of original research. Explain how you have verified the research <p>Using research to back up your argument:</p> <ul style="list-style-type: none"> • What improvements are you hoping to achieve? • What would be the present and future benefits? <p>How will your chosen activity be part of a continuous improvement cycle? Provide an explanation or diagram to show this</p>
Learning outcome 4	Explain the role of the PANCo in leading and reviewing the proposal	<ul style="list-style-type: none"> • How will the PANCo model be used to implement your initiative/activity? • What strategies will be important to promote organisational and individual change? • How will the proposal contribute to a culture of well-being? (What else might need to happen?) • How will you and others role model the behaviours you plan to change? • How will staff be supported, mentored/coached, led and managed to remain engaged, be agents of change and contribute to the aims of the proposal? • How will you seek support from the PANCo community?

EYAP 2 Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years (K/508/0929) (cont'd)

	Assessment requirement	Suggested assessment method
Learning outcome 5	Describe the evidence for change from the perspective of babies and young children	Show evidence of observations and/or conversations that support the need for your proposal. (Or describe how these would be conducted)
Learning outcome 6	Explain who will be involved and how you will collaborate with others to introduce the proposal	<p>Predict any challenges that you might encounter and suggest ways to prepare for them</p> <p>Give specific examples of strategies the PANCo can use to support parents/carers to be involved and to make healthy choices</p> <p>If you have identified good practice elsewhere, identify what this was and what steps you have made/could make to find out more</p> <p>Provide evidence of how staff will be involved.</p> <p>How will you get buy-in from parents/families/carers?</p>
	Review and evaluation	<ul style="list-style-type: none"> • How will you evaluate success? • What will success look like and how will you measure it? • How could you build on what works and take it to another level?

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: **EYAP 2**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

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

EYAP 2 Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years (K/508/0929) (cont'd)

EYAP 2 Relevant reading and useful website links (website links accessible at time of publication)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE do not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources, please see the Additional and Teaching materials sections on the qualification page on the NCFE website.

<p>PANCo Wellbeing Network – join the growing movement of PANCo pioneers, connect, share and stay up to date with PANCo practice: www.facebook.com/groups/purplebeepancowellbeingnetwork</p>
<p>PANCo resources – support for PANCos, students, early years settings and tutors with access to the latest information, case studies, resources and expertise: www.purplebeelearning.com/free-panco-resources/</p>
<p>Get up to Speed with PANCo – find out more about the PANCo role and qualification, the PANCo standards and the PANCo model: https://courses.purplebeelearning.com/shop/edv_wellbeing_taster</p>
<p>PANCo network – Facebook group: www.panco.org.uk/join-the-network</p>
<p>PANCo resources – free access to resources: www.purplebeelearning.com/free-panco-resources/</p>
<p>NHS guidelines – Physical activity guidelines for early years (under 5s) – for infants who are not yet walking: www.nhs.uk/Livewell/fitness/Documents/children-under-5-years.pdf</p>
<p>NHS article – Physical activity guidelines for children (under 5 years): www.nhs.uk/livewell/fitness/pages/physical-activity-guidelines-for-children.aspx</p>
<p>Action for Children – Eat Better, Start Better Pack: Guide to the Voluntary Food and Drink Guidelines for Early Years Settings in England: www.foundationyears.org.uk/wp-content/uploads/2017/11/Eat-Better-Start-Better1.pdf</p>
<p>Department for Education report – Statutory framework for the early years foundation stage www.gov.uk/government/publications/early-years-foundation-stage-framework--2</p>
<p>UK Health Security Agency and Office for Health Improvement and Disparities – Childhood obesity: a plan for action: www.gov.uk/government/publications/childhood-obesity-a-plan-for-action</p>
<p>Department of Health and Social Care – Physical Activity Guidelines www.gov.uk/government/collections/physical-activity-guidelines</p>

<p>UK Health Security Agency and Office for Health Improvement and Disparities – Government Dietary Recommendations assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/618167/government_dietary_recommendations.pdf</p>
<p>NHS– Major new exercise guidelines announced: assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832868/uk-chief-medical-officers-physical-activity-guidelines.pdf</p>
<p>Department of Health and Social Care/ UK Health Security Agency and Office for Health Improvement and Disparities – Early years high impact area 4: Healthy weight, healthy nutrition (to include physical activity): www.gov.uk/government/publications/commissioning-of-public-health-services-for-children/early-years-high-impact-area-4-supporting-healthy-weight-and-nutrition</p>
<p>Public Health Agency - Nutrition matter for the early years http://www.publichealth.hscni.net/sites/default/files/Nutrition%20Matters%20for%20the%20early%20years%20118.pdf</p>
<p>NHS Eat well: www.nhs.uk/live-well/</p>
<p>British Nutrition Foundation: www.nutrition.org.uk</p>
<p>Department of Health article – Australia's Physical Activity and Sedentary Behaviour guidelines: for infants, toddlers and preschoolers (birth to 5 years): www.health.gov.au/health-topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians/for-infants-toddlers-and-preschoolers-birth-to-5-years?utm_source=health.gov.au&utm_medium=callout-auto-custom&utm_campaign=digital_transformation</p>
<p>Department of Health and Social Care – Physical activity guidelines: UK Chief Medical Officers' report: www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report</p>

EYAP 3 Working with others to support children with additional needs, including Special Educational Needs and Disability (D/508/0930)

Unit summary	In this unit, learners will look at effective inclusion for children in early years settings. The unit has been designed to support and evidence the leadership and management skills of the Special Educational Needs Coordinator (SENCO) in their role of leading best practice for children with Special Educational Needs and Disabilities (SEND) and their families.
Guided learning hours	30
Level	4
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand current frameworks for inclusive practice	1.1 Explain current legislation and national frameworks relevant to the role of the SENCO		
	1.2 Explain early years settings' obligations surrounding appropriate use of Disability Access and Early Years Pupil Premium allocation		
	1.3 Explain ways of improving outcomes for children through effective use of Disability Access and Early Years Pupil Premium funds		
2. Understand provision related to children's additional needs	2.1 Evaluate education and care statutory guidance and provision in early years settings for children's additional needs in relation to: <ul style="list-style-type: none"> transition and significant life events for children in line with statutory guidance the needs of 'looked after' children in relation to additional need the needs of children for whom English is an additional language 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Understand the role and responsibilities of the Special Educational Needs Coordinator (SENCO) in early years settings	3.1 Analyse statutory guidance and strategies used by early years practitioners for early intervention and support including Education, Health and Care Plans in England (EHCP)		
	3.2 Explain the role of the Special Educational Needs Coordinator (SENCO) in relation to: <ul style="list-style-type: none"> • early identification and intervention • the impact of strategies used to identify Special Educational Needs and Disabilities (SEND) in early years settings • summative assessment points including an awareness of significant small steps of progress for children with Special Educational Needs and Disability (SEND) 		
	3.3 Evaluate the roles of different professionals who may be involved with a child who has Special Educational Needs and Disability (SEND) in an early years setting		
	3.4 Evaluate partnership working in the Special Educational Needs Coordinator (SENCO) role to include: <ul style="list-style-type: none"> • early intervention and the Graduated Approach • sharing information with staff/other professionals for consistent practice • mentoring/leading and coaching staff 		
	3.5 Evaluate partnership working with families to support a child with Special Educational Needs and Disabilities (SEND) to include: <ul style="list-style-type: none"> • the role of the Special Educational Needs Coordinator (SENCO) • how partnerships are established • barriers to effective partnerships • partnership working in own setting 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	3.6 Analyse the role of the Special Educational Needs Coordinator (SENCO) in leading, coaching, mentoring, managing and supporting staff, and also supporting self		
4. Understand factors which affect families who are caring for children with Special Educational Needs and Disability (SEND)	4.1 Explain pressures that families may face when caring for children with Special Educational Needs and Disabilities (SEND)		
	4.2 Analyse the role of the Special Educational Needs Coordinator (SENCO) in supporting practitioners to have the knowledge and the confidence to support families effectively		
	4.3 Explain the impact and significance of early attachment for holistic development		
	4.4 Explain the responsibilities of the Special Educational Needs Coordinator (SENCO) in the role of advocate for the child and parents/carers		
5. Understand how own setting's policies and procedures support children with Special Educational Needs and Disabilities (SEND)	5.1 Analyse how own setting's policies and procedures reflect and represent local need in line with statutory requirements and national guidance in own country		
	5.2 Analyse how own setting's policies and procedures meet statutory requirements and national guidance for inclusion		
	5.3 Explain ways children are given opportunities to express their views in a developmentally appropriate way		

EYAP 3 Working with others to support children with additional needs, including Special Educational Needs and Disability (D/508/0930) (cont'd)**Assessment guidance****Delivery and assessment**

3.1 Statutory guidance and strategies: Statutory guidance in relation to Special Educational Needs and Disability (SEND) in own country. For example, in England this includes:

- the role of The Graduated Approach and the role of the SENCO to ensure that staff in the setting are able to follow clear guidance to enable this approach
- Local Authority 'offer' in England, and the implications for early years settings
- Special Educational Needs and Disability (SEND) pathfinder information England.

EYAP 3 Working with others to support children with additional needs, including Special Educational Needs and Disability (D/508/0930) (cont'd)

Suggested assessment methods

Select 1 (ONE) special educational need or disability or additional need and provide information to meet the following assessment requirements.		
Must show evidence of learner's own research throughout assessment.		
AC	Assessment requirements	Suggested assessment method
	Identification of 1 (ONE) Special Educational Needs and Disability (SEND) or additional need	Identification of appropriate SEND or additional need
	An overview of the identified SEND or additional need	<ul style="list-style-type: none"> • Description • Factors affecting development and learning
1.1	Explain current legislation and national frameworks relevant to the role of the SENCO	<ul style="list-style-type: none"> • Professional discussion
1.2	Explain early years settings' obligations surrounding appropriate use of Disability Access and Early Years Pupil Premium allocation	<ul style="list-style-type: none"> • Reflective accounts • Professional discussion • Work products
1.3	Explain ways of improving outcomes for children through effective use of Disability Access and Early Years Pupil Premium funds	<ul style="list-style-type: none"> • Reflective accounts • Professional discussion • Work products
2.1	Evaluate education and care statutory guidance and provision in early years settings for children's additional needs in relation to: <ul style="list-style-type: none"> • transition and significant life events for children in line with statutory guidance • the needs of 'looked after' children in relation to additional need • the needs of children for whom English is an additional language 	<ul style="list-style-type: none"> • Written records/reports • Meeting minutes • Reflective accounts • Professional discussion
3.1	Analyse statutory guidance and strategies used by early years practitioners for early intervention and support including Education, Health and Care Plans in England (EHCP)	<ul style="list-style-type: none"> • Evaluate strategies for early intervention in relation to the identified special educational need or disability or additional need • Evaluate strategies used to support children's learning and development, and how these could be used to support a child in relation to their special educational need or disability or additional need • Evidence that EHCP are being shared and monitored for best practice • Consider ways to ensure that support offered is through a child-centred way

EYAP 3 Working with others to support children with additional needs, including Special Educational Needs and Disability (D/508/0930) (cont'd)

AC	Assessment requirements	Suggested assessment method
		<ul style="list-style-type: none"> • Analyse the significance of attachment for children with SEND, to include the impact of attachment on mental health and well-being for children with SEND and leadership in practice • Nurture staff through leadership and management best practice • Identify needs of staff in relation to SEND Evaluate support services in local provision
3.2	Explain the role of the SENCO in relation to: <ul style="list-style-type: none"> • early identification and intervention • the impact of strategies used to identify SEND in early years settings • summative assessment points including an awareness of significant small steps of progress for children with SEND 	<ul style="list-style-type: none"> • Work products with professional discussion • Feedback/records and reports with professional discussion
3.3, 3.4	Explore partnership working with other professionals to support a child and his/her family with the identified SEND or additional need	<ul style="list-style-type: none"> • Explore the role of other professionals, discussing how professional partnerships could contribute to consistent ways of working with families for children's care, learning and development • Complete a display for staff/parents about the role of professionals who may be involved with children with SEND, including contact and referral details
3.5	Evaluate partnership working with parents/carers to support a child with the identified SEND or additional need	<ul style="list-style-type: none"> • Analyse how partnerships are established in early years settings with the parent/carer • Explore barriers to effective partnerships with parents/carers when caring for children with SEND or additional need, and strategies used to overcome them • Evaluate partnership working in own setting
3.6	Analyse the role of the SENCO in leading, coaching, mentoring, managing and supporting staff, and also supporting self	<ul style="list-style-type: none"> • Examples of ways staff are led, coached, mentored, managed and supported • Records/meetings • Reflective accounts • Training requirements of staff and annual appraisal documentation/CPD records

EYAP 3 Working with others to support children with additional needs, including Special Educational Needs and Disability (D/508/0930) (cont'd)

AC	Assessment requirements	Suggested assessment method
4.1	Explain pressures that families may face when caring for children with SEND	<ul style="list-style-type: none"> Professional discussion
4.2	Analyse the role of the SENCO in supporting practitioners to have the knowledge and the confidence to support families effectively	<ul style="list-style-type: none"> Reflective account Written account Professional discussion
4.3	Explain the impact and significance of early attachment for holistic development	<ul style="list-style-type: none"> Professional discussion
4.4	Explain the responsibilities of the SENCO in the role of advocate for the child and parents/carers	<ul style="list-style-type: none"> Professional discussion Work products such as policies blended with professional discussion
5.1, 5.2	Work collaboratively to analyse policies and procedures in own setting in relation to statutory frameworks and national guidance	<ul style="list-style-type: none"> Revision of policies and procedures in own setting Records Evidence of collaboration with other early years settings Evaluate use of Disability Access and Early Years Pupil Premium funding allocation
5.3	Explain ways children are given opportunities to express their views in a developmentally appropriate way	<ul style="list-style-type: none"> Professional discussion

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: **EYAP 3**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

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

EYAP 3 Working with others to support children with additional needs, including Special Educational Needs and Disability (D/508/0930) (cont'd)

EYAP 3 Relevant reading and useful website links (website links accessible at time of publication)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE do not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources, please see the Additional and Teaching materials sections on the qualification page on the NCFE website.

<p>Department for Education / Department of Health report – Special educational needs and disability code of practice: 0 to 25 years: www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</p>
<p>Department for Education report – Special educational needs and disability: managing the September 2014 changes to the system www.gov.uk/government/uploads/system/uploads/attachment_data/file/463320/Transition_Dept_advice_sept15.pdf</p>
<p>Foundation Years Toolkit – SEN and Disability in the Early Years Toolkit: www.foundationyears.org.uk/files/2015/07/Contents-and-outline.pdf</p>
<p>Department for Education report – Statutory framework for the early years foundation stage: www.gov.uk/government/publications/early-years-foundation-stage-framework--2.</p>
<p>Foundation Years interview – Ann Gross, Director of Special Needs and Children’s Strategy at the Department for Education is interviewed in this podcast by Anne Longfield, Chief Executive of 4Children, on SEN reform and the impact for early years practice: www.youtube.com/watch?v=PN5jHCaBue8</p>
<p>Gov.UK – SEND Pathfinders web page: www.gov.uk/government/collections/send-pathfinders</p>
<p>National Institute for Health and Care Excellence (NICE) Pathways pathways.nice.org.uk/</p>

EYAP 4 Working with families and other professionals in early years settings (H/508/0931)

Unit summary	<p>In this unit, learners will examine statutory requirements for working in partnership with families, and learn how effective partnership working with other professionals can improve the care and development of babies and children in own setting.</p> <p>Through this unit, learners will explore some of the diverse needs of families, and reflect on how best to overcome barriers to partnership working with families.</p> <p>In undertaking this unit, learners will apply coaching, leadership and mentoring skills to educate and motivate staff to work effectively in partnership with others.</p>
Guided learning hours	27
Level	4
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand requirements for partnership working in early years settings	1.1 Analyse statutory framework requirements in relation to partnership working in early years settings		
	1.2 Examine partnership working with other professionals in early years settings to include: <ul style="list-style-type: none"> the roles and responsibilities of other professionals involved in the care and development of babies and children in early years settings barriers and contributory factors in evaluating partnership working with other professionals 		
2. Understand the diverse needs of families and how these are addressed in early years settings	2.1 Examine the diverse needs of families including: <ul style="list-style-type: none"> socio-economic health cultural 		
	2.2 Explain the pressures and challenges facing families		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	2.3 Explain development in statutory framework requirements designed to support families with babies and children under 5		
3. Understand partnership working with families in early years settings	3.1 Analyse strategies used to establish and maintain partnership working with families in early years settings		
	3.2 Evaluate practice in own setting regarding establishing and maintaining partnerships with families		
4. Understand how to lead, coach, mentor and educate staff in own setting in relation to partnership working	4.1 Analyse strategies used to lead, coach, mentor and educate staff in partnership working		
	4.2 Evaluate strategies used in own setting to lead, coach, mentor and educate staff in partnership working		

EYAP 4 Working with families and other professionals in early years settings (H/508/0931) (cont'd)

Suggested assessment methods

AC	Assessment requirements	Suggested assessment method
1.1, 1.2	<p>Reflect on how own setting establishes and maintains partnership working with:</p> <ul style="list-style-type: none"> families other professionals 	<ul style="list-style-type: none"> Policies and procedures used in own setting to establish and maintain partnership working Consider how own setting meets the requirements of the statutory framework through reports/records/plans Revised procedural documentation Self-evaluation documentation Inspection reports
2.1, 2.2	<p>Select 1 (ONE) pressure families with babies and children under 5 years of age may face</p> <p>Discuss the following in relation to the selected pressure:</p> <ul style="list-style-type: none"> challenges families may face effective strategies for partnership working potential barriers to partnership working and ways these can be overcome how statutory policy addresses the pressure discussed 	<ul style="list-style-type: none"> Summary of research in relation to the selected pressure families with babies and children under 5 years of age may face Reflective accounts to show knowledge and understanding of strategies used in partnership working in line with statutory policy Reflective accounts to show knowledge and understanding of barriers to partnership working and ways that these can be overcome
2.3	<p>Summarise development in statutory framework requirements designed to support families with babies and children under 5 (FIVE) years of age</p>	<p>Summary of research regarding statutory publications/policy implementation relevant to meeting the diverse needs, challenges and pressures families with babies and children under 5 years may face</p>
3.1, 3.2	<p>Analyse strategies used to establish and maintain partnership working with families in early years settings.</p> <p>Evaluate practice in own setting regarding establishing and maintaining partnerships with families</p>	<p>Summarise approaches used to encourage partnership working and analyse their effectiveness, making recommendations for improved practice</p>

**EYAP 4 Working with families and other professionals in early years settings (H/508/0931)
(cont'd)**

AC	Assessment requirements	Suggested assessment method
4.1, 4.2	Develop strategies to use in own setting to coach, mentor and educate staff in relation to partnership working	<ul style="list-style-type: none"> • Strategies, reports and records • Peer observations and self-evaluation

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: **EYAP 4**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

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

**EYAP 4 Working with families and other professionals in early years settings (H/508/0931)
(cont'd)****EYAP 4 Relevant reading and useful website links (website links accessible at time of publication)**

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE do not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources, please see the Additional and Teaching materials sections on the qualification page on the NCFE website.

Department for Education report – Statutory framework for the early years foundation stage:
www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Family and Childcare Trust website:
www.familyandchildcaretrust.org/

Early Education website:
www.early-education.org.uk/

Foundation Years – Families web page:
www.foundationyears.org.uk/tag/families/

Gov.uk website – up-to-date Department for Education publications:
www.gov.uk/government/publications?departments%5B%5D=department-for-education

EYAP 5 Implementing change in an early years setting incorporating a small-scale research project (K/508/0932)

Unit summary	<p>In this unit, learners will be required to plan, implement and evaluate change in relation to an identified theme. This will be achieved through a small-scale research project. Learners will be introduced to research, and the role of ethics when undertaking research.</p> <p>The theme selected will allow learners to reflect on practice, use current research to produce recommendations for improvements to own setting, implement these recommendations and summarise findings.</p> <p>The themes are listed in the suggested assessment methods section of this unit</p>
Guided learning hours	35
Level	4
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the use and purpose of research	1.1 Explain the purpose of undertaking research and the way research is used		
	1.2 Explain the use of quantitative and qualitative approaches to research		
	1.3 Analyse a range of research methods used for data collection		
2. Plan a research project	2.1 Describe factors contributing to how research is planned		
	2.2 Explain research ethics in relation to: <ul style="list-style-type: none"> • professionalism • anonymity • confidentiality • validity 		
	2.3 Design a research project to include: <ul style="list-style-type: none"> • topic for the research project • methods and techniques for the research • ethical implications of research project 		
	3.1 Analyse methods of presenting findings from research		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3 Understand how to present findings to others	3.2 Share the findings of research project in own setting using suitable method of presentation		

Assessment guidance

Delivery and assessment
<p>1.1 Research to include:</p> <ul style="list-style-type: none"> • everyday research skills • truth, power and values • the nature and context of research • reflective cycle • improvements to practice. <p>1.2 Quantitative and qualitative approaches to research:</p> <ul style="list-style-type: none"> • surveys • experiments • action research • case studies • interviews • questionnaires • observation • literature reviews. <p>2.1 Factors that impact opportunities for research such as:</p> <ul style="list-style-type: none"> • time • cost • support. <p>3.1 Methods of presenting: A range of strategies to engage others, including:</p> <ul style="list-style-type: none"> • role modelling, leadership and management styles • report writing • formal presentation • graphs and illustrations.

EYAP 5 Implementing change in an early years setting incorporating a small-scale research project (K/508/0932) (cont'd)

Suggested assessment methods

Undertake a small-scale research project designed to instigate change in own setting. Please select a topic for the research project from the list of themes below. It may be possible to focus on specific areas of interest within the individual themes.

- Enabling learning environments in the early years
- Healthy eating in the early years
- Physical activity and exercise in the early years
- Special educational needs and disability in the early years
- Partnership working in the early years
- Health and well-being in the early years

The research project should be no more than 5,000 words. There is no minimum word limit.

Assessment requirements	
1.	Select a topic for the research project
2.	Design the research project
3.	Select methods and techniques for the research project
4.	Consider ethical implications of the research project
5.	Undertake a literature review
6.	Write up the research project
7.	Summarise the main findings of the research project
8.	Share the findings of the research project in own setting

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: **EYAP 5**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

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

EYAP 5 Implementing change in an early years setting incorporating a small-scale research project (K/508/0932) (cont'd)**EYAP 5 Relevant reading and useful website links (website links accessible at time of publication)**

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE do not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources, please see the Additional and Teaching materials sections on the qualification page on the NCFE website.

National Day Nurseries Association (NDNA) website:

[/www.ndna.org.uk/](http://www.ndna.org.uk/)

Early Years Foundation Stage Forum (FSF) articles – EYFS Leadership and Management articles web page:

eyfs.info/articles.html/leadership-and-management/

Nursery World article – Ofsted: 'Strong leadership' in early years key to being ready for school:

www.nurseryworld.co.uk/nursery-world/news/1107154/ofsted-strong-leadership-key-ready-school

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded.]

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner’s performance.

** **Simulation.** A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

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.

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

Assessment strategy**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
-

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 4 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Analyse	Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Clarify	Explain the information in a clear, concise way showing depth of understanding.
Classify	Organise accurately according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order which is suitable for purpose.
Compare	Examine the subjects in detail, consider and contrast similarities and differences.
Critically compare	This is a development of compare where the learner considers and contrasts the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
Demonstrate	Show an in-depth understanding by describing, explaining or illustrating using examples.
Describe	Provide a broad range of detailed information about the subject or item in a logical way.
Discuss	Write a detailed account which includes contrasting perspectives.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment. Apply current research or theories to support the evaluation.
Critically evaluate	This is a development of 'evaluate' where the debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.

Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
Identify	Apply an in-depth knowledge to give the main points accurately. (A description may also be necessary to gain higher marks when using compensatory marking).
Justify	Give a detailed explanation of the reasons for actions or decisions.
Review and revise	Look back over the subject and make corrections or changes based on additional knowledge or experience.
Reflect	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
Summarise	Give the main ideas or facts in a concise way to develop key issues.

Section 4

Additional information

Additional information

Resource requirements

Learners must be employed in an early years setting. It is expected that the setting would have all resources needed for the learners to be able to complete this qualification.

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

To assist in the delivery of this qualification, centres/learners should have access to:

- statutory documentation
- setting's policies and procedures
- various approaches/influences.

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Support Handbook
-

Support for centres

Key Facts

This document outlines the qualification's key information for the centre, learner and employer.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on the NCFE website for more information and to see what is available for this qualification.

Contact us

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