

on materials

# T Level Technical Qualification in Education and Childcare

## Occupational specialism assessment (OSA)

### Early Years Educator

Assignment 2 - Structured observation 3 - Pass

Guide standard exemplification materials

# Observation Planning Form

The student will be given time to plan an activity/experiences that meet criteria associated with this structured observation

<b>Student name</b>		<b>T Level Technical Qualification in Education and Childcare</b>	
<b>Assessor name</b>		<b>Provider Private Day Nursery</b>	
<b>Planned activity</b> Meeting the individual needs of children		<b>Criteria expected to be covered</b>	
<p><b>Activity Description</b>                  This activity will assess the student’s ability to meet the individual needs of children through contributing to their care and wellbeing. The structured observation can consist of one of the following activities:</p> <ul style="list-style-type: none"> <li>contributing to care routines, for example snack or meal times, rest and sleep, personal care needs</li> <li>meeting children’s care needs</li> <li>promoting safe and secure environments</li> <li>group learning and socialisation.</li> </ul> <p>Work collaboratively with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable them to progress.</p> <p>Discuss children’s progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.</p> <p>Through the professional discussion:</p> <ul style="list-style-type: none"> <li>how to prevent and control of infection.</li> </ul>		<p><b>EYE1.1</b> Understand the expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5 to 7 : I will meet this through planning for individual care routines and also through professional discussion.</p> <p><b>EYE1.4</b> Development and individual circumstances: I will meet this when I ensure the individual needs of children are met through their own care routines.</p> <p><b>S2.12</b> Promote secure attachments with children: I will meet this through maintaining safe and secure attachments with children. Understand the significance of attachment.</p> <p><b>S1.23</b> Engage in effective strategies to develop and extend children’s learning and thinking: This will be met throughout all the activities.</p> <p><b>S2.13</b> Support children’s group learning and socialisation: there will be opportunity for this when children are playing in small groups.</p> <p><b>S2.19</b> Model and encourage positive behaviours expected of children.</p> <p><b>S2.20</b> Support children to manage their own behaviour in relation to others.</p> <p><b>S4.13</b> Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children: As appropriate throughout the activities and care routines.</p> <p><b>S4.20/S4.21</b> Plan and carry out care routines for children.</p> <p><b>S4.24</b> Undertake tasks to ensure the prevention and control of infection.</p> <p><b>S5.9</b> Work collaboratively with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable</p>	

		them to progress. Discuss children’s progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.	
<b>Student name and signature</b>		<b>Date</b>	
<b>Assessor name and signature</b>		<b>Date</b>	

# Observation of Skills Recording Form

<b>Student name</b>		<b>Date</b>	
<b>T Level Technical Qualification in Education and Childcare</b>	Meeting the individual needs of children. Activity Description This activity will assess the student's ability to meet the individual needs of children through contributing to their care and wellbeing.  The structured observation can consist of one of the following activities: <ul style="list-style-type: none"> <li>contributing to care routines, for example snack or meal times, rest and sleep, personal care needs.</li> </ul>		
<b>Assessor name</b>			
<b>Observation number</b>	3		
<b>Record of observation</b>			<b>Criteria</b>
<b>Narrative</b> When I arrived the student was waiting to sign me in and took me through to the staffroom where he shared information about the policies and procedures related to personal care needs of children. He explained how confidential information was securely stored to safeguard children. The records including information about individual children is also kept here such as dietary needs or medication records.  The student is in the baby room today working with children from 9–14 months of age. He is sitting with a young baby and sings action rhymes and plays 'peek a boo' with some transparent material. The baby laughs.  The student is asked to feed one of the babies and he has to check the child's records and fill out the parent information exchange card. The student feeds the baby and settles her to sleep in a cot. He washes his hands and cleans up after lunchtime. He is asked to support in the sleep room. The student shadows other staff as they change nappies and settle babies to sleep. It is the nursery policy not to allow students to change nappies but he can shadow.  After lunch the student is asked to prepare sensory play with the babies and he selects some heuristic play using the treasure baskets. At the end of the day he shares information with parents and has also made some notes that can be used as part of the observation cycle to help plan the next steps.		<b>EYE1.1</b> <b>EYE1.4</b>  <b>S2.12</b>  <b>S1.23</b> <b>S2.13</b> <b>S2.19</b> <b>S2.20</b> <b>S4.13</b> <b>S4.20/S4.21</b> <b>S4.24</b> <b>S5.9</b>	

<b>Student name and signature</b>		<b>Date</b>	
<b>Assessor name and signature</b>		<b>Date</b>	

# Professional Discussion Form

<b>T Level Technical Qualification in Education and Childcare</b>		<b>Student name</b>	
<b>Date and time of discussion</b>		<b>Assessor name</b>	
<b>Observation number</b>	3		

<b>Record of the discussion. Please include:</b> <ul style="list-style-type: none"> <li><b>people present</b></li> </ul>	<b>Criteria</b>
<p>The student explains that he enjoys being in the baby room and does feel he is able to contribute to the individual personal care routines of the babies. He also feels that he works closer with his mentor and engages with parents more closely here too.</p> <p>When prompted, the student is able to discuss how individual records are securely stored and how the setting follow the baby's routine as close as possible. The student reflects how the setting have to record any food, drink and nappy changes for the parent in these records. The student shares experiences when involved with feeding, dressing/undressing and settling to sleep as well as play of course. He explains policy around shadowing a member of staff during nappy changing.</p> <p>When asked about waste disposal the student is able to refer to the nappy changing routines and does so accurately. The assessor prompts re the importance of a safe and secure environment for settling a baby to sleep and the student reflects on how staff often read or sing to the babies to help them to settle.</p> <p>The student is able to describe holistic development benefits associated with treasure basket play. 'I didn't always know I was! I think it settles the baby, it also promotes a secure and safe environment as well as supporting language development and cognition. I think the heuristic play with the treasure baskets was really good for the babies too as they explore the different objects using all of their senses.' The student recalls work on sensory experiences for older children with SEND from work in class.</p> <p>The student reflects on the significance of the home learning environment and the need to interact with babies, using this to further discuss the potential effect on a child where there is no or little interaction.</p> <p>The assessor moved the discussion forward to talk about procedures for minimising infection. The student identified PPE accurately and appropriately, for example, when changing nappies the staff wear disposable gloves and aprons and how this minimises the chances of cross infection. There are policies and</p>	<p><b>S1.26</b></p> <p><b>EYE1.1</b> <b>EYE1.4</b></p> <p><b>S2.12</b></p> <p><b>S1.23</b> <b>S2.13</b> <b>S2.19</b> <b>S2.20</b> <b>S4.13</b> <b>S4.20/S4.21</b> <b>S4.24.</b> <b>S5.9</b></p>

<p>procedures for common childhood illnesses and these are kept in the policy folders. The student shared these and the safeguarding, including child protection information and procedures information that was given at induction. The student talked through own role and demonstrated satisfactory understanding.</p>			
<p><b>Student name and signature</b></p>		<p><b>Date</b></p>	
<p><b>Assessor name and signature</b></p>		<p><b>Date</b></p>	

### Structured observation 3 Marking Criteria

When completing the marking criteria, the assessor will score each discrete criterion. You will find the marking bands arranged per criteria in this document. A holistic approach has been used in this example.

**Criteria:** S1.26, EYE 1.1, EYE 1.4, S2.12, S1.23, S2.13, S2.19, S2.20, S4.13, S4.20/S4.21, S4.24. S5.9

The student is able to comment on significant milestones for babies and how the activities he is involved with support these. He is also able to extend this appropriately when talking about the holistic benefits of the sensory experiences offered by the treasure baskets and the influence this learning has both in the present and for future learning. The student is aware of how the environment influences a baby's development and refers to working closely to parents to support and value this. When discussing the experiences around sensory development the student reflects on the importance of sensory stimulating activities and experiences for older children and reflects on how this can support babies and young children with a special educational need or disability.

The student contributes to the baby's personal care routine and contributes to the discussion, being able to discuss the significance of a secure environment.

The student was a positive role model throughout, able to sustain interest and engagement with the baby during 'peek-a-boo', and when involved in the treasure basket activity communicated calmly throughout. He was also asked to participate and contribute with several aspects of care routines, which he engaged with enthusiastically. The student followed appropriate handwashing techniques and was able to describe practice in place to minimise cross infection with accuracy.

The student was asked to identify the setting's policy on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children and his own role within these. The student had not carried out a risk assessment but had been involved in the process.

**Assessor name and signature**

**Date**

**Learner name and signature**

**Date**

<b>Early Years Educator reference</b>	1.1
<b>Criteria</b>	Understand the expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7
<b>Assessed skills</b>	Children's development patterns to include: <ul style="list-style-type: none"><li>• cognitive</li><li>• speech, language and communication development</li><li>• literacy and numeracy</li><li>• physical</li><li>• emotional</li><li>• social</li><li>• neurological and brain development.</li></ul>
<b>Professional discussion allowed?</b>	Yes

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Limited understanding of the expected patterns of children’s holistic development from 0–7 years. Some significant key milestones are identified in holistic development.	<p>Significant milestones in a child’s holistic development from 0–7 years are described with examples and in the following areas:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• literacy and numeracy</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• neurological and brain development.</li> </ul> <p>The response makes reference to: individual rate, and pace and how the adult can support holistic development. Examples of theory may enhance understanding.</p>	<p>Significant milestones in a child’s holistic development from 0–7 years are explained with examples in each of the following areas:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• literacy and numeracy</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• neurological and brain development.</li> </ul> <p>The response makes reference to: individual rate and pace and how the adult can support holistic development. Examples of theory may enhance understanding.</p>	<p>Significant milestones in a child’s holistic development from 0–7 years are explained with examples, and theoretical awareness is evidenced in relation to biological and environmental impact to development. The response makes reference to: individual rate and pace, and how the adult can support holistic development, as well as being able to refer to the patterns of typical development, to be able to identify when a child is in need of support. Areas included are:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication development</li> <li>• literacy and numeracy</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• neurological and brain development.</li> </ul>

<b>Assessment justification</b>	
<b>Final mark:</b>	

<b>Early Years Educator reference</b>	1.4
<b>Criteria</b>	Children’s learning and development in relation to their stage of development and individual circumstances.
<b>Assessed skills</b>	Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances.
<b>Professional discussion allowed?</b>	Yes

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	The response is limited, making reference to one or more factor/s that may impact on learning and development. There is no analysis and limited explanation.	The response explains one environmental and one biological factor impacting learning and development in children. Analysis is attempted through example to evidence how the stage of development and learning of children is affected by their stage of development and individual circumstances	The response uses relevant examples to analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances. Awareness of theoretical perspectives identified.	The response explains through example how children’s stage of development and individual circumstance may affect how they learn. Analysis considers biological and environmental factors including application of theory impacting learning and development. Theory or statutory guidance such as the Early Years Foundation Stage is used to consider approaches to diversity and inclusion.

<b>Assessment justification</b>		
<b>Final mark:</b>		
<b>Specification reference</b>	S2.12	

<b>Criteria</b>	Promote secure attachments with children. Understand the significance of attachment.
<b>Assessed skills</b>	<p>The student demonstrates:</p> <ul style="list-style-type: none"> <li>meeting individual needs through care routines</li> <li>being responsive and sensitive to the child's likes, interests and needs.</li> </ul> <p>Through follow up discussion, student demonstrates understanding of the potential effects of and how to prepare and support children through transitions and significant events in their lives to include:</p> <ul style="list-style-type: none"> <li>moving to school</li> <li>starting and moving through day care</li> <li>birth of a sibling</li> <li>moving home</li> <li>living outside of the home</li> <li>family breakdown</li> <li>loss of significant people</li> <li>moving between settings and carers.</li> </ul>
<b>Professional discussion allowed?</b>	Yes use of Professional Discussion to demonstrate knowledge of 1.8

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	<p>Limited confidence or inconsistency in responding to children's needs or preferences.</p> <p>Limited confidence or inconsistent ability to meet individual needs evident during care routines.</p>	<p>Promotion of secure attachments is demonstrated through appropriately, and consistently meeting children's needs, interests or preferences.</p> <p>Student demonstrates with example an understanding of the potential effects of and how to prepare and support children through transitions and significant events in their</p>	<p>Promotion of secure attachments is demonstrated through consistent and effective responses to meet children's individual needs, interests or preferences.</p> <p>Student demonstrates with example an understanding of the potential effects of and how to prepare and support children through transitions and significant events in their</p>	<p>Highly effective promotion of secure attachments is shown through sensitive, empathetic responses to meet children's individual needs, interests or preferences.</p> <p>Student demonstrates with example an understanding of the potential effects of and how to prepare and support children through transitions</p>

		<p>lives to include:</p> <ul style="list-style-type: none"> <li>• moving to school</li> <li>• starting and moving through day care</li> <li>• birth of a sibling</li> <li>• moving home</li> <li>• living outside of the home</li> <li>• family breakdown</li> <li>• loss of significant people moving between settings and carers.</li> <li>•</li> </ul> <p>Confident to meet children's individual needs in care routines.</p>	<p>lives to include:</p> <ul style="list-style-type: none"> <li>• moving to school</li> <li>• starting and moving through day care</li> <li>• birth of a sibling</li> <li>• moving home</li> <li>• living outside of the home</li> <li>• family breakdown</li> <li>• loss of significant people moving between settings and carers.</li> </ul> <p>Confident and consistent ability to meet children's individual needs in care routines. Responsive to children's emotional needs within care routines.</p>	<p>and significant events in their lives to include :</p> <ul style="list-style-type: none"> <li>• moving to school</li> <li>• starting and moving through day care</li> <li>• birth of a sibling</li> <li>• moving home</li> <li>• living outside of the home</li> <li>• family breakdown</li> <li>• loss of significant people moving between settings and carers.</li> </ul> <p>Children's individual needs are considered, and skilfully incorporated into care routines. High levels of empathy and responsiveness to meet children's emotional needs within care routines.</p>
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**Assessment justification**

[Empty space for assessment justification]

<b>Final mark:</b>	
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<b>Specification reference</b>	S1.23
<b>Criteria</b>	Engage in effective strategies to develop and extend children’s learning and thinking.
<b>Assessed skills</b>	<p>The student demonstrates</p> <ul style="list-style-type: none"> <li>• engagement in sustained shared thinking with children</li> <li>• scaffolding skills and knowledge</li> <li>• differentiation of support</li> <li>• using open-ended questioning</li> <li>• encouraging group discussion</li> <li>• creating opportunities for problem solving</li> <li>• facilitate opportunities for peer learning.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	<p>Limited effectiveness in using strategies to develop children’s learning and thinking.</p> <p>Lacks confidence in engaging with children in a way, which extends their learning and thinking.</p>	<p>Uses appropriate strategies to develop and extend children’s learning and thinking.</p> <p>Confidence in engaging with children appropriately in ways that extend their learning and thinking.</p>	<p>Uses strategies appropriately to develop and extend children’s learning and thinking.</p> <p>Confidence in engaging with children effectively in a range of ways to extend their learning and thinking.</p>	<p>Uses strategies effectively which are carefully selected and differentiated to develop and extend children’s learning and thinking.</p> <p>Highly effective in confidently engaging with children in a range of ways and contexts, such as individual and group activities, to utilise all opportunities to extend children’s learning and thinking</p>

Assessment justification	
<b>Final mark:</b>	

<b>Specification reference</b>	S2.13
<b>Criteria</b>	Support children’s group learning and socialisation.
<b>Assessed skills</b>	Student demonstrates: <ul style="list-style-type: none"> <li>• provision for play and learning opportunities that facilitate paired and group socialisation</li> <li>• modelling of and encouragement of positive social skills eg turn-taking</li> <li>• provision of support for children to interact with others at their level of development.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Limited or inconsistent ability to provide opportunities that support paired and group socialisation during play and learning.  Lacks confidence in modelling and encouraging children’s positive social skills and interactions.	Appropriate and consistent ability to provide opportunities for children that support paired and group socialisation during play and learning.  Appropriately models and encourages children’s positive social skills and interactions with minimal prompting.	Consistently demonstrates effective skills in providing opportunities that support children to join in paired and group socialisation during play and learning.  Confidently models and encourages children’s positive social skills and interactions without being prompted.	Highly effective skills to facilitate and extend children’s engagement in paired and group socialisation opportunities during play and learning.  High level of confidence when modelling positive social skills and sensitivity in independently encouraging children’s positive social skills.

<b>Assessment justification</b>	
<b>Final mark:</b>	

<b>Specification reference</b>	S2.19
<b>Criteria</b>	Model and encourage positive behaviours expected of children
<b>Assessed skills</b>	The student demonstrates: <ul style="list-style-type: none"> <li>• role modelling positive behaviour (respect and courtesy)</li> <li>• appropriate encouragement of expected behaviour through positive reinforcement.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Limited or inconsistent ability to role model positive behaviour to children.  Lacks confidence or is inconsistent in using positive reinforcement to support behaviours expected of children.	Appropriate and consistent ability to role model positive behaviour to children.  Appropriately uses positive reinforcement to support behaviours expected of children with minimal prompting.	Consistent ability to effectively role model positive behaviour to children.  Confident to independently use positive reinforcement to support behaviours expected of children.	High level of skill in explicitly role modelling positive behaviour to children in a range of contexts.  High level of confidence and sensitivity in using carefully selected positive reinforcement techniques to support behaviours expected of children.

<b>Assessment justification</b>	
<b>Final mark:</b>	

<b>Specification reference</b>	S2.20
<b>Criteria</b>	Support children to manage their own behaviour in relation to others.
<b>Assessed skills</b>	Student demonstrates: <ul style="list-style-type: none"> <li>actively listening and asking questions to help the child verbalise feelings</li> <li>helping children to find strategies to manage their emotions and behaviour</li> <li>supporting children to deal with their own behaviour in relation to others.</li> </ul>
<b>Professional discussion allowed?</b>	No

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	Limited or inconsistent ability to actively listen to and question children to support verbalisation of feelings.  Lacks confidence or inconsistent when supporting children to manage own emotions and deal with their own behaviour in relation to others.	Appropriate and consistent ability to actively listen to and question children to support verbalisation of feelings.  Confidence to support children appropriately to manage own emotions and deal with their own behaviour in relation to others.	Consistent ability to actively listen to and effectively question children to support verbalisation of feelings.  Confidence to support children effectively to enable them to find strategies to manage own emotions and deal with their own behaviour in relation to others.	High level of skill to actively and sensitively listen to and skilfully question children to support verbalisation of feelings.  High level of confidence and sensitivity when supporting children to problem solve and use strategies effectively to manage own emotions and deal with their own behaviour in relation to others.

<b>Assessment justification</b>	
<b>Final mark:</b>	

<b>Specification reference</b>	S4.13
<b>Criteria</b>	Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
<b>Assessed skills</b>	<p>Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p>Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p>Carry out risk assessment and risk management in line with policies and procedures.</p> <p>Understand how to respond to accidents and emergency situations.</p> <p>Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them. Types of abuse to include:</p> <ul style="list-style-type: none"> <li>• domestic</li> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• sexual.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	The student has a limited knowledge of safeguarding and welfare requirements. The student is able to identify different types of abuse	<p>The student knows the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children, to include child protection.</p> <p>The student knows how to</p>	<p>The student can explain the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children to include child protection.</p> <p>The student uses examples</p>	The student uses examples to explain the legal requirements and guidance on and health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children to include child protection.

		<p>respond to accidents and emergency situations.</p> <p>The student is able to carry out risk assessment for risk management in line with policies and procedures.</p> <p>The student is aware of safeguarding policies and procedures including child protection, and can explain when a child is in danger or at risk from abuse and how to act to protect them.</p> <p>Types of abuse to include:</p> <ul style="list-style-type: none"> <li>• domestic</li> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• sexual.</li> </ul> <p>The student can explain policy and procedure in relation to keeping children safe and protecting them in line with own responsibilities dealing with accidents and emergency situations and can apply this knowledge appropriately. The student demonstrates sufficient working knowledge of how</p>	<p>to explain how to respond to accidents and emergency situations.</p> <p>The student is able to carry out risk assessment for risk management in line with policies and procedures.</p> <p>The student is aware of safeguarding policies and procedures including child protection, and can use examples to explain when a child is in danger or at risk from abuse and how to act to protect them.</p> <p>Types of abuse to include :</p> <ul style="list-style-type: none"> <li>• domestic</li> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• sexual.</li> </ul> <p>The student has a sound working knowledge of the policies and procedures that are legally required, and can outline own responsibilities to keep children safe, deal with accidents or emergency situations well, and protected children from</p>	<p>The student uses examples to explain how to respond to accidents and emergency situations.</p> <p>The student is able to carry out risk assessment for risk management in line with policies and procedures.</p> <p>The student is aware of legislation informing safeguarding policies and procedures including child protection, and can use examples to explain when a child is in danger or at risk from abuse and how to act to protect them.</p> <p>Types of abuse to include:</p> <ul style="list-style-type: none"> <li>• domestic</li> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• sexual.</li> </ul> <p>The student can identify statutory guidance applied through policy and procedure in early years settings and can describe own role and responsibilities in line with safeguarding and</p>
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		<p>to undertake risk assessment, health and safety (accidents and incidents, security (including online), administration/storage of medicine and daily registers records including a recognition of the significance of confidentiality</p> <p>Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them.</p> <p>The student is aware of different types of abuse to include:</p> <ul style="list-style-type: none"> <li>• domestic</li> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• sexual.</li> </ul>	<p>harm. The student is aware of the impact to the child from different types of abuse. The student demonstrates a sound knowledge of how to undertake risk assessment, health and safety (accidents and incidents, security (including online), administration/storage of medicine and daily registers records including a recognition of the significance of confidentiality.</p> <p>Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them.</p> <p>The student is able to give examples of different types of abuse to include:</p> <ul style="list-style-type: none"> <li>• domestic</li> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• sexual.</li> </ul>	<p>child protection, including action to take when accidents occur and in emergency situations. The student is able to share possible impact to the child of different types of abuse in both the short and the long term. The student demonstrates a highly effective application of knowledge of how to undertake risk assessment, health and safety (accidents and incidents,(including online), administration/storage of medicine and daily registers records including a recognition of the significance of confidentiality.</p> <p>Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them.</p> <p>The student is able to give examples of different types of abuse to include:</p>
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				<ul style="list-style-type: none"><li>• domestic</li><li>• neglect</li><li>• physical</li><li>• emotional</li><li>• sexual.</li></ul>
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**Assessment justification**

**Final mark:**

<b>Specification reference</b>	S4.20/S4.21
<b>Criteria</b>	Plan and carry out care routines for children.
<b>Assessed skills</b>	<p>Student demonstrates:</p> <ul style="list-style-type: none"> <li>• routine care suitable to age/stage of development and individual needs of children</li> <li>• consistency of care in line with setting policies and procedures</li> <li>• regard for children’s privacy, dignity and independence during care routines</li> <li>• promoting healthy lifestyles</li> <li>• physical care routines</li> <li>• maintaining records of special dietary needs.</li> </ul> <p>Understand why health and well-being is important for babies and children and promote healthy lifestyles.</p>
<b>Professional discussion allowed?</b>	Yes to complement knowledge required for criteria 5.4

<b>Marking bands</b>				
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>	<b>4 Marks</b>
No markable achievement.	<p>Limited or inconsistent ability to carry out children’s care routines in line with setting procedures.</p> <p>Inconsistent or limited ability to support and maintain children’s privacy, dignity and independence within care routines.</p>	<p>Appropriate and consistent ability to carry out children’s care routines in line with setting procedures, including maintaining records of children with special dietary needs.</p> <p>Consistent appropriate support is demonstrated to maintain children’s privacy, dignity and independence within care routines to show an appreciation of health and wellbeing, and use opportunities to promote healthy lifestyles.</p>	<p>Consistently carries out a range of care routines appropriately, including maintaining records of children with special dietary needs.</p> <p>Consistent effective support is demonstrated to maintain children’s privacy, dignity and independence in care routines to show an appreciation of health and wellbeing, and use opportunities to promote healthy lifestyles.</p>	<p>Sensitive and differentiated support given to all children within a range of care routines including maintaining records of children with special dietary needs.</p> <p>Highly effective support to maintain children’s privacy, dignity and independence in care routines is evident. The student consistently applies knowledge to routines to show an appreciation of health and wellbeing, and use opportunities to promote healthy lifestyles with children and their families.</p>

<b>Assessment justification</b>	
<b>Final mark:</b>	

<b>Specification reference</b>	S4.24
<b>Criteria</b>	Undertake tasks to ensure the prevention and control of infection.
<b>Assessed skills</b>	<p>Student demonstrates understanding of setting policies and procedures related to prevention and control of infection which must include:</p> <ul style="list-style-type: none"><li>• handwashing</li><li>• personal hygiene</li><li>• food hygiene</li><li>• clearing up waste/spillages and disposing of them safely</li><li>• use of correct equipment</li><li>• isolation and exclusion</li><li>• using correct personal protective equipment</li><li>• knowledge of common childhood illnesses and immunisation.</li></ul>
<b>Professional discussion allowed?</b>	Yes to achieve common childhood illnesses and immunisation and isolation and exclusion periods.

<b>Marking bands</b>			
<b>0 Marks</b>	<b>1 Mark</b>	<b>2 Marks</b>	<b>3 Marks</b>
No markable achievement	Limited or inconsistent ability to follow setting policies and procedures related to prevention and control of infection without prompting.	<p>Appropriate consistent ability to follow setting policies and procedures related to prevention and control of infection, leading by example and with effective use of initiative Areas covered must include:</p> <ul style="list-style-type: none"> <li>• handwashing</li> <li>• personal hygiene</li> <li>• food hygiene</li> <li>• clearing up waste/spillages and disposing of them safely</li> <li>• use of correct equipment</li> <li>• isolation and exclusion</li> <li>• using correct personal protective equipment</li> <li>• knowledge of common childhood illnesses and immunisation.</li> </ul>	<p>Consistently follows settings procedures related to prevention and control of infection, leading by example and initiative and encourages children through role modelling and communication through incidental day-to-day practice.</p> <p>Areas covered must include:</p> <ul style="list-style-type: none"> <li>• handwashing</li> <li>• personal hygiene</li> <li>• food hygiene</li> <li>• clearing up waste/spillages and disposing of them safely</li> <li>• use of correct equipment</li> <li>• isolation and exclusion</li> <li>• using correct personal protective equipment</li> <li>• knowledge of common childhood illnesses and immunisation.</li> </ul>

**Assessment justification**

**Final mark:**

<b>Specification reference</b>	S5.9
<b>Criteria</b>	<p>Work collaboratively with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable them to progress.</p> <p>Discuss children’s progress and plan next stages in their learning with the key person, colleagues, parents and/or carers</p>
<b>Assessed skills</b>	<p>Student demonstrates ways in which to work collaboratively with colleagues and other professionals to meet the needs of babies and young children and support progression. The student demonstrates they are able to work with others to plan next steps for children, examples may include:</p> <ul style="list-style-type: none"> <li>• maintaining effective and on-going communication to discuss child’s progress</li> <li>• sharing knowledge, expertise and experience</li> <li>• arranging and attending regular meetings to review and revise progress</li> <li>• fulfilling own professional responsibilities</li> <li>• when parents drop off/collect children</li> <li>• after carrying out planned/spontaneous observations</li> <li>• ahead of parent meetings</li> <li>• during planning meetings with colleagues, key person and other practitioners including multi-disciplinary teams.</li> </ul>
<b>Professional discussion allowed?</b>	<p>Yes:</p> <p>Through follow up discussion, student demonstrates understanding of:</p> <ul style="list-style-type: none"> <li>• sharing progress and next steps in the setting with the key person, colleagues, parents and carers.</li> </ul>

<b>Marking bands</b>			
<b>0 Marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 Marks</b>
No markable achievement	<p>Limited understanding is shown of appropriate collaborative working practices with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable progression.</p> <p>Limited or partially accurate examples are given of agencies/professionals practitioners may need to work with and why/when.</p>	<p>Appropriate understanding is shown of appropriate collaborative working practices with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable progression.</p> <p>Accurate examples are given of agencies/professionals practitioners may need to work with and why/when.</p>	<p>Appropriate detailed understanding is shown of appropriate collaborative working practices with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable progression.</p> <p>A range of accurate and detailed examples is given of agencies/professionals practitioners may need to work with and why/when.</p>

<b>Assessment justification</b>	
<b>Final mark:</b>	

# Final Mark Form

<b>Student name</b>		<b>T Level Technical Qualification in Education and Childcare</b>	
<b>Assessor name</b>		<b>Provider Private Day Nursery</b>	
<b>Total marks achieved</b>			
<b>Student signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	

## Document information

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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021