

**NCFE CACHE Level 4 Certificate for the Early Years
Advanced Practitioner**

**QRN: 601/8424/3
Qualification Specification**

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Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for you, and your tutor.

How the qualification works

This qualification contains 5 (FIVE) units, each representing a different perspective to your overall learning, allowing you to complete work at your own pace.

Each unit has:

- a **level** – shows how difficult the unit is. All units in this qualification are Level 4
- a **unit aim** – an overview of the areas to be included as part of your study
- **learning outcomes** – what you need to do or understand. Learning outcomes include additional guidance below the main learning outcome
- **unit content requirements** – skills and knowledge that must be developed in each unit. This will give you information about what you need to study alongside the learning outcomes
- **assessment of learning** – identifies how your work will meet the requirements for completing each of the units. You will see examples of what you could include as evidence for your Learner Portfolio for each unit. This list is not exhaustive or mandatory, and you should liaise with your tutor to discuss your evidence.

Learning Outcome 2:
Understand the statutory framework for early years practice in own country.

- Examine the statutory framework in place in own country.
- 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.
- Evaluate effective partnership working in the early years.
- Explore safeguarding and welfare requirements.

Unit content requirements for Learning Outcome 2:
 Skills and knowledge that learners must develop in this unit.

- Learners must be able to analyse the requirements of statutory frameworks in relation to developing own and others' practice as an Advanced Practitioner.
- Research the statutory framework for early years practice in own country. Understand the relationship between areas of learning and development and subsequent learning goals, for enabling learning in the early years.
- Evaluate partnership working between practitioners, parents and carers when enabling babies and children from 0-5 years to learn and develop.
- Explore safeguarding and welfare requirements.

Each learning outcome is linked to a number of assessment requirements. Evidence must be provided for all the assessment requirements to achieve the unit.

Assessment of learning

Evidence must meet the assessment requirements as detailed below.

Learner name:	CACHE Centre no:	CACHE PIN:
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Assessment requirements	Examples of resources and materials for the learner portfolio
Provide an analysis of the contribution of self and others to an enabling environment for babies and young children.	<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.

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these are used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The public website

Our public website address is www.cache.org.uk. The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications (some qualification specifications are on the Centre secure website only)

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

- Complaints Procedure
- Appeals Process
- Diversity Statement

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

The Centre secure website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

Plagiarism

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

Buying and selling assignments

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

Equal opportunities

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

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

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

Section 2: About this qualification

Introduction to the qualification

The Level 4 Certificate for the Early Years Advanced Practitioner qualification has been designed to support early year's workers who hold a Level 3 early years or childcare qualification. The qualification provides an opportunity to build on your knowledge and understanding of early years practice, and develop skills that will promote quality, encourage leadership, prepare you for management responsibilities and allow for growth in coaching and mentoring others. Whilst this qualification has been designed for practitioners in the early years workforce, learning at this level will help you to hone study skills to prepare you for further study at a higher level. It is important to remember that individual universities will have their own entry requirements.

The early years sector provides support for babies, children and families through effective partnership working. As you engage with the units of this qualification, you will learn more about how to develop leadership and management skills. Through mentoring and coaching the staff you work with, you will also learn how you can become an agent of change, engaging in a cultural and behavioural shift for the sector. As a Level 4 practitioner, you will become an important role model for others, inspiring staff and raising aspirations.

We sincerely hope that you will enjoy your study of the Early Years Advanced Practitioner qualification, and find that you are able to reflect on your own practice, implement changes that improve experiences for babies, children and their families, and feel prepared to lead others.

Qualification summary

Title	NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner
Qualification number	601/8424/3
Aim	<p>This Level 4 qualification aims to provide professional development opportunities for practitioners working in the early years workforce at Level 3. This qualification will embrace the wealth of experience of the Level 3 early years workforce, and challenge you in both your daily practice and theoretical understanding.</p> <p>You will acquire and use skills of leadership, mentoring, coaching and reflection as you complete the qualification through work-based learning opportunities.</p> <p>Upon achievement of this qualification, you 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>
Purpose Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area.</p> <p>B1. Prepare for further learning or training.</p>
Guided Learning	151
Total Qualification Time	196

Minimum age of learner	Learners must be at least 18 years of age. Centres may apply additional entry requirements for learners to progress to Level 4 study at their own discretion.
Age ranges covered by the qualification	0-5 years.
Real work environment (RWE) requirement / recommendation	This is a work-based qualification. You must be employed in an early years setting at Level 3 to complete this qualification.
Rules of combination	You must complete the 5 mandatory units.
Progression including Job Roles (where applicable)	<p>You could progress to a Level 5 qualification such as the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People’s Services (England). The qualification will also prepare you for further study of early years in higher education.</p> <p>You 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.
Recommended assessment methods	Portfolio of Evidence

How long will it take to complete?	You can usually complete the qualification within one year.
Entry requirements / recommendations	You must be 18+ years and hold a full Level 3 early years / childcare qualification. We does not set any other entry requirements, but Centres may have their own guidelines.
Experts involved in the qualification development	<p>This qualification has been developed in collaboration with Cambridge Childhood Partnership, and Active Matters, and with input from a number of employers and training providers.</p> <p>The PANCo role referred to in Unit EYAP 2 was developed by the Cambridge Childhood Partnership, and when developing this unit, we drew extensively on their expertise with the PANCo role. More information can be found at www.panco.org.uk.</p> <p>We would like to thank our experts for their involvement, which has helped us to develop a high quality, relevant and fit for purpose qualification, that meets the needs of the early years sector.</p>
About this qualification	This is a regulated qualification. The regulated number for this qualification is 601/8424/3.

Section 3: Units

Unit achievement log –Level 4 Certificate for the Early Years Advanced Practitioner

					Unit Hours			
Unit ref.	Unit no.	Unit title	Unit type	Level	Guided learning	Non-guided learning	Page	Notes
H/508/0928	EYAP 1	Enabling children to learn	Knowledge / Skills	4	30	10	25	
K/508/0929	EYAP 2	Promoting health and well-being through physical activity and nutrition co-ordination (PANCo) in the early years	Knowledge / Skills	4	29	8	39	
D/508/0930	EYAP 3	Working with others to support children with additional needs, including Special Educational Needs and Disability	Knowledge / Skills	4	30	8	53	
H/508/0931	EYAP 4	Working with families and other professionals in early years settings	Knowledge / Skills	4	27	9	67	
K/508/0932	EYAP 5	Implementing change in an early years setting incorporating a small scale research project	Knowledge / Skills	4	35	10	79	
<p>Note on unit type: 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 any evidence produced for assessment as appropriate.</p>								

Unit layout

For each unit the following material has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (NCFE, Pearson etc.).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment of learning	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Guided Learning (GL)	<ul style="list-style-type: none"> • Guided Learning (GL) and TQT apply to the qualification as a whole. • We use GL to refer to the estimated guided learning hours at unit level.

Unit non-guided learning hours	The average number of hours of private study, or other unsupervised activities, required to achieve a qualification, or a unit of a qualification.
Total Qualification Time (TQT)	<p>Total Qualification Time (TQT) is comprised of the following two elements:</p> <ul style="list-style-type: none">• the number of hours which we have allocated to a qualification for Guided Learning• an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor. <p>Centres can decide how to allocate the TQT across the units of a qualification.</p>

Explanation of terms used at Level 4: (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 learner 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.

EYAP 1: Enabling children to learn**Unit Reference: H/508/0928****Unit Level: 4****Unit hours – guided learning: 30****Unit hours: non-guided learning: 10****Unit aim**

In this unit, you will consider diverse approaches to early years pedagogy that influence holistic learning of babies and children from birth to five years of age. You will also explore statutory planning and monitoring requirements in your own country.

This unit will challenge you to gain a greater awareness of how babies and young children learn and how to apply theory to practice.

You will be required to evidence how you apply new learning to your 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.

By undertaking this unit you will explore leadership, mentoring and management skills relevant to your role.

Learning Outcome 1:

Understand the role of the Advanced Practitioner in enabling children to learn in early years settings.

- Understand the roles and responsibilities of the Advanced Practitioner.

Unit content requirements for Learning Outcome 1:

Skills and knowledge that learners must develop in this unit.

Learners must develop knowledge and understanding of:

- the Advanced Practitioner's responsibilities in challenging babies' and children's learning and development (0-5 years)
- the responsibilities of the Advanced Practitioner in relation to their role with staff, including:
 - the mentoring role
 - leadership and management responsibilities
 - coaching, delegation and motivation
 - the well-being of staff
- the Advanced Practitioners' responsibilities in relation to partnership working
- wider scope of management duties to include:
 - policy and procedural development
 - staffing ratios
 - record keeping
 - regulatory inspection preparation and involvement.

Learning Outcome 2:**Understand the statutory framework for early years practice in own country.**

- Examine the statutory framework in place in own country.
- 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.
- Evaluate effective partnership working in the early years.
- Explore safeguarding and welfare requirements.

Unit content requirements for Learning Outcome 2:

Skills and knowledge that learners must develop in this unit.

- Learners must be able to analyse the requirements of statutory frameworks in relation to developing own and others' practice as an Advanced Practitioner.
- Research the statutory framework for early years practice in own country. Understand the relationship between areas of learning and development and subsequent learning goals, for enabling learning in the early years.
- Evaluate partnership working between practitioners, parents and carers when enabling babies and children from 0-5 years to learn and develop.
- Explore safeguarding and welfare requirements.

Learning Outcome 3:

Understand the influence of pedagogical approaches on early years practice.

- Understand influence of pedagogical approaches on early years practice.

Unit content requirements for Learning Outcome 3:

Skills and knowledge that learners must develop in this unit.

- Critically evaluate pedagogical approaches that influence techniques / strategies applied in early years practice.
- Critically compare a minimum of 2 (TWO) influences / approaches from the following list:
 - 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.

Learning Outcome 4:

Understand monitoring and assessment in the early years.

- Reflect on own role and the role of others in relation to monitoring and assessment in early years practice.
- Analyse the use of assessment in early years practice.

Unit content requirements for Learning Outcome 4:

Skills and knowledge that learners must develop in this unit.

- Analyse formative assessment models used in early years practice in relation to intervention, transition and effective partnerships with parents / carers.
- Reflect on own role and the role of others in own setting in relation to monitoring and assessment in early years practice.

Relevant Reading
(website links accessible at time of publication)

Statutory frameworks relevant to own country. Useful links for wider reading:

- 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/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf.

Other useful online resources:

- Department for Education and Skills Report - Researching Effective Pedagogy in the Early Years Report:
 - dera.ioe.ac.uk/4650/1/RR356.pdf

- Foundation Years Article - Health & Integration in Practice:
 - www.foundationyears.org.uk/health-integration-in-practice/

- 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/2012/03/getting-ready-for-the-revised-eyfs-learning-environment/

- 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

Producing evidence to meet the assessment requirements

Produce a portfolio of evidence to demonstrate how to engage with statutory frameworks for own country in own setting.

Assessment of learning

Evidence must meet the assessment requirements as detailed below.

Learner name:		Centre no:		PIN:	
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Assessment requirements	Examples of resources and materials for the learner portfolio
Provide an analysis of the contribution of self and others to an enabling environment for babies and young children.	<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.

Assessment requirements	Examples of resources and materials for the learner portfolio
Engage with the statutory framework for the early years.	<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.
Plan an enabling environment for babies under 2 years of age. Analyse how enabling environments can be influenced by pedagogical approaches. Implement recommendations for improved practice and include a written evaluative piece of writing.	<ul style="list-style-type: none"> • Activity plans. • Observations. • Evaluative accounts with recommendations for improved practice and evidence of team collaboration.
Plan an enabling environment for children aged 2-3 years. Analyse how enabling environments can be influenced by pedagogical approaches. Implement recommendations for improved practice and include a written evaluative piece of writing.	<ul style="list-style-type: none"> • Activity plans. • Observations. • Evaluative accounts with recommendations for improved practice and evidence of team collaboration.

Assessment requirements	Examples of resources and materials for the learner portfolio
Plan an enabling environment for children aged 3-5 years of age. Analyse how enabling environments can be influenced by pedagogical approaches. Implement recommendations for improved practice and include a written evaluative piece of writing.	<ul style="list-style-type: none"> • Activity plans. • Observations. • Evaluative accounts with recommendations for improved practice and evidence of team collaboration.
Discuss how babies and children are safeguarded in own setting.	<ul style="list-style-type: none"> • Policy and procedural development.
Analyse the use of assessment in own practice.	<ul style="list-style-type: none"> • Written account. • Examples from own setting. • Evidence of effective partnership working. • Knowledge of early intervention.
Critically evaluate partnership working in own setting.	<ul style="list-style-type: none"> • Written account. • Evaluation of home learning strategies used in setting.

Assessment requirements	Examples of resources and materials for the learner portfolio
Evaluate own role in relation to leadership, coaching and mentoring responsibilities for an enabling learning environment.	<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.
Learners will need the sign off section declaring own work.	

Learner and Assessor sign-off

<p>Learner name:</p>	<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p>
<p>PIN:</p>	<p>Learner signature:</p>
<p>Centre no:</p>	<p>Date:</p>
<p>ULN:</p>	
<p>Assessor name:</p>	<p>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.</p> <p>Assessor Signature:</p> <p>Date:</p>

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

Tutor comments



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

Unit Reference: K/508/0929

Unit Level: 4

Unit hours – guided learning: 29

Unit hours: non-guided learning: 8

Unit aim

In this unit, you will examine the benefits of physical activity and the importance of diet to the health and well-being of babies, children and their families.

This unit will encourage you 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.

Undertaking this unit will support change through a reflective cycle of continuous improvement to practice in your own setting. You will be required to coordinate and evaluate physical activity and nutrition in your own setting. You 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 Co-ordinator (PANCo).

Origins of the PANCo role

The PANCo role was born out of an innovative health improvement programme for the early years sector, originally known as The Cambridge Model. The model enables practitioners to lead continuous improvements around physical activity and nutrition within their setting, supporting the prevention of obesity.

A PANCo acts as an agent for change, championing health and wellbeing in the setting. This unit will enable progression to the PANCo role.

All learners are encouraged to register at www.panco.org.uk when they begin this unit. Registration is free and provides access to resources and support to achieve and undertake this unit and the PANCo role. Benefits include membership to a national network of existing PANCos', opportunities to share best practice, practical ideas to overcome barriers to change, continued professional development, and updates from experts in the field of early years health and wellbeing.

Learning Outcome 1:

Consider current statutory framework requirements for early years settings in relation to physical development, food and nutrition.

- Evaluate guidance and requirements to support physical development through physical activity in the early years.
- Evaluate own setting's provision for physical activity and nutrition in relation to the requirements of:
 - statutory frameworks
 - national guidelines
- Critically evaluate how physical activity and healthy eating for babies and children aged 0-5 years of age contribute to holistic development and well-being.
- Describe the nutritional requirements of babies and children under five years, and the consequences of not meeting these requirements.
- Discuss how early years settings meet nutritional guidelines.
- Analyse strategies to support early years practitioners in relation to:
 - babies and children with strong food preferences
 - food allergies and specific dietary requirements
 - food from home policies
 - evaluate how early years settings work with families to overcome any barriers to healthy eating.

Unit content requirements for Learning Outcome 1:

Skills and knowledge that learners must develop in this unit.

Learners must develop knowledge and understanding of:

- relevant statutory framework requirements in own country. For example, statutory guidance in England includes:
 - relevant Department of Health and Public Health England guidance
 - Public Health England guidance on recommended physical activity in the early years
 - national and local initiatives to promote physical activity in early years
 - Department of Health goals for nutrition
 - Chief Medical Officers (CMO) (2011) guidelines for physical activity in the early years
 - the requirements of the statutory framework for physical development and healthy eating
 - how the relevant guidance and requirements underpin resourcing in own setting for babies and children from 0-5 years of age
 - national and local initiatives to promote healthy eating in the early years:
 - for example, Childrens Food Trust guidelines for nutrition in the early years.
-
- Research to develop an understanding of the relationship between healthy eating, physical activity and other areas of development.
 - Research that highlights any relationship between mental health, emotional resilience and physical competence in children.
 - Explore strategies that are used in early years settings to overcome barriers when working with families to encourage healthy eating.

Learning Outcome 2:

Analyse the impact of existing research in relation to promoting physical activity and healthy eating.

- Discuss approaches to promoting physical activity and healthy eating, including international perspectives, to extend knowledge and understanding.

Unit content requirements for Learning Outcome 2:

Skills and knowledge that learners must develop in this unit.

- Explore own role and that of others, reflecting on and analysing how physical activity and healthy eating is promoted in day to day practice within the early years setting.
- Explore PowerPoints, hints and tips on the following topics:
 - behavioural change
 - own approach
 - well-being of staff / attitudes of staff.

Learning Outcome 3:

Critically evaluate partnership working in relation to physical development and healthy eating.

- Critically evaluate initiatives that use partnership working to support babies' and childrens' health and well-being.
- Critically evaluate partnership working with families in relation to physical development and healthy eating.

Unit content requirements for Learning Outcome 3:

Skills and knowledge that learners must develop in this unit.

Learners must develop knowledge and understanding of:

- collaborative team work to develop a positive, enabling environment for physical development in early years settings
- the role of the PANCo when supporting parents / carers to make healthy choices for their children
- policy driven initiatives to improve the health and well-being of children in early years settings
- educating and motivating staff and families towards behavioural change, through positive role modelling, leadership and mentoring skills.

Learning Outcome 4:

Understand well-being programmes in early years settings.

- Evaluate strategies used in early years settings to develop a well-being programme in partnership with other professionals and families.

Unit content requirements for Learning Outcome 4:

Skills and knowledge that learners must develop in this unit.

- Consider the need for a standardised approach to physical activity and healthy eating that:
 - acknowledges physical development as a prime area of any early years framework
 - appreciates benefits to babies' and children's well-being from physical activity and healthy eating
 - recognises holistic benefits to development
 - engages staff through reasonable requirements and collaboration
 - leads staff through policy and procedural development
 - engages families in programmes for good practice in relation to physical activity and nutrition through measurable strategies.

Relevant Reading
(website links accessible at time of publication)

- Cambridge Childhood Partnership webpage – The Physical Activity and Nutrition Coordinator role (PANCo):
 - www.panco.org.uk
- 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
- NHS Article - Physical Activity Guidelines for Children (Under Five Years):
 - www.nhs.uk/livewell/fitness/pages/physical-activity-guidelines-for-children.aspx
- Department for Education Report - Statutory Framework for the Early Years Foundation Stage:
 - www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf
- Sport England Guidelines – UK Physical Activity Guidelines:
 - www.nutrition.org.uk/attachments/504_5.UK%20Guidelines%20for%20physical%20activity%20-%20principles%20and%20subtleties_Kay%20Thomson.pdf
- NHS News Item - Major New Exercise Guidelines Announced:
 - www.nhs.uk/news/2011/07July/Pages/new-exercise-activity-uk-guidelines-from-cmo.aspx
- Department of Health, Physical Activity, Health Improvement and Protection Report - Start Active, Stay Active. A report on physical activity for health from the four home countries' Chief Medical Officers:
 - www.gov.uk/government/uploads/system/uploads/attachment_data/file/216370/dh_128210.pdf

- Department of Health Article – Early Years High Impact Area 4 – Healthy Weight, Healthy Nutrition (to Include Physical Activity):
 - www.gov.uk/government/uploads/system/uploads/attachment_data/file/413131/2902452_Early_Years_Impact_4_V0_1W.pdf

- Public Health Agency Report – Nutrition Matters for the Early Years:
 - www.publichealth.hscni.net/sites/default/files/Nutrition_Matters_for_the_early_years_11_2014.pdf

- Children's Food Trust Website:
 - www.childrensfoodtrust.org.uk/childrens-food-trust/what-we-do/

- NHS Health Eating Webpage:
 - www.nhs.uk/Livewell/healthy-eating/Pages/Healthyeating.aspx

- British Nutrition Foundation - 8 Healthy Eating Tips:
 - www.nutrition.org.uk/healthyliving/healthyeating/8tips.htmla

- Parliamentary Office of Science and Technology Report – Childhood Obesity:
 - www.parliament.uk/documents/post/pn205.pdf

- Department of Health Article - Australia's Physical Activity and Sedentary Behaviour Guidelines: Tips and Ideas for Children (0-5 years):
 - www.health.gov.au/internet/main/publishing.nsf/Content/ti-0-5years

- Department of Health - Ref-Start Active, Stay Active: A report on physical activity for health from the four home countries' Chief Medical Officer:
 - www.gov.uk/government/publications/start-active-stay-active-a-report-on-physical-activity-from-the-four-home-countries-chief-medical-officers

Producing evidence to meet the assessment requirements

Produce a portfolio of evidence to demonstrate how to engage with statutory framework requirements for own country to co-ordinate physical activity and nutrition within own setting in partnership with others.

Assessment of learning

Evidence must meet the assessment requirements as detailed below.

Learner name:		Centre no:		PIN:	
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Assessment requirements	Examples of resources and materials for the learner portfolio
Work with others in the setting to evaluate the provision for physical development and healthy eating in relation to statutory framework requirements.	<ul style="list-style-type: none"> • Socio-economic factors. • Cultural factors. • Evidence of own research. • Reflective accounts. • Written evaluative reports. • Regulatory reports. • Analytical reports based on self-evaluation documentation.
Plan, lead and review activities and experiences to support physical development, promote physical activity and healthy eating across the early years.	
Work with others in early years settings to reflect on activities and experiences for babies and children aged 0-5 years.	
Analyse international approaches to	

Assessment requirements	Examples of resources and materials for the learner portfolio
<p>promoting physical activity and healthy eating in the early years.</p>	
<p>Critically analyse how physical activity and healthy eating contribute to the holistic development and well-being of babies and children in own setting.</p>	<ul style="list-style-type: none"> • Observation. • Activity planning. • Peer observation. • Reflective account/s. • Analytical report/s.
<p>Work with other early years settings and families to produce a standardised approach to developing policy and procedure for the co-ordination of physical development and nutrition, ensuring that the policy:</p> <ul style="list-style-type: none"> • acknowledges physical development as a prime area of any early years framework • appreciates benefits to well-being of babies and children • recognises holistic benefits to development 	<ul style="list-style-type: none"> • Policy development: collaboration. • Rationale for policy. • Implementation of policy. • How staff were supported, mentored / coached, led and managed to remain engaged, be agents of change and contribute to strategies within their own setting. • How families were engaged towards healthy lifestyle choices. • An evaluation of policy development.

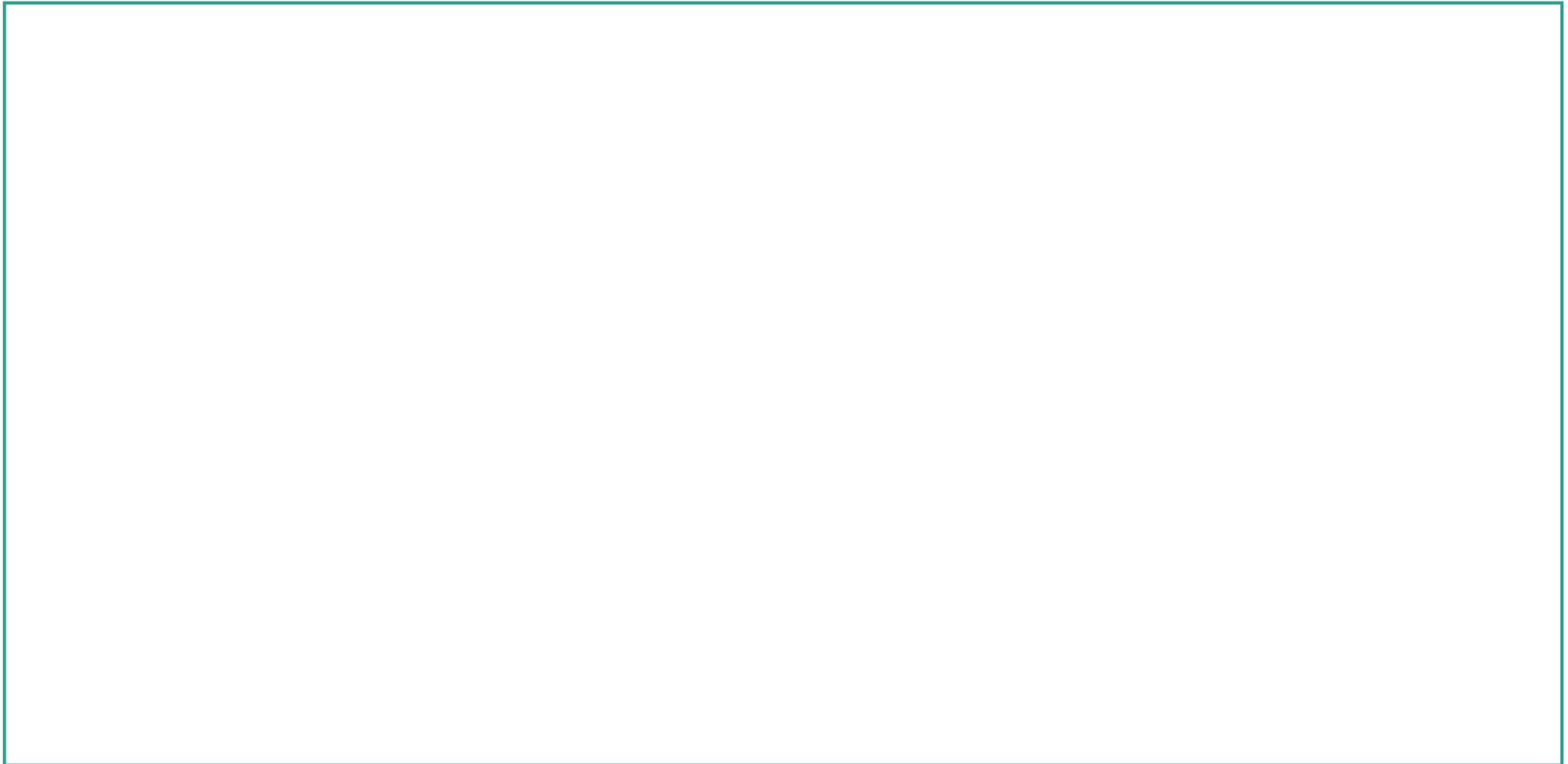
Assessment requirements	Examples of resources and materials for the learner portfolio
<ul style="list-style-type: none"> • engages staff through reasonable requirements and collaboration • leads, educates and motivates staff through policy and procedural development to establish a well-being programme for early years settings to effect change • involves families • meets requirements of national and local initiatives. 	
<p>Plan a schedule for further group evaluation within own setting to reflect on feedback from staff, family engagement, and against national and local initiatives.</p>	<p>Suggestions that practitioners can undertake in their own settings and report on:</p> <ul style="list-style-type: none"> • Explore local and national initiatives for healthy lifestyles, such as Change4Life. • Create a table top display/notice board for parents with ideas to take away. Ask the parents to feedback by sharing a paragraph and any photos of how the activities have been incorporated into their family routine, these can be displayed and also used in child's tracker (great opportunity for Ofsted to see parental engagement as well as how the setting is proactively engaging with healthy lifestyles agenda). • Meet with staff at the setting to consider improvements that could be applied to their way of working.
<p>Learners will need the sign off section declaring own work.</p>	

Learner and Assessor sign-off

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

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

Tutor comments



EYAP 3: Working with others to support children with additional needs, including Special Educational Needs and Disability

Unit Reference: D/508/0930

Unit Level: 4

Unit hours – guided learning: 30

Unit hours: non-guided learning: 8

Unit aim

In this unit, you will look at effective inclusion of children in early years settings.

Through examination of national requirements and guidance, you will consider the responsibilities of the Special Educational Needs Coordinator (SENCo) within early years settings, to promote children's learning and development.

By undertaking this unit, you will develop confidence and expertise to mentor other early years practitioners and work in partnership with parents / carers and other professionals, to ensure intervention remains effective for children with special educational needs and disabilities.

Learning Outcome 1:

Understand current frameworks for inclusive practice.

- Discuss statutory requirements and national guidance for inclusive practice in early years settings in own country.

Unit content requirements for Learning Outcome 1:

Skills and knowledge that learners must develop in this unit.

Learners must develop knowledge and understanding of:

- relevant and current frameworks and guidance.

Learning Outcome 2:

Consider provision related to children's additional needs.

- Evaluate education and care provision in early years settings for children's additional needs in relation to:
 - transition and significant life events for children
 - 'looked after' children.

Unit content requirements for Learning Outcome 2:

Skills and knowledge that learners must develop in this unit.

Learners will develop knowledge and understanding of:

- statutory guidance to provide for:
 - children learning in a language that is not their mother tongue, for example English as an Additional Language (as appropriate to own country and individual language needs)
 - supporting children through transition
 - 'looked after' children.

Learning Outcome 3:

Consider the role and responsibilities of the Special Educational Needs Co-ordinator (SENCo) in early years settings.

- Analyse strategies used to identify special educational needs and disabilities of children in early years settings.
- Evaluate partnership working in the SENCo role to include:
 - early intervention
 - sharing information with staff / other professionals for consistent practice
 - mentoring / leading and coaching staff
 - sources of support for staff and self.

Unit content requirements for Learning Outcome 3:

Skills and knowledge that learners must develop in this unit.

Learners must develop knowledge and understanding of:

- statutory guidance in relation to special educational needs and disability in own country.
- for example, in England this includes:
 - the role of the integrated assessment system for Special Educational Needs (SEN) in England
 - the role of the Special Educational Needs Coordinator (SENCo) in relation to:
 - early identification and intervention
 - the impact of strategies used to identify special educational needs and disabilities in early years settings

- Local Authority 'offer' in England, and the implications for early years settings
- integrated plans for education, health and social care in England
- Special Educational Needs and Disability (SEND) pathfinder information England.

Learning Outcome 4:

Understand factors which affect families who are caring for children with special educational needs or disabilities.

- Discuss pressures that families may face when caring for children with special educational needs / disabilities.
- Evaluate the role of the Special Educational Needs Coordinator (SENCo) in supporting families to care for children with special educational needs or disabilities.

Unit content requirements for Learning Outcome 4:

Skills and knowledge that learners must develop in this unit.

Learners must develop knowledge and understanding of:

- factors affecting families, and strategies used to support them.

Learning Outcome 5:

Reflect on own setting's policies and procedures to support children with special educational needs or disabilities.

- Consider how own setting's policies and procedures meet statutory requirements and national guidance for inclusion.

Unit content requirements for Learning Outcome 5:

Skills and knowledge that learners must develop in this unit.

- Reflection on how policies and procedures currently in place in own setting, meet the statutory requirements and national guidance for own country.

Relevant Reading
(website links accessible at time of publication)

- 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
- Department for Education Report - Transition to the New 0 to 25 Special Educational Needs and Disability System:
 - www.gov.uk/government/uploads/system/uploads/attachment_data/file/463320/Transition_Dept_advice_sept15.pdf
- Foundation Years Toolkit - SEN and Disability in the Early Years Toolkit:
 - www.foundationyears.org.uk/2015/06/sen-and-disability-in-the-early-years-toolkit/
- Department for Education Report - Early years (Under 5s) Foundation Stage Framework (EYFS):
 - www.gov.uk/government/publications/early-years-foundation-stage-framework--2.
- Foundation Years Interview - Ann Gross, Director 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.foundationyears.org.uk/2014/06/ann-gross-interview/
- Gov.UK - SEND Pathfinders Web Page:
 - www.gov.uk/government/collections/send-pathfinders
- National Institute for Health and Care Excellence (NICE) Pathways Webpage - NICE Pathways – Mapping our guidance:
 - pathways.nice.org.uk/pathways/looked-after-babies-children-and-young-people#path=view%3A/pathways/looked-after-babies-children-and-young-people/promoting-the-mental-health-and-emotional-wellbeing-of-looked-after-babies-children-and-young-people.xml&content=view-index

Producing evidence to meet the assessment requirements

Produce a portfolio of evidence to demonstrate knowledge and understanding of effective inclusion for children in early years settings.

Assessment of learning

Evidence must meet the assessment requirements as detailed below.

Learner name:		Centre no:		PIN:	
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Assessment requirements	Examples of resources and materials for the learner portfolio
<p>Select 1 (ONE) special educational need or disability or additional need and provide information to meet the following assessment requirements.</p> <ul style="list-style-type: none"> • Must show evidence of learner’s own research throughout assessment. 	
<p>Identification of 1 (ONE) special educational need or disability or additional need.</p>	<ul style="list-style-type: none"> • Identification of appropriate special educational need or disability, or additional need.
<p>An overview of the identified special educational need or disability or additional need.</p>	<ul style="list-style-type: none"> • Description. • Factors affecting development and learning.

Assessment requirements	Examples of resources and materials for the learner portfolio
<p>Evaluate strategies used by early year's practitioners for early intervention and support.</p>	<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.
<p>Evaluate partnership working with parents / carers to support a child with the identified special educational need or disability or additional need.</p>	<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 special educational needs and disability, or additional need, and strategies used to overcome them. • Evaluate partnership working in own setting.
<p>Explore partnership working with other professionals to support a child and his / her family with the identified special educational need, disability or additional need.</p>	<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.
<p>Reflect upon the role of the Special Educational Needs Coordinator (SENCo) in leading, coaching, mentoring, managing and supporting staff, and also supporting self.</p>	<ul style="list-style-type: none"> • Examples of ways staff are led, coached, mentored, managed and supported. • Records / meetings. • Reflective accounts.

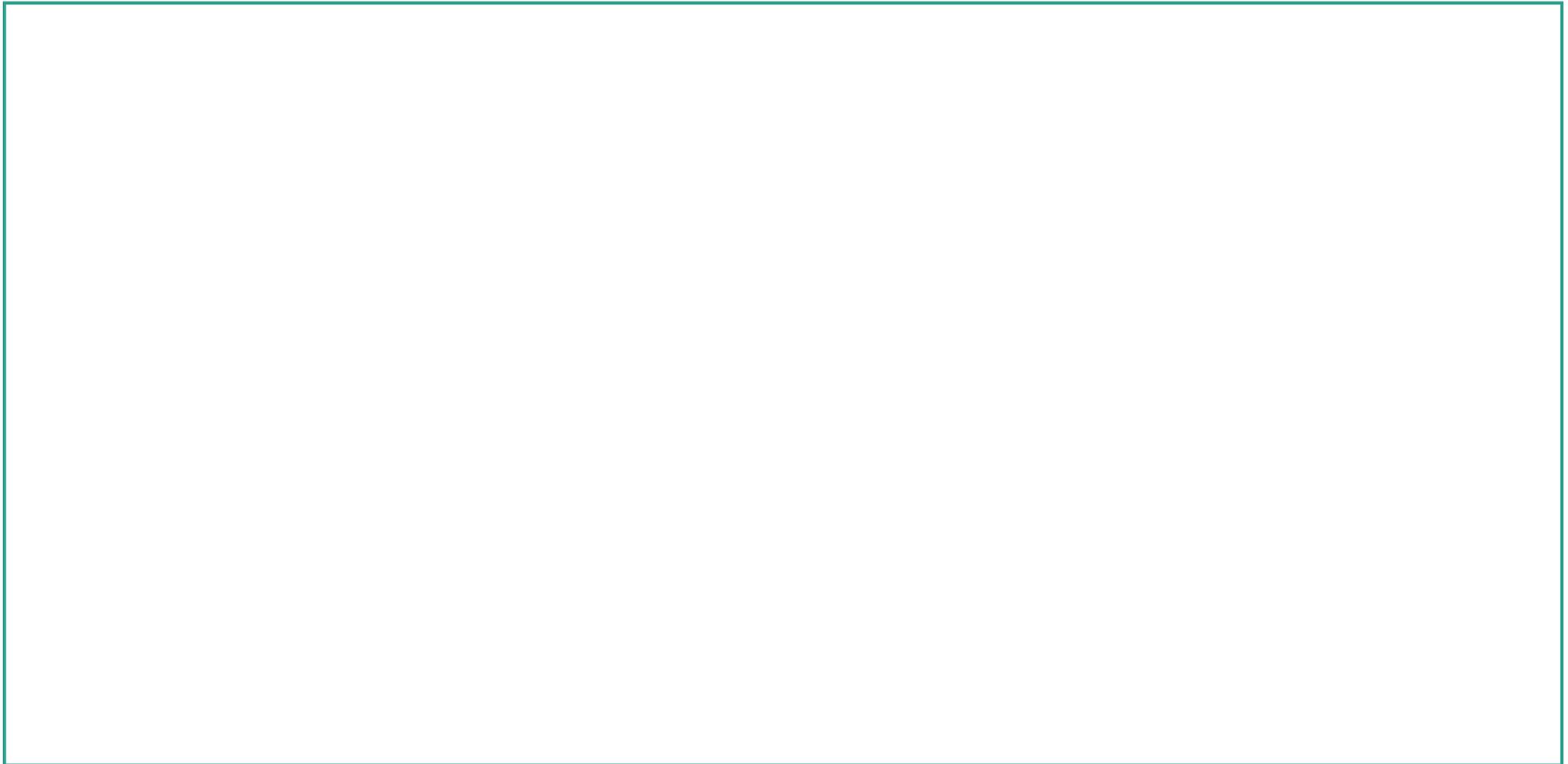
Assessment requirements	Examples of resources and materials for the learner portfolio
Work collaboratively to analyse policies and procedures in own setting in relation to statutory frameworks and national guidance.	<ul style="list-style-type: none">• Revision of policies and procedures in own setting.• Records.• Evidence of collaboration with other early years settings.
Learners will need the sign off section declaring own work.	

Learner and Assessor sign-off

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

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

Tutor comments



EYAP 4: Working with families and other professionals in early years settings

Unit Reference: H/508/0931

Unit Level: 4

Unit hours – guided learning: 27

Unit hours: non-guided learning: 9

Unit aim

In this unit, you 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.

Through this unit, you will explore some of the diverse needs of families, and reflect on how best to overcome barriers to partnership working with families.

In undertaking this unit, you will apply coaching, leadership and mentoring skills to educate and motivate staff to work effectively in partnership with others.

Learning Outcome 1:

Understand requirements for partnership working in early years settings.

- Consider statutory framework requirements in relation to partnership working in early years settings.
- Examine partnership working with other professionals in early years settings.
- Evaluate partnership working with other professionals in early years settings.

Unit content requirements for Learning Outcome 1:

Skills and knowledge that learners must develop in this unit.

Learners must develop knowledge and understanding of:

- partnership working requirements of the statutory framework for early years settings
- 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.

Learning Outcome 2:

Understand the diverse needs of families and how these are addressed in early years settings.

- Examine the diverse needs of families including:
 - socio-economic
 - health
 - cultural.
- Discuss ways to meet the diverse needs of families in own setting.

Unit content requirements for Learning Outcome 2:

Skills and knowledge that learners must develop in this unit.

Learners must develop knowledge and understanding of:

- diverse needs of families, including factors such as:
 - socio-economic
 - health
 - cultural
- pressures and challenges facing families
- statutory policy designed to address some of the diverse needs of families.

Learning Outcome 3:

Consider partnership working with families in early years settings.

- Reflect on practice in own setting to establish and maintain partnerships with families.

Unit content requirements for Learning Outcome 3:

Skills and knowledge that learners must develop in this unit.

Learners must develop knowledge and understanding of:

- strategies used to establish and maintain partnership working with families in early years settings.

Learning Outcome 4:

Consider how to lead, coach, mentor and educate staff in own setting in relation to partnership working.

- Analyse strategies used in own setting to lead, coach, mentor and educate staff in partnership working.

Unit content requirements for Learning Outcome 4:

Skills and knowledge that learners must develop in this unit.

Learners must develop knowledge and understanding of:

- strategies used to lead, mentor and coach staff in effective partnership working.

Relevant Reading
(website links accessible at time of publication)

- Department for Education Report - Statutory Framework for the Early Years Foundation Stage:
 - www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf
- Family and Childcare Trust Website:
 - www.familyandchildcaretrust.org/
- Early Education Website:
 - www.early-education.org.uk/
- Foundation Years – Families Webpage:
 - 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

Producing evidence to meet the assessment requirements

Produce a portfolio of evidence to demonstrate effective partnership working in own setting.

Assessment of learning

Evidence must meet the assessment requirements as detailed below.

Learner name:		Centre no:		PIN:	
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Assessment requirements	Examples of resources and materials for the learner portfolio
Reflect on how own setting establishes and maintains partnership working with: <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.

Assessment requirements	Examples of resources and materials for the learner portfolio
<p>Select 1 (ONE) pressure families with babies and children under 5 (FIVE) 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 (FIVE) 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.
<p>Summarise development in statutory framework requirements designed to support families with babies and children under 5 (FIVE) years of age.</p>	<ul style="list-style-type: none"> • Summary of research regarding statutory publications / policy implementation relevant to meeting the diverse needs, challenges and pressures families with babies and children under 5 (FIVE) may face.
<p>Develop strategies to use in own setting to coach, mentor and educate staff in relation to partnership working.</p>	<ul style="list-style-type: none"> • Strategies, reports and records. • Peer observations and self- evaluation.

Assessment requirements

Examples of resources and materials for the learner portfolio

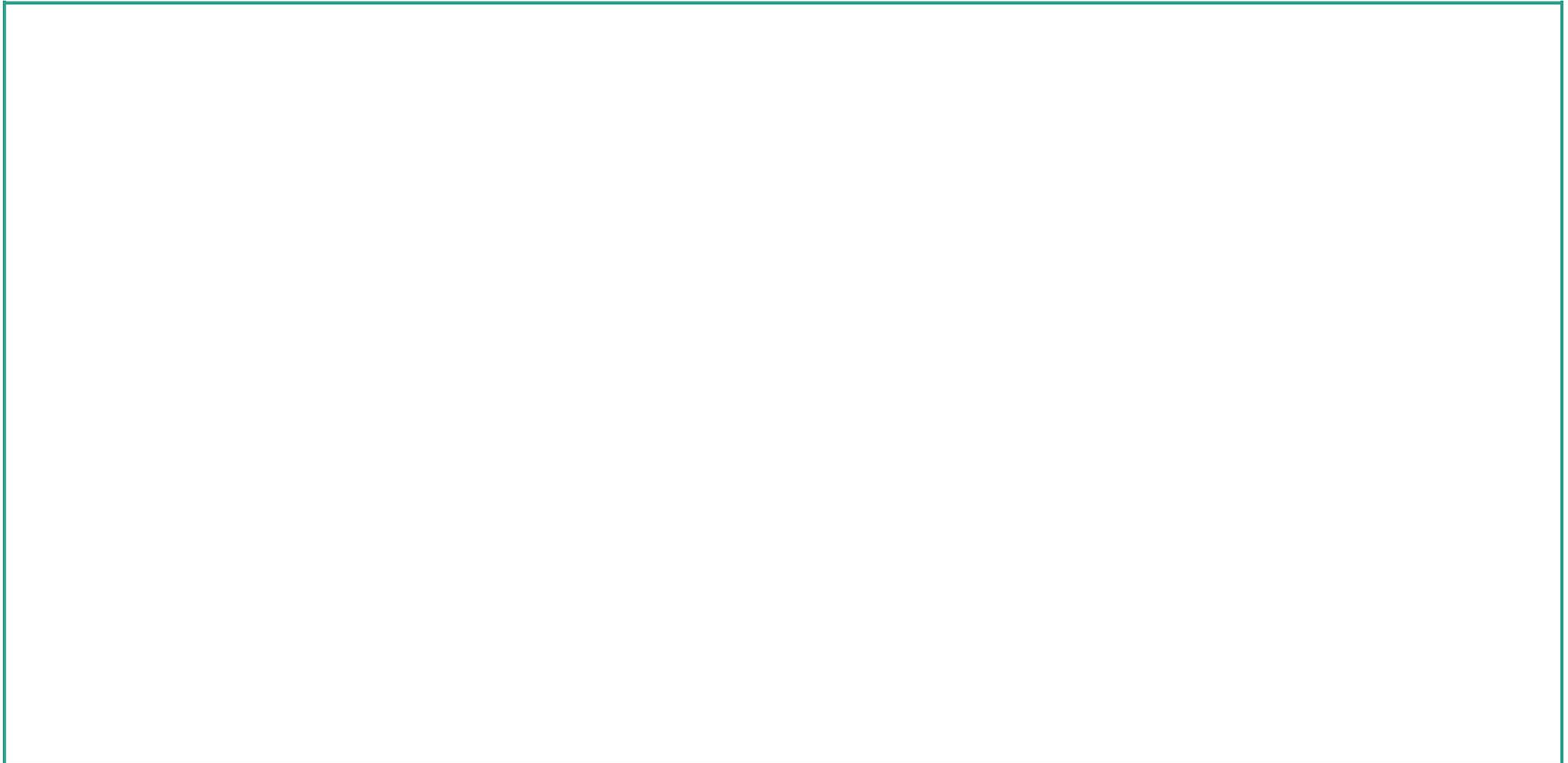
Learners will need the sign off section declaring own work.

Learner and Assessor sign-off

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

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

Tutor comments



EYAP 5: Implementing change in an early years setting incorporating a small scale research project

Unit Reference: K/508/0932

Unit Level: 4

Unit hours – guided learning: 35

Unit hours: non-guided learning: 10

Unit aim

In this unit, you 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. You will be introduced to research, and the role of ethics when undertaking research.

The theme selected will allow you to reflect on practice, and use current research to produce recommendations for improvements to your own setting, implement these recommendations and summarise findings.

The themes are listed in the assessment of learning section of this unit

Learning Outcome 1:

Understand the use and purpose of research.

- Consider the ways in which research is used.
- Discuss the purpose of undertaking research.
- Justify the use of quantitative and qualitative approaches to research.
- Analyse a range of research methods used for data collection.

Unit content requirements for Learning Outcome 1:

Skills and knowledge that learners must develop in this unit.

The learner must develop knowledge and understanding of:

- everyday research skills
- truth, power and values
- the nature and context of research
- reflective cycle
- improvements to practice.

- Quantitative and qualitative approaches to research:
 - surveys
 - experiments
 - action research
 - case studies
 - interviews
 - questionnaires
 - observation
 - literature reviews.

Learning Outcome 2:

Plan a research project.

- Consider factors contributing to how research is planned.
- Discuss research ethics in relation to:
 - professionalism
 - anonymity
 - confidentiality
 - validity.

Unit content requirements for Learning Outcome 2:

Skills and knowledge that learners must develop in this unit.

- Factors that impact opportunities for research such as:
 - time
 - cost
 - support.
- Ethical issues, such as:
 - professionalism
 - anonymity
 - confidentiality
 - validity.

Learning Outcome 3:

Understand how to present findings to others.

- Analyse methods of presenting findings from research.

Unit content requirements for Learning Outcome 3:

Skills and knowledge that learners must develop in this unit.

- A range of strategies to engage others, including:
 - role modelling, leadership and management styles
 - report writing
 - formal presentation
 - graphs and illustrations.

Relevant Reading
(website links accessible at time of publication)

- National Day Nurseries Association (NDNA) Website:
 - [/www.ndna.org.uk/](http://www.ndna.org.uk/)

- National Early Years Trainers and Consultants (NEYTCO) Website:
 - neytco.co.uk/

- Early Years Foundation Stage Forum (FSF) Articles - EYFS Leadership and Management Articles Webpage:
 - eyfs.info/articles/_/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

Producing evidence to meet the assessment requirements

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 of learning

Evidence must meet the assessment requirements as detailed below.

Learner name:		Centre no:		PIN:	
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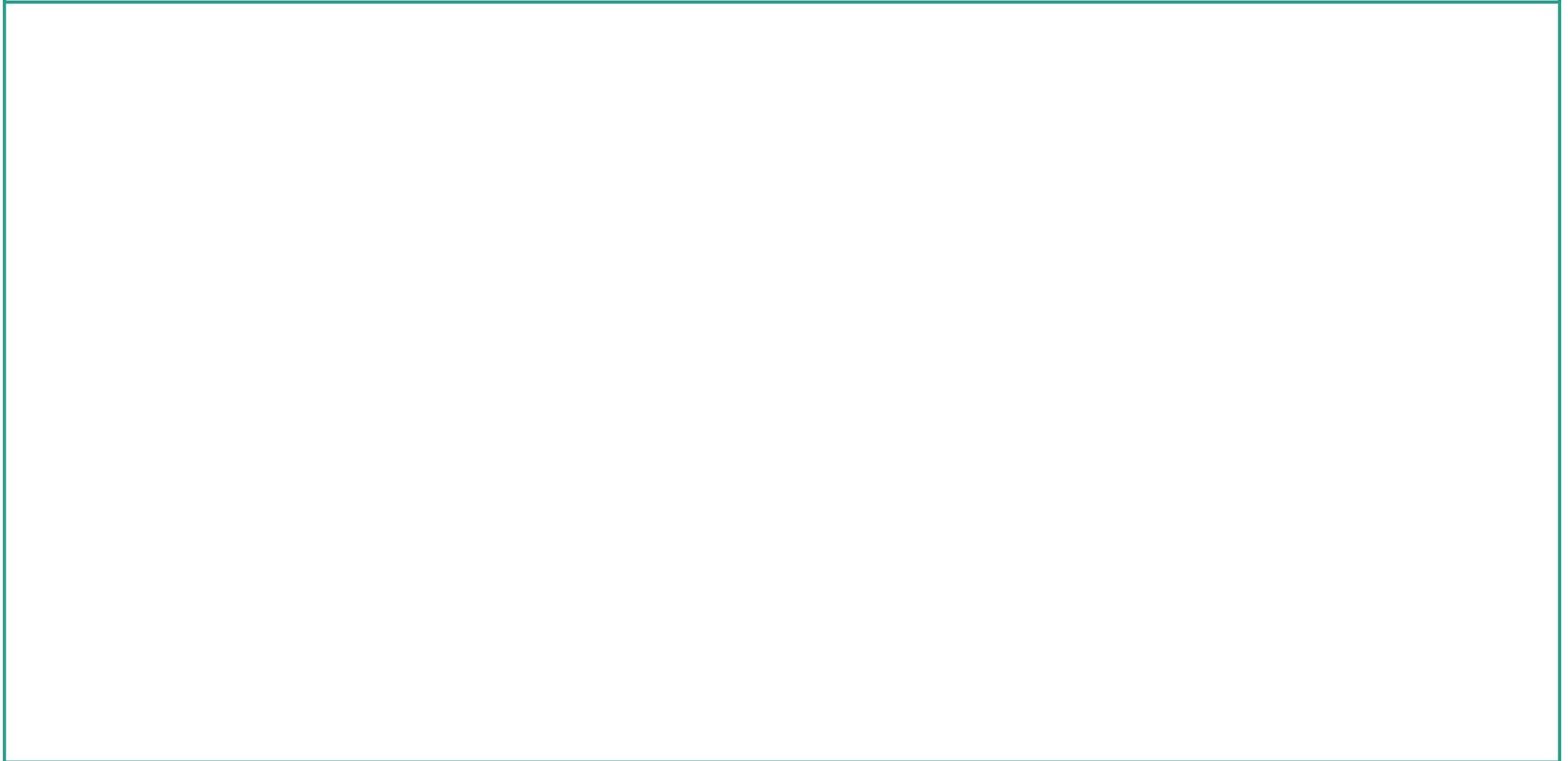
Assessment requirements		✓
1.	Select a topic for the research project	
2.	Design the research project	
3.	Select methods and techniques for the research project	
4.	Consider ethical implications of the research project	
5.	Undertake a literature review	
6.	Write up the research project	
7.	Summarise the main findings of the research project	
8.	Share the findings of the research project in own setting	
9.	Make recommendations for change	
10.	Implement change in own setting	
11.	Evaluate changes in own setting	

Learner and Assessor sign-off

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

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

Tutor comments



Section 4: Assessment and quality assurance information

Assessment guidance

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 Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Recommended assessment methods

Ref	Assessment Method
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
B	Professional discussion
C	Expert Witness evidence <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles
D	Learner's own work products
E	Learner log or reflective diary
F	Activity plan or planned activity
G	Observation of children, young people or adults by the learner
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation
I	Recognition of prior learning
J	Reflection on own practice in real work environment

Ref	Assessment Method
K	Written and pictorial information
L	Scenario or case study
M	Task set by us
N	Oral questions and answers

Assessment strategies and principles relevant to this qualification

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

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

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC or assessment requirements for the **unit** they are assessing or quality assuring.

Assessment Strategy

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance
- Additional support materials (available from May 2016)

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are available on the secure website.